



Media Broadcast Technician

Youth Apprenticeship

MEDIA BROADCAST TECHNICIAN

Media Broadcast Technician youth apprentices gain foundational skills of set up, operation, and maintenance of equipment used to transmit audio and video for radio or television.

Length of Apprenticeship: One or two years

REQUIRED COMPETENCIES

Youth apprentices must become proficient in both general employability and occupation-specific competencies. All of these, and examples of how each can be demonstrated, are found in the following pages. **Year 1:** Below are 8 occupational competencies that must be learned for this occupation. **Year 2:** Below are 8 different occupational competencies that must be learned for this occupation. Employers may substitute out one competency and should write in the competency they are adding. Youth apprentices must be evaluated on these competencies at least two times each year of their apprenticeship.

Competencies
<ol style="list-style-type: none">1. Record sound for broadcasting2. Record video for broadcasting3. Control audio/video equipment during broadcast4. Monitor strength, clarity, and reliability of incoming and outgoing signals5. Adjust equipment to maintain quality broadcasts6. Operate electronic transmission equipment7. Diagnose and resolve media system problems8. Perform minor repairs and cleaning of audio and/or video equipment9. Edit broadcast materials10. Prepare recording session area11. Set up and operate portable field transmission equipment12. Install, connect, and make cables13. Assist the installation of equipment14. Troubleshoot equipment and systems15. Assist operators through help desk calls16. Contribute to plan of new broadcasts and installations

POST-SECONDARY PATHWAY OPPORTUNITIES

There are several post-secondary pathway opportunities in this area. The following is a partial list.

- Audio Engineer
- Digital Media Production
- Television and Video Production



Media Broadcast Technician

Youth Apprenticeship
ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE

YOUTH APPRENTICE INFORMATION

Youth Apprentice Name
YA Coordinator
YA Consortium
School District

SIGNATURES

The On-the-Job Learning Performance Standards Guide includes a list of competencies youth apprentices learn through mentoring and training at the worksite.

Instructions for the Worksite Employers/Mentors and School-Based or YA coordinators: This document should be reviewed with the employer/mentor, school-based or YA coordinator on a regular basis with the youth apprentice to record progress and plan future steps to ensure completion of the required competencies. Mentors, school-based/YA coordinator, and the apprentice sign below.

Employer/Mentor

1st Evaluation (Required)

2nd Evaluation (Required)

Employer/Mentor Signature	Employer/Mentor Signature
Employer/Mentor	Employer/Mentor
Business/Company	Business/Company
Date Signed	Date Signed

3rd Evaluation (Optional)

4th Evaluation (Optional)

Employer/Mentor Signature	Employer/Mentor Signature
Employer/Mentor	Employer/Mentor
Business/Company	Business/Company
Date Signed	Date Signed

School-Based and/or YA Coordinator

1st Evaluation (Required)

School-Based and/or YA Coordinator Signature
School-Based and/or YA Coordinator
School District or Organization
Date Signed

2nd Evaluation (Required)

School-Based and/or YA Coordinator Signature
School-Based and/or YA Coordinator
School District or Organization
Date Signed

3rd Evaluation (Optional)

School-Based and/or YA Coordinator Signature
School-Based and/or YA Coordinator
School District or Organization
Date Signed

4th Evaluation (Optional)

School-Based and/or YA Coordinator Signature
School-Based and/or YA Coordinator
School District or Organization
Date Signed

Youth Apprentice

1st Evaluation (Required)

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

2nd Evaluation (Required)

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

3rd Evaluation (Optional)

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

4th Evaluation (Optional)

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

EMPLOYABILITY SKILLS (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

All youth apprentices must demonstrate the key employability skills listed below in order to complete the YA program. They do so by earning at least a "Meets Expectation" rating in each. **At least two evaluations are required each year of a youth apprenticeship.** More columns are included below for those who choose to conduct more frequent reviews.

1	Working to Meet Expectations: Needs improvement; requires much assistance and supervision; rarely displays this behavior
2	Meets Expectations: Meets entry-level criteria; requires some supervision; often displays this behavior
3	Exceeds Expectations: Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior

Employability Skills		Rating			
Competency and Rating Criteria		Initial	Mid Year 1	Mid Year 2	Final
1. Develops positive work relationships with others. <i>Examples of qualities and habits that the employee might exhibit include:</i>	<ul style="list-style-type: none"> Interacts with others with respect and in a non-judgmental manner Responds to others in an appropriate and non-offensive manner Helps co-workers and peers accomplish tasks or goals Applies problem-solving strategies to improve relations with others When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
2. Communicates effectively with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> Adjusts the communication approach for the target audience, purpose, and situation to maximize impact Organizes messages/information in a logical and helpful manner Speaks clearly and writes legibly Models behaviors to show active listening Applies what was read to actual practice Asks appropriate questions for clarity 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
3. Collaborates with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities Shares responsibility for collaborative work and decision making Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise Avoids contributing to an unproductive group conflict Shares information and carries out responsibilities in a timely manner 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Employability Skills		Rating			
Competency and Rating Criteria		Initial	Mid Year 1	Mid Year 2	Final
4. Maintains composure under pressure <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> • Uses critical thinking to determine the best options or outcomes when faced with a challenging situation • Carries out assigned duties while under pressure • Acts in a respectful, professional, and non-offensive manner while under pressure • Applies stress management techniques to cope under pressure 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
5. Demonstrates integrity <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> • Carries out responsibilities in an ethical, legal and confidential manner • Responds to situations in a timely manner • Takes personal responsibility to correct problems • Models behaviors that demonstrate self-discipline, reliability, and dependability 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
6. Performs quality work <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> • Carries out written and verbal directions accurately • Completes work efficiently and effectively • Performs calculations accurately • Conserves resources, supplies, and materials to minimize costs and environmental impact • Uses equipment, technology, and work strategies to improve workflow • Applies problem-solving strategies to improve productivity • Adheres to worksite regulations and practices • Maintains an organized work area 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
7. Provides quality goods or services (internal and external) <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> • Shows support for the organizational goals and principles by own personal actions • Displays a respectful and professional image to customers • Displays an enthusiastic attitude and desire to take care of customer needs • Seeks out ways to increase customer satisfaction • Produces goods to workplace specifications 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
8. Shows initiative and self-direction <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> • Prioritizes and carries out responsibilities without being told • Responds with enthusiasm and flexibility to handle tasks that need immediate attention • Reflects on any unsatisfactory outcome as an opportunity to learn • Improves personal performance by doing something different or differently • Analyzes how own actions impact the overall organization • Supports own action with sound reasoning and principles • Balances personal activities to minimize interference with work responsibilities 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Employability Skills		Rating			
Competency and Rating Criteria		Initial	Mid Year 1	Mid Year 2	Final
9. Adapts to change <i>Examples of qualities and habits that the employee might exhibit include . . . Shows flexibility and willingness to learn new skills for various job roles</i>	<ul style="list-style-type: none"> • Uses problem-solving and critical-thinking skills to cope with changing circumstances • Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness • Displays a "can do" attitude 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
10. Demonstrates safety and security regulations and practices <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> • Follows personal safety requirements • Maintains a safe work environment • Demonstrates professional role in an emergency • Follows security procedures • Maintains confidentiality 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<ul style="list-style-type: none"> • Applies technology effectively in the workplace • Assesses and evaluates information on the job • Assesses training manuals, website, and other media related to the job 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
12. Fulfills training or certification requirements for employment <i>Examples of this requirement may include . . .</i>	<ul style="list-style-type: none"> • Participation in required career-related training and/or educational programs • Passing certification tests to qualify for licensure and/or certification • Participation in company training or orientation 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
13. Sets personal goals for improvement <i>Examples of this requirement may include . . .</i>	<ul style="list-style-type: none"> • Setting goals that are specific and measurable • Setting work-related goals that align with the organization's mission • Identifying strategies to reach goals • Reflecting on goal progress to regularly evaluate and modify goals 	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

OCCUPATIONAL COMPETENCIES

(TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Youth apprentices must earn a rating of at least "MEETS EXPECTATIONS" in each competency by the conclusion of the apprenticeship. **Year 1:** A total of 8 competencies, 7 must be from the list below. **Year 2:** A total of 8 different competencies, 7 must be from the list below. Employers can substitute one competency per year with another occupationally appropriate skill. That skill should be added to the competency list for assessment. **At least two evaluations are required each year of a youth apprenticeship.** More columns are included below for those who choose to conduct more frequent reviews.

1	Working to Meet Expectations: Needs improvement; requires much assistance and supervision; rarely displays this behavior
2	Meets Expectations: Meets entry-level criteria; requires some supervision; often displays this behavior
3	Exceeds Expectations: Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior

Occupational Competencies		Ratings			
Competency and Rating Criteria		Evaluation			
		Minimum Rating of 2 EACH Check Rating			
		Initial	Mid Year 1	Mid Year 2	Final
1. Record sound for broadcasting		Year 1 Rating			
<ul style="list-style-type: none"> follow safety and security procedures operate audio console access recording software select appropriate recording devices (microphones, etc.) follow recording plan/script monitor recording for audio quality store audio recording (location and format, file organization) document procedures and steps taken 		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
2. Record video for broadcasting		Year 1 Rating			
<ul style="list-style-type: none"> follow safety and security procedures operate video equipment access recording software select appropriate recording devices (cameras, monitors, microphones, etc.) follow recording plan/script frame image for video monitor recording for audio quality monitor recording for video quality (frame, lighting, focus, subjects, etc.) synchronize audio and video store video recording (location and format, file organization) document procedures and steps taken 		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Evaluation Minimum Rating of 2 EACH Check Rating			
		Initial	Mid Year 1	Mid Year 2	Final
3. Control audio/video equipment during broadcast <ul style="list-style-type: none">follow safety and security proceduresread a volume unit (VU) meter and/or Peak Program Meter (PPM)use a waveform monitor (video)make necessary corrections during broadcastroute sources of audio and video signals to selected destinationsuse telephone hybrid/internet codec (capture external audio/video at high quality)monitor playback (confidence monitors)		Year 1 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3		
4. Monitor strength, clarity, and reliability of incoming and outgoing signals <ul style="list-style-type: none">follow safety and security proceduresread a volume unit (VU) meter and/or Peak Program Meter (PPM)use a waveform monitor (video)make necessary corrections during broadcastroute sources of audio and video signals to selected destinationsmonitor playback (confidence monitors)monitor source of signals (satellite, remote pick-up/microwave, Electronic News Gathering -(ENG))		Year 1 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3		
5. Adjust equipment to maintain quality broadcasts <ul style="list-style-type: none">follow safety and security proceduresread a volume unit (VU) meter and/or Peak Program Meter (PPM)use a waveform monitor (video)make necessary corrections during broadcastroute sources of audio and video signals to selected destinationsmonitor playback (confidence monitors)monitor source of signals (satellite, remote pick-up/microwave, Electronic News Gathering (ENG))use a multimeteruse modulation monitors		Year 1 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3		
6. Operate electronic transmission equipment <ul style="list-style-type: none">follow safety and security proceduresadhere to Federal Communications Commission (FCC) rules and Regulationslog equipment parameterscalibrate transmission equipmentcheck functionality of remote monitoring equipmentperform basic equipment maintenance proactively document actions taken		Year 1 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3		

Occupational Competencies		Ratings			
Competency and Rating Criteria		Evaluation <i>Minimum Rating of 2 EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
7. Diagnose and resolve media system problems <ul style="list-style-type: none">• follow safety and security procedures• discuss problems with users• follow a system process flow• research possible solutions• seek assistance/ask questions where needed• propose possible solutions• assist resolution of problem• document actions taken		Year 1 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			
		Year 2 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			
8. Perform minor repairs and cleaning of audio and/or video equipment <ul style="list-style-type: none">• follow safety and security procedures• follow manufacturer's service manual processes• use appropriate tools for the piece of equipment• use appropriate materials for the piece of equipment• test equipment for normal function after repair/cleaning• document actions taken		Year 1 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			
		Year 2 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			
9. Edit broadcast materials <ul style="list-style-type: none">• follow safety and security procedures• use computer editing program(s)• follow editing best practices• determine format requirements for levels and dynamic range• document actions taken		Year 1 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			
		Year 2 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			
10. Prepare recording session area <ul style="list-style-type: none">• follow safety and security procedures• set up lights• set up cameras• set up monitoring devices• set up microphones• schedule recording area space		Year 1 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			
		Year 2 Rating <div><input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1<input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2<input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3<input type="checkbox"/> 3</div>			

Occupational Competencies		Ratings			
Competency and Rating Criteria		Evaluation Minimum Rating of 2 EACH Check Rating			
		Initial	Mid Year 1	Mid Year 2	Final
11. Set up and operate portable field transmission equipment		Year 1 Rating			
<ul style="list-style-type: none"> follow safety and security procedures set up remote broadcast transmitters or antenna set up remote broadcast codecs verify studio signal is clean and at proper level operate equipment video/audio feeds 		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
12. Install, connect, and make cables		Year 1 Rating			
<ul style="list-style-type: none"> follow safety and security procedures identify proper wire and connectors use proper pinouts use soldering and crimping tools ensure cable is wired correctly to pass signals install cable assembly use proper strain relief and cable management label wires document wire installation 		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
13. Assist the installation of equipment		Year 1 Rating			
<ul style="list-style-type: none"> follow safety and security procedures assist with racking and stacking of equipment install power cabling install cable management connect cable assemblies configure and adjust equipment document procedures taken 		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
14. Troubleshoot equipment and systems		Year 1 Rating			
<ul style="list-style-type: none"> follow safety and security procedures test equipment or system functionality identify possible issue identify impact on other equipment and/or systems research potential solutions document steps taken 		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		Year 2 Rating			
		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Evaluation <i>Minimum Rating of 2 EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
15. Assist operators through help desk calls <ul style="list-style-type: none"> • follow safety and security procedures • use support scripts for troubleshooting • use ticket tracking system • research potential solutions • document steps taken 		Year 1 Rating <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3			
		Year 2 Rating <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3			
16. Contribute to plan of new broadcasts and installations <ul style="list-style-type: none"> • follow safety and security procedures • identify project goals • research equipment and capabilities • assist with quoting and sourcing of equipment • identify power requirements • identify cable requirements • identify network connectivity requirements • interview staff working at the location • document information acquired 		Year 1 Rating <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3			
		Year 2 Rating <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3			
Competency Substitute (if you replaced a competency above, note the competency and rating)		Year 1 Rating <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3			
		Year 2 Rating <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 3			
Comments:					

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