



National Threat Evaluation and Reporting (NTER) ID-TERC Teach Back Form

Instructor Development Threat Evaluation and Reporting Course (ID-TERC) Teach Back Overview

The goal of the ID-TERC Teach Back is to ensure that Master Trainer (MT) candidates are equipped with the skills and knowledge to effectively train the information provided in the ID-TERC to a variety of partners at the Federal, State, Local, Tribal, and Territorial (F/SLTT) levels. To ensure this outcome, the Teach Back will use a numeric grading scale to assess each Master Trainer candidate's grasp of core competencies related to both content and instruction.

Master Trainers can improvise and adapt their materials and instruction style to changing circumstances and differing audiences. To ensure that trainers are prepared for this dynamic training role, the NTER Program Management Office (PMO) is requiring that MT candidates score as "Skilled" or "Outstanding" on 50 percent of the core competencies measured, and that they score at least "Sufficient" on an additional 30 percent of the core competencies measured.

If you do not pass the Teach Back, the NTER PMO will reach out to you to go over performance, discuss possible improvements, and answer any questions you may have. These meetings are meant to promote transparency about the NTER PMO's methods for assessing core competencies of MT candidates. Scores and results will be held in confidence within NTER and shared solely with the MT candidate in preparation for these meetings.

MT candidates who fail to meet the grading standard set by the NTER PMO will be given an opportunity to re-mediate. Prior to the remediation opportunity, NTER will provide thorough feedback to the candidate on how to improve. If a MT candidate does not meet the standard on their second attempt, one more attempt will be provided. After those two additional opportunities, if the MT candidate does not meet the grading standard, they will be removed from consideration for the status of Master Trainer.

Grading Scale

Outstanding (Highest Rating)

The MT candidate shows outstanding knowledge or skill and shows excellent ability in the identified core competency. The MT candidate teaches materials in alignment with the Instructor Guide (IG) and goes far above and beyond basic requirements to improve the course.

Skilled

The MT candidate shows skilled knowledge or skill and demonstrates above average ability in the identified core competency. The MT candidate teaches materials in alignment with the IG and NTER guidelines and goes above and beyond basic requirements to improve the course.

Satisfactory

The MT candidate shows satisfactory knowledge or skill and will not require development to achieve sufficiency in the identified core competency. The MT candidate sufficiently teaches materials in alignment with the IG and does not go above basic requirements.

Developing

The MT candidate shows basic knowledge or skill and will require attention and improvement to achieve sufficiency in the identified core competency. The MT candidate does not sufficiently teach materials in alignment with the IG and will need minimal attention and improvement to meet basic requirements.

Needs Improvement (Lowest Rating)

The MT candidate lacks proficiency in this area and will require improvement to achieve sufficiency in the identified core competency. The MT candidate does not sufficiently teach materials in alignment with the IG and will require substantial attention and improvement to meet basic requirements.



ID-TERC Teach Back Form (Continued)

Please fill out this form completely, providing grades for each competency and brief explanations for each grade.

Master Trainer Name: _____

Date: _____

INSTRUCTIONAL COMPETENCIES

Needs Attention Developing Sufficient Skilled Outstanding

DELIVERY

Instructor engages students actively through the learning process.

Instructor does not engage students actively through the learning process.

Instructor barely engages students actively through the learning process.

Instructor sufficiently engages students actively through the learning process.

Instructor mostly engages students actively through the learning process.

Instructor fully engages students actively through the learning process.

Evidence

Instructor uses a clear voice and speaks at an understandable pace.

Instructor does not use a clear voice or speak at an understandable pace.

Instructor barely uses a clear voice and speaks at an understandable pace.

Instructor sufficiently uses a clear voice and speaks at an understandable pace.

Instructor mostly uses a clear voice and speaks at an understandable pace.

Instructor fully uses a clear voice and speaks at an understandable pace.

Evidence

Instructor's lesson delivery is poised, controlled, and smooth.

Instructor's lesson delivery is not poised, controlled, or smooth.

Instructor's lesson delivery is barely poised, controlled, or smooth.

Instructor's lesson delivery is sufficiently poised, controlled, and smooth.

Instructor's lesson delivery is mostly poised, controlled, and smooth.

Instructor's lesson delivery is fully poised, controlled, and smooth.

Evidence



ID-TERC Teach Back Form (Continued)

INSTRUCTIONAL
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

DELIVERY

Length of the selected lesson delivered by the instructor is approximate to the assigned time limits, allowing slight variations for student engagement and participation.

Length of the selected lesson delivered by the instructor is not approximate to the assigned time limits, allowing slight variations for student engagement and participation.

Length of the selected lesson delivered by the instructor is barely approximate to the assigned time limits, allowing slight variations for student engagement and participation.

Length of the selected lesson delivered by the instructor is sufficiently approximate to the assigned time limits, allowing slight variations for student engagement and participation.

Length of the selected lesson delivered by the instructor is mostly approximate to the assigned time limits, allowing slight variations for student engagement and participation.

Length of the selected lesson delivered by the instructor is fully within the assigned time limits, allowing slight variations for student engagement and participation.

Evidence

The instructor demonstrates competency in adapting training to the needs of specific audiences.

The instructor does not demonstrate competency in adapting training to the needs of specific audiences.

The instructor barely demonstrates competency in adapting training to the needs of specific audiences.

The instructor sufficiently demonstrates competency in adapting training to the needs of specific audiences.

The instructor mostly demonstrates competency in adapting training to the needs of specific audiences.

The instructor fully demonstrates competency in adapting training to the needs of specific audiences.

Evidence

Master Trainer Name:

Date:

21-064-1A



ID-TERC Teach Back Form (Continued)

INSTRUCTIONAL
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

EFFECTIVENESS

The instructor increases audience understanding and knowledge of topic and convinces the audience to recognize the validity and importance of the subject.

This section is judged on the basis of active student engagement and interaction.

The instructor does not increase audience understanding and knowledge of topic or convince the audience to recognize the validity and importance of the subject.

The instructor barely increases audience understanding and knowledge of topic or convinces the audience to recognize the validity and importance of the subject.

The instructor sufficiently increases audience understanding and knowledge of topic and convinces the audience to recognize the validity and importance of the subject.

The instructor mostly increases audience understanding and knowledge of topic and convinces the audience to recognize the validity and importance of the subject.

The instructor fully increases audience understanding and knowledge of topic and convinces the audience to recognize the validity and importance of the subject.

Evidence

To ensure participants grasp the key points, instructor clearly reiterates these at the end of the lesson.

To ensure participants grasp the key points, instructor does not reiterate key points at the end of the lesson.

To ensure participants grasp the key points, instructor barely reiterates key points at the end of the lesson.

To ensure participants grasp the key points, instructor sufficiently reiterates key points at the end of the lesson.

To ensure participants grasp the key points, instructor mostly reiterates key points at the end of the lesson.

To ensure participants grasp the key points, instructor fully reiterates key points at the end of the lesson.

Evidence

Master Trainer Name:

Date:

21-064-1A



ID-TERC Teach Back Form (Continued)

INSTRUCTIONAL
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

EFFECTIVENESS

The instructor articulates the purpose of the material and subject-matter being delivered, to include using pertinent examples and evidence.

The instructor does not articulate the purpose of the material and subject-matter being delivered, to include using pertinent examples and evidence.

The instructor barely articulates the purpose of the material and subject-matter being delivered, to include using pertinent examples and evidence.

The instructor sufficiently articulates the purpose of the material and subject-matter being delivered, to include using pertinent examples and evidence.

The instructor mostly articulates the purpose of the material and subject-matter being delivered, to include using pertinent examples and evidence.

The instructor fully articulates the purpose of the material and subject-matter being delivered, to include using pertinent examples and evidence.

Evidence

The instructor demonstrates competency with managing the virtual elements of the training and is able to troubleshoot minor technological issues.

The instructor does not demonstrate competency with managing the virtual elements of the training and is not able to troubleshoot minor technological issues.

The instructor barely demonstrates competency with managing the virtual elements of the training and is barely able to troubleshoot minor technological issues.

The instructor sufficiently demonstrates competency with managing the virtual elements of the training and is sufficiently able to troubleshoot minor technological issues.

The instructor mostly demonstrates competency with managing the virtual elements of the training and is mostly able to troubleshoot minor technological issues.

The instructor fully demonstrates competency with managing the virtual elements of the training and is fully able to troubleshoot minor technological issues.

Evidence

Master Trainer Name:

Date:

21-064-1A



ID-TERC Teach Back Form (Continued)

INSTRUCTIONAL COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

PROFESSIONALISM

The instructor demonstrates interest in the topics during the entire lesson.

The instructor does not demonstrate interest in the topics during the entire lesson.

The instructor barely demonstrates interest in the topics during the entire lesson.

The instructor sufficiently demonstrates interest in the topics during the entire lesson.

The instructor mostly demonstrates interest in the topics during the entire lesson.

The instructor fully demonstrates interest in the topics during the entire lesson.

Evidence

The instructor is appropriately dressed and comports him/herself professionally throughout the presentation.

The instructor is not appropriately dressed, and does not comport him/herself professionally throughout the presentation.

The instructor is barely appropriately dressed, and barely comports him/herself professionally throughout the presentation.

The instructor is sufficiently appropriately dressed and sufficiently comports him/herself professionally throughout the presentation.

The instructor is mostly appropriately dressed and mostly comports him/herself professionally throughout the presentation.

The instructor is fully appropriately dressed and fully comports him/herself professionally throughout the presentation.

Evidence

The instructor maintains bearing during participant questioning.

The instructor does not maintain bearing during participant questioning.

The instructor barely maintains bearing during participant questioning.

The instructor sufficiently maintains bearing during participant questioning.

The instructor mostly maintains bearing during participant questioning.

The instructor fully maintains bearing during participant questioning.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention Developing Sufficient Skilled Outstanding

MODULE I

Given a list of primary sources related to threat assessment and targeted violence, the TERC instructor will be able to identify and summarize key primary sources related to threat assessment and management.

The TERC instructor is not able to identify and summarize key primary sources related to threat assessment and management.

The TERC instructor is barely able to identify and summarize key primary sources related to threat assessment and management.

The TERC instructor is sufficiently able to identify and summarize key primary sources related to threat assessment and management.

The TERC instructor is mostly able to identify and summarize key primary sources related to threat assessment and management.

The TERC instructor is fully able to identify and summarize key primary sources related to threat assessment and management.

Evidence

Given overviews of targeted violence and other common types of violence, the TERC instructor will be able to define targeted violence and compare targeted violence to other common types of violence.

The TERC instructor is not able to define targeted violence and compare targeted violence to other common types of violence.

The TERC instructor is barely able to define targeted violence and compare targeted violence to other common types of violence.

The TERC instructor is sufficiently able to define targeted violence and compare targeted violence to other common types of violence.

The TERC instructor is mostly able to define targeted violence and compare targeted violence to other common types of violence.

The TERC instructor is fully able to define targeted violence and compare targeted violence to other common types of violence.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE 1

Given an outline of the pathway to violence model, the TERC instructor will be able to outline the pathway to violence model and contextualize how the pathway to violence model can be used to understand targeted violence.

The TERC instructor is not able to outline the pathway to violence model and contextualize how the pathway to violence model can be used to understand targeted violence.

The TERC instructor is barely able to outline the pathway to violence model and contextualize how the pathway to violence model can be used to understand targeted violence.

The TERC instructor is sufficiently able to outline the pathway to violence model and contextualize how the pathway to violence model can be used to understand targeted violence.

The TERC instructor is mostly able to outline the pathway to violence model and contextualize how the pathway to violence model can be used to understand targeted violence.

The TERC instructor is fully able to outline the pathway to violence model and contextualize how the pathway to violence model can be used to understand targeted violence.

Evidence

Given information about key events in the history of targeted violence and threat assessment, the TERC instructor will be able to describe key referenced events in the history of targeted violence in the United States and illustrate how they relate to the development of the field of threat assessment and management.

The TERC instructor is not able to describe key referenced events in the history of targeted violence in the United States and illustrate how they relate to the development of the field of threat assessment and management.

The TERC instructor is barely able to describe key referenced events in the history of targeted violence in the United States and illustrate how they relate to the development of the field of threat assessment and management.

The TERC instructor is sufficiently able to describe key referenced events in the history of targeted violence in the United States and illustrate how they relate to the development of the field of threat assessment and management.

The TERC instructor is mostly able to describe key referenced events in the history of targeted violence in the United States and illustrate how they relate to the development of the field of threat assessment and management.

The TERC instructor is fully able to describe key referenced events in the history of targeted violence in the United States and illustrate how they relate to the development of the field of threat assessment and management.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE 1

Given data on current trends in mass attacks from the US Secret Service Mass Attacks in Public Spaces (MAPS) report, the TERC instructor will be able to explain key insights about the recent history of mass attacks in the United States.

The **RE** instructor is not able to explain key insights about the recent history of mass attacks in the United States.

The TERC instructor is barely able to explain key insights about the recent history of mass attacks in the United States.

The TERC instructor is sufficiently able to explain key insights about the recent history of mass attacks in the United States.

The TERC instructor is mostly able to explain key insights about the recent history of mass attacks in the United States.

The TERC instructor is fully able to explain key insights about the recent history of mass attacks in the United States.

Evidence

Given an overview of behavioral threat assessment, the TERC instructor will be able **founde** behavioral threat assessment and summarize the key elements of behavioral threat assessment.

The **RE** instructor is not able to define behavioral threat assessment and summarize the key elements of behavioral threat assessment.

The **RE** instructor is barely able to define behavioral threat assessment and summarize the key elements of behavioral threat assessment.

The TERC instructor is sufficiently able to define behavioral threat assessment and summarize the key elements of behavioral threat assessment.

The **RE** instructor is mostly able to define behavioral threat assessment and summarize key elements of behavioral threat assessment.

The **RE** instructor is fully able to define behavioral threat assessment and summarize key elements of behavioral threat assessment.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE I

Given descriptions of several forms of investigation and risk assessment, the TERC instructor will be able to distinguish between descriptions of BTA and other forms of investigation.

The TERC instructor is not able to distinguish between descriptions of BTA and other forms of investigation.

The TERC instructor is barely able to distinguish between descriptions of BTA and other forms of investigation.

The TERC instructor is sufficiently able to distinguish between descriptions of BTA and other forms of investigation.

The TERC instructor is able to mostly distinguish between descriptions of BTA and several other forms of investigation.

The TERC instructor is able to fully distinguish between descriptions of BTA and all other forms of investigation.

Evidence

MODULE II

Given the materials of the Receiving a Tip While on the Job activity, the TERC instructor will be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is not be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is barely able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is sufficiently able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is mostly able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is fully able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of the identify step of the threat assessment process, the TERC instructor will be able to introduce the identify step of the threat assessment process and outline key considerations for threat assessment teams.

The TERC instructor is not able to introduce the identify step of the threat assessment process and outline key considerations for threat assessment teams.

The TERC instructor is barely able to introduce the identify step of the threat assessment process and outline key considerations for threat assessment teams.

The TERC instructor is sufficiently able to introduce the identify step of the threat assessment process and outline key considerations for threat assessment teams.

The TERC instructor is mostly able to introduce the identify step of the threat assessment process and outline key considerations for threat assessment teams.

The TERC instructor is fully able to introduce the identify step of the threat assessment process and outline key considerations for threat assessment teams.

Evidence

Given summaries of key definitions and information related to privacy considerations, the TERC instructor will be able to break down how privacy considerations affect the field of threat assessment, summarize the ways in which threat assessment affects the privacy of all involved in the threat assessment process, and recommend practices for protecting privacy in threat assessment.

The TERC instructor is not able to break down how privacy considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the privacy of all involved in the threat assessment process, and recommend practices for protecting privacy in threat assessment.

The TERC instructor is barely able to break down how privacy considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the privacy of all involved in the threat assessment process, and recommend practices for protecting privacy in threat assessment.

The TERC instructor is sufficiently able to break down how privacy considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the privacy of all involved in the threat assessment process, and recommend practices for protecting privacy in threat assessment.

The TERC instructor is mostly able to break down all ways that privacy considerations affect the field of threat assessment, summarize some ways in which threat assessment protects the privacy of all involved in the threat assessment process, and recommend some practices for protecting privacy in threat assessment.

The TERC instructor is fully able to break down how privacy considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the privacy of all involved in the threat assessment process, and recommend practices for protecting privacy in threat assessment.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given summaries of key definitions and information related to civil rights and civil liberties considerations, the TERC instructor will be able to break down how those considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the civil rights and civil liberties of all involved in the threat assessment process, and recommend practices for protecting civil rights and civil liberties in threat assessment.

The TERC instructor is not able to break down how CRCL considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the civil rights and civil liberties of all involved in the threat assessment process, and recommend practices for protecting civil rights and civil liberties in threat assessment.

The TERC instructor is barely able to break down how CRCL considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the civil rights and civil liberties of all involved in the threat assessment process, and recommend practices for protecting civil rights and civil liberties in threat assessment.

The TERC instructor is sufficiently able to break down how CRCL considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the civil rights and civil liberties of all involved in the threat assessment process, and recommend practices for protecting civil rights and civil liberties in threat assessment.

The TERC instructor is mostly able to break down how CRCL considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the civil rights and civil liberties of all involved in the threat assessment process, and recommend practices for protecting civil rights and civil liberties in threat assessment.

The TERC instructor is fully able to break down how CRCL considerations affect the field of threat assessment, summarize the ways in which threat assessment protects the civil rights and civil liberties of all involved in the threat assessment process, and recommend practices for protecting civil rights and civil liberties in threat assessment.

Evidence

Master Trainer Name:

Date:

21-064-1A



ID-TERC Teach Back Form (Continued)

CONTENT COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of important considerations for community engagement in threat assessment, the TERC instructor will be able to explain the value of community involvement in the threat assessment process and facilitate a discussion between the participants to engage in this topic.

The TERC instructor is not able to explain the value of community involvement in the threat assessment process and facilitate a discussion between the participants to engage in this topic.

The TERC instructor is barely able to explain the value of community involvement in the threat assessment process and facilitate a discussion between the participants to engage in this topic.

The TERC instructor is somewhat able to explain the value of community involvement in the threat assessment process and facilitate a discussion between the participants to engage in this topic.

The TERC instructor is mostly able to explain the value of community involvement in the threat assessment process and facilitate a discussion between the participants to engage in this topic.

The TERC instructor is fully able to explain the value of community involvement in the threat assessment process and facilitate a discussion between the participants to engage in this topic.

Evidence

Given an outline of possible barriers to effective community reporting of potentially concerning behaviors, the TERC instructor will be able to explain those possible barriers to reporting and facilitate discussion on effective strategies to increase community reporting of potentially concerning behaviors.

The TERC instructor is not able to explain possible barriers to reporting and facilitate discussion on effective strategies to increase community reporting of potentially concerning behaviors.

The TERC instructor is barely able to explain possible barriers to reporting and facilitate discussion on effective strategies to increase community reporting of potentially concerning behaviors.

The TERC instructor is somewhat able to explain possible barriers to reporting and facilitate discussion on effective strategies to increase community reporting of potentially concerning behaviors.

The TERC instructor is mostly able to explain possible barriers to reporting and facilitate discussion on effective strategies to increase community reporting of potentially concerning behaviors.

The TERC instructor is fully able to explain possible barriers to reporting and facilitate discussion on effective strategies to increase community reporting of potentially concerning behaviors.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of key considerations for triaging potentially concerning communications, the TERC instructor will be able to highlight key considerations for triaging potentially concerning communications and distinguish between imminent and long-term indicators of risk for targeted violence.

The **RE** instructor is not able to highlight key considerations for triaging potentially concerning communications or distinguish between imminent and long-term indicators of risk for targeted violence.

The **RE** instructor is barely able to highlight key considerations for triaging potentially concerning communications or distinguish between imminent and long-term indicators of risk for targeted violence.

The **RE** instructor is sufficiently able to highlight key considerations for triaging potentially concerning communications or distinguish between imminent and long-term indicators of risk for targeted violence.

The **RE** instructor is mostly able to highlight key considerations for triaging potentially concerning communications or distinguish between imminent and long-term indicators of risk for targeted violence.

The **RE** instructor is fully able to highlight key considerations for triaging potentially concerning communications and distinguish between imminent and long-term indicators of risk for targeted violence.

Evidence

Given an outline of the key considerations for triaging anonymous threatening communications, the TERC instructor will be able to communicate why anonymous threatening communications are unique and identify the specific difficulties with triaging these threats.

The TERC instructor is not able to communicate why anonymous threatening communications are unique and identify the specific difficulties with triaging these threats.

The TERC instructor is barely able to communicate why anonymous threatening communications are unique and identify the specific difficulties with triaging these threats.

The TERC instructor is sufficiently able to communicate why anonymous threatening communications are unique and identify the specific difficulties with triaging these threats.

The TERC instructor is mostly able to communicate why anonymous threatening communications are unique and identify the specific difficulties with triaging these threats.

The TERC instructor is fully able to communicate why anonymous threatening communications are unique and identify the specific difficulties with triaging these threats.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given the materials of the anonymous threatening communications activity, the TERC instructor will be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is not be able to explain and debrief the activity, highlight pertinent aspects of the activity, or reinforce key learning objectives for the activity.

The TERC instructor is barely able to explain and debrief the activity, highlight pertinent aspects of the activity, or reinforce key learning objectives for the activity.

The TERC instructor is sufficiently able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is mostly able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is fully able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

Evidence

Given an outline of the investigation stage of the threat assessment, the TERC instructor will be able to break down the process of information gathering in threat assessment.

The TERC instructor is not able to break down the process of information gathering in threat assessment.

The TERC instructor is barely able to break down the process of information gathering in threat assessment.

The TERC instructor is sufficiently able to break down the process of information gathering in threat assessment.

The TERC instructor is mostly able to break down the process of information gathering in threat assessment.

The TERC instructor is fully able to break down the process of information gathering in threat assessment.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given foundational information related to FERPA, HIPAA & IDEA, the TERC instructor is able to relay that key information and exemplify ways that each law applies to the information gathering and threat assessment process.

The TERC instructor is not able to relay foundational information related to FERPA, HIPAA & IDEA and exemplify ways that each law applies to the information gathering and threat assessment process.

The TERC instructor is barely able to relay foundational information related to FERPA, HIPAA & IDEA and exemplify ways that each law applies to the information gathering and threat assessment process.

The TERC instructor is sufficiently able to relay foundational information related to FERPA, HIPAA & IDEA and exemplify ways that each law applies to the information gathering and threat assessment process.

The TERC instructor is mostly able to relay foundational information related to FERPA, HIPAA & IDEA and exemplify ways that each law applies to the information gathering and threat assessment process.

The TERC instructor is fully able to relay foundational information related to FERPA, HIPAA & IDEA and exemplify ways that each law applies to the information gathering and threat assessment process.

Evidence

Given information about the Tarasoff case and the mental health professional's duty to warn, the TERC instructor will be able to explain the key outcomes of the case, including distinguishing between the duty to warn laws across states and emphasizing the importance of local legal review and partnership on the legal considerations that are involved in threat assessment.

The TERC instructor is not able to explain the key outcomes of the case, including distinguishing between the duty to warn laws across states and emphasizing the importance of local legal review and partnership on the legal considerations that are involved in threat assessment.

The TERC instructor is barely able to explain the key outcomes of the case, including distinguishing between the duty to warn laws across states and emphasizing the importance of local legal review and partnership on the legal considerations that are involved in threat assessment.

The TERC instructor is sufficiently able to explain the key outcomes of the case, including distinguishing between the duty to warn laws across states and emphasizing the importance of local legal review and partnership on the legal considerations that are involved in threat assessment.

The TERC instructor is mostly able to explain the key outcomes of the case, including distinguishing between the duty to warn laws across states and emphasizing the importance of local legal review and partnership on the legal considerations that are involved in threat assessment.

The TERC instructor is fully able to explain the key outcomes of the case, including distinguishing between the duty to warn laws across states and emphasizing the importance of local legal review and partnership on the legal considerations that are involved in threat assessment.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given outlines of different investigative and interview styles, the TERC instructor will be able to compare and contrast these different investigative styles and explain the threat assessment interview style.

The **RE** instructor is not able to compare or contrast different investigative styles and explain the threat assessment interview style.

The **RE** instructor is barely able to compare or contrast different investigative styles and explain the threat assessment interview style.

The **RE** instructor is sufficiently able to compare or contrast different investigative styles and explain the threat assessment interview style.

The **RE** instructor is mostly able to compare or contrast different investigative styles and explain the threat assessment interview style.

The **RE** instructor is fully able to compare or contrast different investigative styles and explain the threat assessment interview style.

Evidence

Given the Investigator's Toolkit, the TERC instructor will be able to overview the key elements of the Toolkit and explain the importance of interviews with the subject of interest as a source of information gathering.

The **RE** instructor is not able to overview key elements of the Toolkit and explain the importance of interviews with the subject of interest as a source of information gathering.

The **RE** instructor is barely able to overview key elements of the Toolkit and explain the importance of interviews with the subject of interest as a source of information gathering.

The **RE** instructor is sufficiently able to overview key elements of the Toolkit and explain the importance of interviews with the subject of interest as a source of information gathering.

The **RE** instructor is mostly able to overview key elements of the Toolkit and explain the importance of interviews with the subject of interest as a source of information gathering.

The **RE** instructor is fully able to overview key elements of the Toolkit and explain the importance of interviews with the subject of interest as a source of information gathering.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of full data sources and of potential barriers to effective information gathering for threat assessment investigations, the TERC instructor will be able to identify and explain those referenced data sources, facilitate discussion of how to identify and overcome barriers to information sharing, and break down the unique role of social media as a data source and investigative tool.

The **RE** instructor is not able to identify and explain referenced data sources, facilitate discussion of how to identify and overcome barriers to information sharing, and break down the unique role of social media as a data source and investigative tool.

The **RE** instructor is barely able to identify and explain referenced data sources, facilitate discussion of how to identify and overcome barriers to information sharing, and break down the unique role of social media as a data source and investigative tool.

The TERC instructor is sufficiently able to identify and explain referenced data sources, facilitate discussion of how to identify and overcome barriers to information sharing, and break down the unique role of social media as a data source and investigative tool.

The **RE** instructor is mostly able to identify and explain referenced data sources, facilitate discussion of how to identify and overcome barriers to information sharing, and break down the unique role of social media as a data source and investigative tool.

The **RE** instructor is fully able to identify and explain referenced data sources, facilitate discussion of how to identify and overcome barriers to information sharing, and break down the unique role of social media as a data source and investigative tool.

Evidence

Given the information about the social media activities of several prominent cases of targeted violence, the TERC instructor will be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is not able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is barely able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is sufficiently able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is mostly able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is fully able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of the process of rapport building in subject of interest interviews, the TERC instructor will be able to discuss the importance of rapport building in subject of interest interviews and explain key considerations surrounding these interviews.

The TERC instructor is not able to discuss the importance of rapport building in subject of interest interviews and explain key considerations surrounding these interviews.

The TERC instructor is barely able to discuss the importance of rapport building in subject of interest interviews and explain key considerations surrounding these interviews.

The TERC instructor is sufficiently able to discuss the importance of rapport building in subject of interest interviews and explain key considerations surrounding these interviews.

The TERC instructor is mostly able to discuss the importance of rapport building in subject of interest interviews and explain key considerations surrounding these interviews.

The TERC instructor is fully able to discuss the importance of rapport building in subject of interest interviews and explain key considerations surrounding these interviews.

Evidence

Given an overview of key indicators of deception detection, including obstacles to effective interviewing, clustering of indicators, techniques for addressing deception, and convincing statements, the TERC instructor will be able to breakdown these indicators and explain how to address them in an interview.

The TERC instructor is not able to breakdown key indicators of deception detection and explain how to address them in an interview.

The TERC instructor is barely able to breakdown key indicators of deception detection and explain how to address them in an interview.

The TERC instructor is sufficiently able to breakdown key indicators of deception detection and explain how to address them in an interview.

The TERC instructor is mostly able to breakdown key indicators of deception detection and explain how to address them in an interview.

The TERC instructor is fully able to breakdown key indicators of deception detection and explain how to address them in an interview.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given the materials of the Detecting Deceptive Verbal Cues activity, the TERC instructor will be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is not able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is barely able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is sufficiently able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is mostly able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is fully able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

Evidence

Given the materials of the Should We Conduct a Threat Assessment activity, the TERC instructor will be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is not be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is barely able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is sufficiently able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is mostly able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is fully able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of the assessment stage of the threat assessment, the TERC instructor will be able to introduce the topic and provide an overview of key considerations for the assessment stage.

The TERC instructor is not able to introduce the topic and provide an overview of key considerations for the assessment stage.

The TERC instructor is barely able to introduce the topic and provide an overview of key considerations for the assessment stage.

The TERC instructor is sufficiently able to introduce the topic and provide an overview of key considerations for the assessment stage.

The TERC instructor is mostly able to introduce the topic and provide an overview of key considerations for the assessment stage.

The TERC instructor is fully able to introduce the topic and provide an overview of key considerations for the assessment stage.

Evidence

Given descriptions of key types of bias, the TERC instructor will be able to identify different types of bias and describe how they might impede the threat assessment process.

The TERC instructor is not able to identify different types of bias and describe how they might impede the threat assessment process.

The TERC instructor is barely able to identify different types of bias and describe how they might impede the threat assessment process.

The TERC instructor is sufficiently able to identify different types of bias and describe how they might impede the threat assessment process.

The TERC instructor is mostly able to identify different types of bias and describe how they might impede the threat assessment process.

The TERC instructor is fully able to identify different types of bias and describe how they might impede the threat assessment process.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of threat assessment and the threat assessment case worksheet, the TERC instructor will be able to explain the goals of a threat assessment and explain the threat assessment case worksheet and how it can be used in the threat assessment process.

The RE instructor is not able to explain the goals of a threat assessment and explain the threat assessment case worksheet and how it can be used in the threat assessment process.

The RE instructor is barely able to explain the goals of a threat assessment and explain the threat assessment case worksheet and how it can be used in the threat assessment process.

The RE instructor is sufficiently able to explain the goals of a threat assessment and explain the threat assessment case worksheet and how it can be used in the threat assessment process.

The RE instructor is mostly able to explain the goals of a threat assessment and explain the threat assessment case worksheet and how it can be used in the threat assessment process.

The RE instructor is fully able to explain the goals of a threat assessment and explain the threat assessment case worksheet and how it can be used in the threat assessment process.

Evidence

Given an outline of assessing the totality of circumstances, the TERC instructor will be able to highlight the importance of the totality of circumstances in terms of assessing data.

The RE instructor is not able to highlight the importance of the totality of circumstances in terms of assessing data.

The RE instructor is barely able to highlight the importance of the totality of circumstances in terms of assessing data.

The RE instructor is sufficiently able to highlight the importance of the totality of circumstances in terms of assessing data.

The RE instructor is mostly able to highlight the importance of the totality of circumstances in terms of assessing data.

The RE instructor is fully able to highlight the importance of the totality of circumstances in terms of assessing data.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an outline of the five key sections of behavioral data for a threat assessment (Risk factors, Triggers and stressors, Warning behaviors, Indicators of potential imminence, and Mitigators) and an overview of the Parkland case example, the TERC instructor will be able to explain and discuss each key section of behavioral data for a threat assessment and apply the Nikolas Cruz case example to the five key sections of data.

The ~~RE~~ instructor is not able to explain and discuss each key section of behavioral data for a threat assessment and apply the Parkland case example to the five key sections of data.

The ~~RE~~ instructor is barely able to explain and discuss each key section of behavioral data for a threat assessment and apply the Parkland case example to the five key sections of data.

The ~~RE~~ instructor is sufficiently able to explain and discuss each key section of behavioral data for a threat assessment and apply the Parkland case example to the five key sections of data.

The ~~RE~~ instructor is mostly able to explain and discuss each key section of behavioral data for a threat assessment and is able to apply the ~~Pland~~ case example to the five key sections of data.

The ~~RE~~ instructor is fully able to explain and discuss each key section of behavioral data for a threat assessment and apply the Parkland case example to the five key sections of data.

Evidence

Given the materials of the Assessing the Incident activity, the TERC instructor will be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is not able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is barely able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is sufficiently able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is mostly able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is fully able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given an overview of the threat management stage of the threat assessment model, the TERC instructor will be able to outline threat management processes and provide an overview of the management section of the course.

The TERC instructor is not able to outline threat management processes and provide an overview of the management section of the course.

The TERC instructor is barely able to outline threat management processes and provide an overview of the management section of the course.

The TERC instructor is sufficiently able to outline threat management processes and provide an overview of the management section of the course.

The TERC instructor is mostly able to outline threat management processes and provide an overview of the management section of the course.

The TERC instructor is fully able to outline threat management processes and provide an overview of the management section of the course.

Evidence

Given an overview of the S.T.E.P. model of threat management, the TERC instructor is able to explain the S.T.E.P. model and identify examples for each step that can contribute to a threat management plan.

The ~~RE~~ instructor is not able to explain the S.T.E.P. model and identify examples for each step that can contribute to a threat management plan.

The ~~RE~~ instructor is barely able to explain the S.T.E.P. model and identify examples for each step that can contribute to a threat management plan.

The ~~RE~~ instructor is sufficiently able to explain the S.T.E.P. model and identify examples for each step that can contribute to a threat management plan.

The ~~RE~~ instructor is mostly able to explain the S.T.E.P. model and identify examples for each step that can contribute to a threat management plan.

The ~~RE~~ instructor is fully able to explain the S.T.E.P. model and identify examples for each step that can contribute to a threat management plan.

Evidence



ID-TERC Teach Back Form (Continued)

CONTENT
COMPETENCIES

Needs Attention

Developing

Sufficient

Skilled

Outstanding

MODULE II

Given the materials of the Management Plan Review activity, the TERC instructor will be able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is not able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is barely able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is sufficiently able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is mostly able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

The TERC instructor is fully able to explain and debrief the activity, highlight pertinent aspects of the activity, and reinforce key learning objectives for the activity.

Evidence

Given the materials of the tabletop exercise, the TERC instructor will be able to explain and debrief the exercise, highlight pertinent aspects of the exercise, and reinforce key learning objectives for the exercise.

The TERC instructor is not able to explain and debrief the exercise, highlight pertinent aspects of the exercise, and reinforce key learning objectives for the exercise.

The TERC instructor is barely able to explain and debrief the exercise, highlight pertinent aspects of the exercise, and reinforce key learning objectives for the exercise.

The TERC instructor is sufficiently able to explain and debrief the exercise, highlight pertinent aspects of the exercise, and reinforce key learning objectives for the exercise.

The TERC instructor is mostly able to explain and debrief the exercise, highlight pertinent aspects of the exercise, and reinforce key learning objectives for the exercise.

The TERC instructor is fully able to explain and debrief the exercise, highlight pertinent aspects of the exercise, and reinforce key learning objectives for the exercise.

Evidence



ID-TERC Teach Back Form (Continued)

Results



Pass



Fail

I , acting as an NTER Representative, certify that the grades provided on this form are accurate.

NTER Representative

Date

By signing below, I , NTER Branch Chief, certify that the Master Trainer has passed the ID-TERC Teach Back held on:

NTER Program Chief

Date

Please maintain this form for your own records. If you believe there to be a calculation error or if you have any other questions or concerns regarding the Teach Back process, please reach out to the NTER PMO at [\(b\)\(6\)\(b\)\(7\)\(e\)@hq.dhs.gov](mailto:(b)(6)(b)(7)(e)@hq.dhs.gov).