



DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY FIRES CENTER OF EXCELLENCE AND FORT SILL
FORT SILL, OKLAHOMA 73503-5000

REPLY TO
ATTENTION OF

S: 12 Jun 2014

ATZR-CQ

27 May 2014

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Memorandum of Instruction (MOI) for Nominating FY14 Instructors of the Year (IOY) and Curriculum Developers of the Year (CDOY)

1. References.

- a. TRADOC Regulation 350-70, Army Learning Policy and Systems, 6 Dec 11.
- b. TRADOC Pamphlet 350-70-3, Staff and Faculty Development, 4 Feb 13.

2. The Fires Center of Excellence is conducting the annual TRADOC IOY and FCoE CDOY competition for local nominees. The competition is designed to recognize those instructor/facilitators and developers who conduct and produce relevant, effective, and efficient ALM learning products. A timeline recap is located at Enclosure 1.

3. General.

a. This MOI explains procedures for nominating both IOYs and CDOYs. Personnel from other services (USMC/USAF/+) assigned to the FCoE/TRADOC are eligible as long as they teach or create curriculum for U.S. Army Soldiers. Categories for IOY nominations are: Commissioned Officer, Warrant Officer, Noncommissioned Officer, and Department of the Army (DA) Civilian personnel. Categories for CDOY nominations are: military (any rank) and DA civilian. The Marine Detachment may also participate in IOY/CDOY at the local level, supporting the efforts of those Marine Instructors who provide outstanding training to personnel who are not in the U.S. Army.

b. Nomination Criteria: At a minimum the following number of nominees for each applicable category identified above will be submitted to the Professional Development Division (PDD), 755 McNair Road, Gaffey Hall - Room 102B.

1. 30th ADA Brigade and 428th FA Brigade: At least 2 IOY nominees in each category, and 1 CDOY nominee in either category.
2. 434th FA Brigade and NCOA: At least 2 IOY nominees in NCO category, and 1 CDOY nominee in either category.
3. DOTD: At least 2 CDOY.

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4. JACI – At least 1 IOY nominee in OFF & NCO category (can be USAF if teaching Army Soldiers).

5. QAO – 1 NCO and 1 Civilian IOY nominee.

6. Other FCoE/TRADOC organization instructing TRADOC Soldiers and not listed above – either 1 IOY or 1 CDOY nominee in any category.

4. Instructor Nominees:

a. Only individuals will be considered.

b. Nominees should display all the attributes, skills and motivation of a quality facilitator/instructor (well above average in all areas). This is not a “hey you” tasking.

c. Military nominees must have passed a current Service Fitness Test, within six months for Army Soldiers and meet height and weight standards IAW AR 600-9, or their Service equivalent requirement (USMC/USAF).

d. Each nominee must be a certified instructor training course graduate and served as a platform instructor for a minimum of 6 months.

e. Personnel assigned as Drill Sergeants are not eligible for this competition, but may compete in the Drill Sergeant of the Year competition.

f. According to the TRADOC Judge Advocate General, civilian contractors, (even those serving as uniformed instructors) are not eligible for participation per the Joint Ethics Regulation DoD 5500, 7-R.

5. Curriculum Developer/Writer Nominees:

a. Only individuals will be considered.

b. Developers/writers who have produced relevant, effective, and efficient learning products and completed the FCoE Systems Approach to Training Basic Course (SATBC) within the last two years.

c. Military nominees must have passed a current Service Fitness Test, within six months for Army Soldiers and meet height and weight standards IAW AR 600-9, or their Service equivalent requirement (USMC/USAF).

d. Contractors are not eligible.

6. Facilitator/instructor (IOY) and developer/writer (CDOY) performance is the focus.

a. Enclosure 2 contains a copy of the FCoE IOY Evaluation/Score Sheet.

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***Note:** Overriding consideration for nomination should be the ability of the facilitator/instructor to engage learners in collaborative, practical, and problem solving exercises that are relevant to their work environment and provides them the opportunity to develop critical 21st Century Soldier Competencies such as initiative, critical thinking, teamwork, and accountability along with learning content. The FCoE IOY Evaluation/ Score Sheet provides a robust rubric for this evaluation. An evaluation criteria sheet explanation is included in Enclosure 3. A “Recommendation for Instructional Block” is at Enclosure 4. When preparing nomination packets, IOY managers should use the bullets below as a guide to evaluate instructor performance as well as considering the previous years (2013) TRADOC IOY guidelines, Enclosure 5:

- Tactical and technical knowledge / subject matter expertise.
- Instructor competence as well as classroom motivation, teaching abilities, professional appearance, military bearing and overall effectiveness as an instructor.
- Formal and informal feedback from peers, leadership and students (observations, critiques, AARs, Surveys, etc.).
- Motivation as an instructor/leader and demonstrated dedication to the student.
- Exceeding standards through unique or dynamic instruction.
- Ability to stay abreast of changing course material, doctrine, operational environment (OE), and lessons learned to ensure instruction remains relevant and up to date.
- Engagement in professional efforts to improve instruction (training development, written or published articles, etc.)
- Assessment of the instructor’s submission of TRADOC required IOY essays.
- Attaining high scores IAW the FCoE Evaluation/Score Sheet (Enclosure 2).

b. Enclosure 6 contains a copy of the FCoE CDOY ALM Lesson Plan Score Sheet and Evaluation Tool.

***Note:** Overriding consideration for CDOY nomination should be the ability of developers/writers who can produce relevant, effective, and efficient ALM learning products that foster thinking, initiative, and provide operationally relevant context. The FCoE CDOY ALM Lesson Plan Score Sheet and Evaluation Tool, Enclosure 6, provides a robust rubric for this evaluation. Additionally an ELM-Style Lesson Outline, Enclosure 7, explains location and nomenclature of lesson plan items.

7. Nominating Official (Commander/supervisor at lowest level): Observe and select your best instructors and curriculum developers using the FCoE Evaluation Tools/Score Sheets as a guide.

a. Instructors: Nominee’s commander/supervisor should prepare a one page narrative on appropriate letterhead detailing how the nominee exceeds expectations in presenting instruction. The nomination may address the instructor’s level of expertise in classroom management, motivation provided to students, tactical and technical knowledge, communication skills/ability, overall appearance/bearing, sharing of professional ideas (publishing articles, updating course material, etc.) and/or other excellent instructor performance trends. Clearly describe the key instructor achievements in the course taught that displays how the instructor exceeded the standard. Documentation is limited to a **one-page typewritten narrative, single-spaced, with appropriate unit letterhead and signature.** The narrative will be TAB A of the nominee’s packet. A sample is at Enclosure 8 of this memo, with descriptors of the Narrative Folder Contents at Enclosure 9.

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b. Curriculum Developers: Nominee's commander/supervisor should prepare a one page narrative on appropriate letterhead detailing how the nominee exceeds expectations in their efforts to produce relevant, effective, and efficient ALM learning products. Clearly describe the key curriculum developer's achievements and how these results exemplify ALM concepts. Documentation is limited to a **one-page typewritten narrative, single-spaced, with appropriate unit letterhead and signature.** The narrative will be TAB A of the nominee's packet. Although in an instructor format, a sample is at Enclosure 8 of this memo, with descriptors of the Narrative Folder Contents at Enclosure 9.

8. Nominee: Each nominee must submit one page single-spaced narratives on (1) "The Challenges of Being an Instructor or Curriculum Developer" and (2) the nominee's "Greatest Contribution as an Instructor or Curriculum Developer." Documentation is limited to a **one-page typewritten narrative, single-spaced, with appropriate unit letterhead and signature.** This is TAB B of the nominee's packet. Samples are at Enclosure 8 of this memo.

9. Nominating Headquarters Coordination:

a. Provide the name of your IOY and CDOY POC to PDD IOY/CDOY Program Managers, SFC Timothy Smith at timothy.e.smith1.mil@mail.mil (442-2206) or Ms. Patti Nuehring at patricia.a.nuehring.civ@mail.mil (442-8416) **NLT 12 Jun 14**. An IPR is scheduled with all IOY POCs, **10 Jul 14**, in Gaffey Hall (Bldg 755) Conference room at 1000 hrs. The same individual may be both IOY and/or CDOY POC.

b. IOY/CDOY Boards: The Air Defense Artillery School and the Field Artillery School will have separate boards. Other FCoE organizations with instructors/curriculum developers (NCOA/JACI/434 FAB/QAO/+) will be integrated into the selection board process of either the ADA or FA School. IOY Categorical winners from each of these two boards will compete in the TRADOC 2014 Instructor of the Year board. CDOY winners will be recognized at the annual IOY/CDOY FCoE ceremony.

1. IOY boards will determine the categorical winning nominees from the ADA School and FA School. IOY Board members should have instructor assessment skills and/or instructor experience. Using the categories shown below, each organization will identify and provide IOY board member names to either of the PDD IOY/CDOY Program Managers **NLT 8 Aug 14**. The board president will ensure that each board member attends the **4 Sep 14** IPR for training on the use of the FCoE Instructor Evaluation Tool. Each IOY Board Member will watch a video of a past TRADOC IOY Winner and use the evaluation tools to evaluate and rate this instructor to ensure their understanding and use of the tool. PDD is also available to provide advice and assistance during each board.

2. CDOY boards will determine the categorical winning nominees from the ADA School and FA School. CDOY Board members should have curriculum developer experience and/or have attended one of the following: a Shot-In-The-Arm Workshop, or the FCoE SATBC course. Using the categories shown below, each organization will identify and provide CDOY board member names to either of the PDD IOY/CDOY Program Managers **NLT 8 Aug 14**. The board president will ensure that each CDOY Board Member participate in a curriculum development workshop, **4 Sep 14**, to use the evaluation tools to evaluate and rate a lesson plan ensuring they understand use of the FCoE

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CDOY ALM Lesson Plan Score Sheet and Evaluation Tool. PDD is also available to provide advice and assistance during each board.

***NOTE:** Board members may participate in either or each board if they have the requisite experience or training.

Air Defense Artillery School (+NCOA & JACI) Board Composition

LTC – COL (30 th ADA BDE/ADA School)	President of the Board
LTC/MAJ/Deputy (JACI)	Officer Representative
CWO (ADA School)	Warrant Officer Representative
CSM/SGM/1SG/MSG (ADA School)	ADA School Representative
CSM/Deputy/1SG/MSG (NCOA)	Enlisted Instructor Representative
DA Civilian (ADA School)	Civilian Representative
DOTD	Training Developer
QAO	Admin / Monitor

Field Artillery School (+434 FAB & QAO) Board Composition

LTC – COL (428 th FAB)	President of the Board
LTC/MAJ (434 th FAB)	Officer Representative
CWO (428 th FAB)	Warrant Officer Representative
CSM/SGM/1SG/MSG (434 th FAB)	FCoE Representative
CSM/SGM/1SG/MSG (428 th FAB)	Enlisted Instructor Representative
DA Civilian (428 th FAB)	Civilian Representative
DOTD	Training Developer
QAO	Admin / Monitor

c. Each unit will submit their own IOY video recording, however each video must be a quality product and meet all general IOY guideline and times, see Enclosure 4 for video guidelines. As soon as each board announces their winners, we will contract an outside agency to record and edit videos for submission to the TRADOC IOY board.

d. Facilitator/Instructors: submit IOY nominee’s instructor packet in a ½ **inch binder** (hard copy and electronic copy) to PDD **NLT 15 Sep 14**. Nominee’s instructor packets will have a cover sheet; see Enclosure 10, with the instructor’s name and unit. Packet will consist of the following items in document protectors:

1. Nominee’s commander/supervisor one page signed narrative on letterhead (TAB A).
2. Nominee’s **one page** signed narrative on the “Challenge of being an Instructor” on letterhead (TAB B).
3. Nominee’s **one page** signed narrative of the nominee’s “Greatest Contribution as an Instructor” on letterhead (TAB B).
4. One DVD of the nominee teaching a class to students (TAB C).
5. Current Service fitness test with body fat worksheet (if needed) (TAB D).

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6. Latest ERB/ORB (TAB D).

7. Copy of proponent certification (TAB D).

e. Curriculum Developers: submit CDOY nominee's packet in a ½ inch binder (hard copy and electronic copy) to PDD **NLT 15 Sep 14**. Nominee's CDOY packets will have a cover sheet, see Enclosure 11, with the curriculum developer's name and unit, and consist of the following items in document protectors:

1. Nominee's commander/supervisor one page signed narrative on letterhead (TAB A).

2. Nominee's **one page** signed narrative on their "Challenge of being a Curriculum Developer" on letterhead (TAB B).

3. Nominee's **one page** signed narrative on their "Greatest Contribution as a Curriculum Developer" on letterhead (TAB B).

4. One DVD of the nominee's ALM Lesson Plan and materials to include, but not limited to, multimedia, assessment/rubrics, practical exercises, and any handouts that support the lesson (TAB C).

5. Current Service fitness test with body fat worksheet (if needed) (TAB D).

6. Latest ERB/ORB (TAB D)

f. Nominee packets will be given to the two boards on **26 Sep 14**. Each board will select their IOY/CDOY nominees between **29 Sep - 9 Oct 14**.

g. Board presidents will forward FCoE IOY/CDOY winner's names to QAO **NLT 9 Oct 14**.

10. Supporting: The following supporting organizations provide names of an IOY/CDOY POC **NLT 12 Jun 14**. The POCs will attend the **10 Jul 14** IPR to clarify coordination instructions.

a. Band

b. Chaplain

c. Cannoneer

d. Family Morale Welfare and Recreation

e. Photographer

f. Protocol

g. DOTD Learning Innovations Division (formerly Educational Technology)

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11. The award ceremony is tentatively scheduled **9 Dec 14** at 1400 in the Kerwin Auditorium. Rehearsal is **8 Dec 14** at 1300 in the Kerwin Auditorium.

12. Point of contact is undersigned, Gaffey Hall, Rm 102A, 442-2271.

//Original signed by//

DR. CASEY L. BLAINE

Chief, Staff & Faculty Development Division

11 Encls

1. IOY Timeline Recap
2. FCoE IOY Evaluation/Score Sheet
3. FCoE IOY Evaluation Criteria Sheet Explanation
4. Recommendation for Instructor Block
5. TRADOC 2013 IOY Evaluation Criteria/Score Sheet
6. FCoE CDOY ALM Lesson Plan Score Sheet and Evaluation Tool
7. ELM-Style Lesson Outline
8. Sample of Nominee Narratives
9. Narrative Folder Contents
10. Sample IOY Cover Sheet
11. Sample CDOY Cover Sheet

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DISTRIBUTION LIST:

COMMANDER, 30th ADA BRIGADE

COMMANDER, 428TH FA BRIGADE

COMMANDER, 434TH FA BRIGADE

COMMANDANT, NCOA

G-3/5/7

DIRECTOR, DIRECTORATE OF TRAINING DEVELOPMENT AND DOCTRINE (DOTD)

ASSOCIATE DIRECTOR EDUCATION & TRAINING DEVELOPMENT

OPERATIONS DIVISION

DOCTRINE DIVISION

LEARNING & INNOVATION DIVISION

OPERATIONAL TRAINING DIVISION

INDIVIDUAL TRAINING & EDUCATION OFFICER EDUCATION DIVISION

INDIVIDUAL TRAINING & EDUCATION ADA ENLISTED DIVISION

INDIVIDUAL TRAINING & EDUCATION FA ENLISTED DIVISION

DIRECTOR, JOINT & COMBINED INTEGRATION DIRECTORATE (JACI)

DIRECTOR, QUALITY ASSURANCE OFFICE (QAO)

MARDET

ORDINANCE TRAINING DETACHMENT (OTD)

DPTMS

77th ARMY BAND

CHAPLAIN

FMWR

PROTOCOL

2014 Instructor of the Year (IOY) Timeline

Date	Time	Activity/Event
30 Apr 14		Request Kerwin and Reimer Conference Center for IOY ceremony. Reimer is for backup if Kerwin has a graduation class.
27 May 14	COB	Instructor of the Year Memo/Tasker to commanders/SharePoint Tasking from G3/5/7
12 Jun 14	COB	Identification of unit's POC for IOY and CDOY Program to Staff & Faculty, SFC Smith 2-2206 or Ms. Nuehring 2-8416. Email: timothy.e.smith1.mil@mail.mil or patricia.a.nuehring.civ@mail.mil
10 Jul 14	1000	IPR for IOY/CDOY unit POCs – Gaffey Hall Bldg 755 – Conference Room
8 Aug 14	COB	Board Member Name to Staff & Faculty SFC Smith 2-2206 or Ms. Nuehring 2-8416. Email: timothy.e.smith1.mil@mail.mil or patricia.a.nuehring.civ@mail.mil
4 Sep 14	0900 - IOY 1030 - CDOY	IPR for IOY and CDOY Board Members (Evaluation Tools) – Gaffey Hall Bldg 755 Conference Room
15 Sep 14	COB	Nominee Packets to Staff & Faculty - Gaffey Hall Room 102B
26 Sep 14	COB	Nominee Packets to ADA and FA Board Member and Instructions for board members.
29 Sep – 9 Oct 14		Board Members meet to determine IOY candidates as local winners to forward to TRADOC.
9 Oct 14	COB	Board Presidents announces winners to QAO who will notify the CG
28 Oct 14		Decision Paper to G3/5/7 requesting CG to attend ceremony, present awards and sign 2-star notes
4 Nov 14 18 Nov 14		Submit sample invitation to Protocol NLT 21 Nov 12 for approval. Email 2-star invitation for ceremony to Fort Sill Community
8 Dec 14	1300	Rehearsal for awards ceremony, Kerwin or Reimer Conference Center (notify instructors which place for rehearsal)
9 Dec 14	1400	Instructor of the Year Award Ceremony, Kerwin or Reimer Conference Center. Let everyone know on invitation
19 Dec 14	COB	Mail packets to TRADOC

FCOE IOY EVALUATION / SCORE SHEET

INSTRUCTOR:	CATEGORY:	UNIT:	DATE:
EVALUATOR:	RANK:	BRANCH:	AR/NGB:
ASSESSMENT CATEGORIES		NOTES	
* OVERALL INSTRUCTOR PERFORMANCE: 65 POINTS			
1. Planning / Preparation / Admin			
2. Subject Matter Expertise			
3. Facilitation of Learning			
4. Instructor Fundamentals			
5. Learning Assessments			
6. Student-Centered Focus / Engagement			
7. Combat or Job Applications			
8. Rigor/Challenge			
9. Coach/Mentor			
10. Role Model			
11. Positive Learning Environment			
12. Attribute Development			
13. Outcomes / Learning Objectives Achieved			
INSTRUCTOR NARRATIVES:	20 POINTS		
LEADERSHIP RECOMMENDATION:	20 POINTS		
OVERALL SCORING:	105 POINTS		
98 - 105 EXCELLENT (93%) 89 - 97 GOOD (85%) < 88 DOES NOT MEET IOY CRITERIA			
COMMENTS/RECOMMENDATIONS:			
5 POINT RATING SCALE <i>5-Excellent/Very Effective 4-Good/Effective 3-Satisfactory/Adequate 2-Needs Improvement 1-Significant Shortfall</i>			
<p>* NOTE: During the FCoE IOY evaluation, evaluators may not witness instructors performing all the listed criteria under each category. Evaluators will have to justify a high score when one or more of the criteria are missing from the presentation. Time for block should not exceed 15-20 minutes.</p>			

IOY Evaluation Tool

5 POINT RATING SCALE

5-Excellent/Very Effective 4-Good/Effective 3-Satisfactory/Adequate 2-Needs Improvement 1-Significant Shortfall

1. Planning, Preparation, Admin Areas:

- a. Instructor has materials, supplies, and equipment ready at start of instructional activity.*
- b. Classroom/training site is organized and fully in place to expedite learning event.*
- c. Procedures for handling materials and supplies during class are efficient and effective.*
- d. CRM worksheets are up to date and overall risk management plan is effective.*
- e. Lesson plan is approved, current, and was used for preparation.
- f. Instructor rehearsed.
- g. Instructor can verbalize the intent of training and the desired outcomes received from the chain of command.*
- h. Required administrative requirements are in place (Visitors Folder, Lesson Plan, Range Requirements, etc.).*
- i. Exhibits acceptable personal appearance.*
- j. Prepares/reviews prior to class.*

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths / Improves / Comments:

2. Subject Matter Expertise:

- a. The instructor demonstrates subject matter expertise.*
- b. Articulates all important aspects of the learning event in relation to technical/tactical information.*
- c. Instructor's confidence level is adequate to be credible in front of the students.*
- d. Answers and correctly articulates all aspects of subject matter related to TLOs/ELOs.*
- e. Grasp of subject matter is appropriate to level of instruction.*
- f. Instructor implements all technical subject matter risk management measures.*

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths / Improves / Comments:

3. Facilitation of Learning:

- a. Could effectively facilitate the learning event.*
- b. Creates an environment that motivates students and promotes their learning.*
- c. Gets students actively engaged in the lesson.*
- d. Uses leading questions to better facilitate the learning event.*
- e. Has high expectations and demands student engagement/participation.*
- f. Responds to students effectively, supporting their understanding of the learning event.*
- g. Uses a variety of methods to make instruction more dynamic and engaging (TDEs, competition, PEs, etc.).

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths / Improves / Comments:

4. Instructor Fundamentals:

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- a. Demonstrates effective instructor techniques and skills. *
(eye contact, voice, delivery, mannerisms, crutch words, use of instructional method, transitions, summaries, questioning, etc.)
- b. Is respectful to students and is professional in all actions. *
- c. Takes appropriate action if any disruptive behavior occurs. (Classroom management) *
- d. Monitors and is aware of student behaviors, takes corrective actions as necessary. (Training response) *
- e. Ensures that students can see and hear all activities. *
- f. Effectively uses various tools and resources such as materials, media, and technology required for the lesson. *
- g. Uses appropriate methods of instruction to obtain desired outcomes/objective standard(s).
- h. Provides a summary of key points of the lesson, evaluation plan, and other administrative requirements. *

Strengths / Improves / Comments:

5. Learning Assessments:

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- a. Assesses student learning/progress and re-focuses or re-directs instruction if needed. *
- b. Asks for self-assessment and peer assessments.
- c. Uses assessment and feedback mechanisms like "Ask – Pause – Call to ensure students understand lesson. *
- d. Uses a variety of instructional strategies for students who are having difficulty learning.
- e. Communicates assessment criteria to students and provides meaningful feedback.
- f. Conducts an effective AAR or End of Lesson Critique.

Strengths / Improves / Comments:

6. Student-Centered Focus:

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- a. Establishes opportunities for student taking responsibility for learning.
- b. Encourages student initiative and self-assessment. *
- c. Asks for student opinions, ideas, and solutions. *
- d. Communicates key concepts linked to students' prior knowledge/experiences.
- e. Places requirements on students for solving their own problems. *
- f. Encourages initiative in students and provides support for peer coaching and student feedback and input.
- g. Uses problem solving venues to engage students and challenge them to learn.

Strengths / Improves / Comments:

7. Combat or Job Applications:

5 4 3 2 1

- a. Articulates to the students the combat or job application of the subject he is teaching. *
- b. Gets to the "why" behind the task so students can better understand the application over a broader context, as well as the combat or job applications. *
- c. Is the Operational Environment linked to the desired outcome(s) the instructor is promoting?
- d. Explains the relationship of the task or the learning activity to job performance (motivation to learn).*

Strengths / Improves / Comments:

8. Rigor / Challenge:

5 4 3 2 1

- a. Instructor challenges and engages the students; provides them opportunities to think critically answer tough questions, articulate and defend their opinions. *
- b. Immerses students in scenarios that require problem solving and adaptability.
- c. Uses activities and assignments that challenge students at appropriate levels.
- d. Ensures students are cognitively engaged. *

Strengths / Improves / Comments:

9. Coach / Mentor:

5 4 3 2 1

- a. Instructor coaches and mentors students within parameters of lesson where appropriate. *
- b. Instructor builds students' confidence.
- c. Instructor asks students how they can improve. Gets individual feedback from students.
- d. Instructor gives positive reinforcement/provides tips and ideas. Directs a "try again". *
- e. Instructor engages in two-way conversations. Establishes an environment for positive discussion. *

Strengths / Improves / Comments:

10. Role Model:

5 4 3 2 1

- a. Sets the example as a role model of the Profession of Arms ("Walks the walk"). *
- b. Models himself as a prepared, technically competent, confident, enthusiastic, motivated, positive, and in-charge instructor. *
- c. Encourages and motivates the students by example, interest level, knowledge, and experience. *
- d. Willingly shares knowledge. *
- e. Demonstrates his competency in his specific field. *
- f. Encourages lifelong learning.

Strengths / Improves / Comments:

11. Positive Learning Environment:

- a. Are students participating and actively engaged in instruction? *
- b. Do the students take ownership of their learning?
- c. Does the instructor show support for peer collaboration and discussion/learning?
- d. Do the students engage in a variety of learning environments?
- e. Does the learning environment set the conditions for successful and positive learning experience ensuring attainment of the desired outcomes or objectives? *

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths / Improves / Comments:

12. Attribute Development:

- a. Gives students opportunities to build initiative, self-discipline and confidence.*
- b. Counsels, mentors, and coaches to specifically help develop attributes in students.
- c. Encourages and uses 360 degree counseling tools (peer assessments etc.).
- d. Provides formal and informal feedback on attribute development.
- e. Provides a learning environment that motivates and encourages attribute development and self learning.*

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths / Improves / Comments:

13. Outcomes/Objectives Achieved:

- a. Instructor obtains the desired learning outcomes and/or objective standard(s). *
- b. Instructor's intended outcome(s) and/or Terminal Learning Objective standard(s) are clear and accurate.*
- c. The student/trainees can perform to the desired outcome level or Standard based on instruction. (if observable)*
- d. Instruction is fundamentally sound/*

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths / Improves / Comments:

INSTRUCTOR PERFORMANCE FEEDBACK

Category	1-Significant Shortfall	2-Needs Improvement	3-Adequate/Satisfactory	4-Good/Effective	5-Excellent/Very Effective
#1 Planning, Preparation, Admin Requirements	<ul style="list-style-type: none"> - Lacking equipment - Site not set up, no CRM. -Not certified as an instructor -No Visitors Folder/Safety issues 	<ul style="list-style-type: none"> - Unorganized or key admin shortfalls (equip/TADSS/ visitor's folder/ CRM/etc.) - Planning lacking 	<ul style="list-style-type: none"> -All significant admin requirements in place -Organized training event -All trainers prepared 	<ul style="list-style-type: none"> -All admin requirements in place -Well planned and set up training event/prepared for contingencies -Rehearsed and ready 	<ul style="list-style-type: none"> - Excellent and effective plans -Well organized - Set conditions for quality event -Visitor's Folder was complete and up to date
#2 Subject Matter Expertise	<ul style="list-style-type: none"> -Incorrectly teaches subject matter material -Is lacking ability in the subject matter -Does not make connections to previously learned material 	<ul style="list-style-type: none"> -Does not possess subject matter expertise skills -Can't answer questions -Makes very few connection to previously learned materials 	<ul style="list-style-type: none"> -Average knowledge on subject matter, doesn't take opportunities to expand on information being covered -Makes inconsistent references to previously learned materials 	<ul style="list-style-type: none"> - Possess good subject matter expertise skills -Is able to somewhat expand on information 	<ul style="list-style-type: none"> - Excellent knowledge on subject matter -Fully capable of expanding deeply into the subject matter -Makes connections to previously learned materials -Uses previous experiences as points to establish lessons learned
#3 Facilitation of Learning	<ul style="list-style-type: none"> -Ineffective at leading the class -Ineffective questioning techniques -Doesn't get students engaged -Doesn't summarize and organize ideas -Doesn't challenge students 	<ul style="list-style-type: none"> -Facilitation skills need improvement -Misses opportunities to expand on discussion points -Does all the talking -Gets no engagement from students 	<ul style="list-style-type: none"> -Average facilitator -Asks questions but gets only basic answers back -Follow up questions do not significantly challenge students to explain the "why" 	<ul style="list-style-type: none"> -Sound Facilitator -Open to student ideas/questions -Encourages discussion and debate -Asks questions that are open-ended (requires more than just one or two word responses) 	<ul style="list-style-type: none"> -Effective at leading the class -Good questioning techniques -Gets students engaged -Clarifies confusing statements -Summarizes and organizes ideas -Challenges students to question their own assumptions
#4 Instructor Fundamentals	<ul style="list-style-type: none"> -Needs Re-certification -Lacks confidence in presentation skills -Numerous fundamental flaws evident that impact learning -Low expectations 	<ul style="list-style-type: none"> -Needs some focus in coaching -Work on identified basic instructor skills (eye contact, questioning techniques, SME.) -Lacks confidence. 	<ul style="list-style-type: none"> -Provided adequate instructional venues but did not take the extra effort to make it more challenging and more engaging 	<ul style="list-style-type: none"> -Good effort to engage students -Keep interest level high and creates a good learning environment - Comfortable style 	<ul style="list-style-type: none"> -Confident presenter -Clearly articulates and summarizes points -Intervenes with off-task students to maintain their focus -Excellent eye contact, listening, voice, volume, pauses and rate of speech
#5 Learning Assessments	<ul style="list-style-type: none"> - Does not take the initiative to assess students and to obtain feedback to ensure learning is occurring 	<ul style="list-style-type: none"> - Assesses student learning—but limited to "checks on learning" oral questions that only hit simple concepts - Yes/no type feedback 	<ul style="list-style-type: none"> - Assesses student learning but misses some opportunities -Assessments are not used to re-direct or re-train in shortfall areas 	<ul style="list-style-type: none"> -Assesses student learning both formally and informally (AARs +) -Strives to use assessment tools 	<ul style="list-style-type: none"> -Uses strategic questioning techniques -Provides feedback during and after task completion -Provides specific feedback about student's accuracy and/or effort -Makes corrective actions based on assessments to enhance skills Provides affirmation for correct responses
#6 Student-Centered Focus	<ul style="list-style-type: none"> -Instructor does not allow for peer to peer interactions to occur -Instructor only focuses on whole group instruction (even when other opportunities open themselves up for a variety of other learning situation to occur) -Instructor leads the discussion in a way that is mainly lecture/ instructor focused 	<ul style="list-style-type: none"> -Learning environment is lacking -Students are uninvolved and extremely passive -Reluctant to open discussion -Misses opportunities to encourage student involvement 	<ul style="list-style-type: none"> -Learning environment is conducive to learning but instructor is more the driving factor in learning than student -More student involvement 	<ul style="list-style-type: none"> -Sets a positive learning environment which promotes student efforts and ideas to further engage students' learning -Opens class to discussion, promotes student engagement 	<ul style="list-style-type: none"> -Instructor supported students in peer to peer interaction -Instructor had students work in pairs, groups, or alone depending on the purpose of the activity -Students talk without constant instructor input -Gave students opportunities to evaluate their own learning
#7 Combat or Job Applications	<ul style="list-style-type: none"> -Learning events are isolated and provide no context -Teaching unrealistic or improper TTPs -Students are only practicing basic recall of information, not problem solving 	<ul style="list-style-type: none"> -Minimal effort to provide context to learner on the application of task -Focus is on getting done with activity/learning block 	<ul style="list-style-type: none"> -Adequate coverage of content but could be readily expanded with available time -Could link tasks and provide scenarios 	<ul style="list-style-type: none"> -Effective scaffolding of tasks to include the addition of stressors(completion, timed events, multiple tasks in context) -Students beginning to problem solve 	<ul style="list-style-type: none"> -Concepts linked to something students already know -Hands on experiences -Provides students opportunities to solve problems with a team to reinforce knowledge and develop collaborative skills
#8 Rigor / Challenge	<ul style="list-style-type: none"> -Boring or seems to not fully engage students -Accepts mediocre performance 	<ul style="list-style-type: none"> -Does not motivate or ensure all students are challenged -Instructor holds students to a low standard 	<ul style="list-style-type: none"> -Occasionally challenges students -Holds students to a moderate standard 	<ul style="list-style-type: none"> -Begins to challenge students -Sets high expectations 	<ul style="list-style-type: none"> -Gets students to think critically -Explains the relevance of the topic—the "so what" -Students apply concepts -Students begin to hold themselves responsible
#9 Coach / Mentor	<ul style="list-style-type: none"> -No coaching or mentoring occurring -Displays negative attitude -Does not motivate students 	<ul style="list-style-type: none"> -Some coaching and mentoring is occurring -Indifferent attitude towards teaching 	<ul style="list-style-type: none"> -Is supportive to students; but the coaching and mentoring is not to its full potential - Misses some opportunities to expand knowledge 	<ul style="list-style-type: none"> -Coaches and mentors students; -Cares about student success -Asks leading questions to get students to think/improve - Provides good tips, reinforces 	<ul style="list-style-type: none"> -Motivates students -Actively engages students -Supports students in their learning -Gives specific feedback -Encourages students to think outside the norm. -Supports students in taking risks to overcome habits that restrict thinking.
#10 Role Model	<ul style="list-style-type: none"> -Unprofessional -Poor attitude -Sets a poor example 	<ul style="list-style-type: none"> -Borderline Instructor; does not enjoy or appear comfortable in front of students; -Lacks confidence; lacks enthusiasm 	<ul style="list-style-type: none"> -Average Instructor; nothing really stood out about the instruction in either a positive or negative manner -Meets the standards, improving 	<ul style="list-style-type: none"> -Professional instructor -Positive attitude -Good instructor fundamentals cares about being successful and importance of his job 	<ul style="list-style-type: none"> -Example of a professional quality instructor -Positive attitude -Positive demeanor -Great instructor fundamentals -Takes pride in his/her work
#11 Positive Learning Environment	<ul style="list-style-type: none"> -Discourages questions -Negativity in demeanor -Does not seem to truly care about students 	<ul style="list-style-type: none"> - Does not create a challenging professional environment to encourage learning -Boring in approaches -Lacks motivation and does only what required 	<ul style="list-style-type: none"> -Ensures students are treated fairly and establishes a positive professional rapport -Can correct and articulate standards without creating negative attitudes 	<ul style="list-style-type: none"> -Provides positive feedback and constructive criticism and challenges students without embarrassing them --Students enjoy challenges / class 	<ul style="list-style-type: none"> -Instructor asks questions and solicits feedback -Instructor facilitates brainstorming sessions -Instructor encourages discussions -Students feel comfortable up bring up topics create/engage in discussion -Students are engaged and motivated.
#12 Attribute Development	<ul style="list-style-type: none"> -Never addresses any attributes - No feedback to students -Is solely focused on negatives or shortfalls -No positive reinforcements 	<ul style="list-style-type: none"> -Very limited feedback -Limited attribute integration in class -Limited positive reinforcements 	<ul style="list-style-type: none"> -Considers attribute development as part of instructional duties and tries to work into learning events -Adequate feedback, but also has missed opportunities occur 	<ul style="list-style-type: none"> -Considers attribute development as part of instructional duties and tries to work into learning events -Provides feedback 	<ul style="list-style-type: none"> -Instructor supports characteristics that lead to lifelong learning and success -Instructor leads by example -Instructor provides feedback -Counseling occurs on a regular basis
#13 Outcome Achieved	<ul style="list-style-type: none"> -Not effective instruction -Misses opportunities to hit many of the ELOs and TLOs -Loses focus on real applications 	<ul style="list-style-type: none"> -Minimally effective instruction -Misses opportunities to effectively hit all ELOs and TLOs -Students barely meet standards 	<ul style="list-style-type: none"> -Average instruction -Focus is mainly on accomplishing tasks to standard -Meets TLO/ELO at base levels 	<ul style="list-style-type: none"> -Good solid instruction -Effective in reaching TLOs and ELOs and beginning to get at Outcomes 	<ul style="list-style-type: none"> -Excellent/dynamic instruction -Very effective in not only reaching TLO's & ELO's but also Outcomes -Articulates clear outcome/objectives

Army Learning Model 2015

- Character and Accountability
- Comprehensive Fitness
- Adaptability & Initiative
- Lifelong Learner
- Teamwork & Collaboration
- Communication & Engagement
- Critical Thinking & Problem Solving (Adaptive Thinking)
- Student Centric
- Cultural & JIIM Competence
- Tactical & Technical Competence (Full Spectrum Capable)
- Use of Technology to Improve Learning
- Blended Learning (Resident + Distributed Learning)

Outcome Based Training & Education

OBTE: An approach/philosophy to training designed to reinforce good training practices (not necessarily new ones) with a focus to:

- Identify the Real Combat Outcomes sought and deliberately train toward them.
- Explain the Why of tasks so Soldiers/ leaders can apply in varying situations
- Work Towards Task Mastery (repetition, increased stress, combat focused)
- Build to Combat Application (Link tasks versus only executing in isolated tasks)
- Sequence Training to build confidence/ competency/ increasing challenge/ stress
- Include Good Coaching and Mentoring (not at expense of self discipline but to build it)
- Include Problem Solving embedded into task training
- Develop Metrics to measure success in tangible tasks and intangible attributes
- Focus: Combat Task/ Application/ Problem Solving/ Adaptability= Required in FSO (+Accountability, Confidence, Situational Awareness, Judgment, Values, Ethos)
- Fully Compatible with Task/ Condition/ Standard Approach

IOY EVALUATION TOOL

INSTRUCTOR:

RANK:

COURSE:

CLASS:

LESSON/PFN:

EVALUATOR/DUTY POSITION:

Evaluator: _____ Instructor: _____ Date: _____

Overall Improvements:

Overall Strengths:

Action Plan For Professional Development:

FCoE IOY Evaluation Criteria Sheet Explanation

Admin

1. **PLANNING, PREP, ADMIN REQUIREMENTS:** All required tools, technical manuals (TMs), and actual equipment will be available, serviceable (as required), and readily accessible to students. Utilizing pens, pencils, paper, the blackboard, compasses, overhead projectors, chart paper, markers, computers, etc constitutes use of student equipment. Training aids will support the learning situation and will be used in a manner that will not create a distraction for the student. The instructor will practice the instructional techniques taught by ITC when utilizing training aids or materials used to facilitate learning (see TR 350-70). As needed- inform the students of the general safety factors and requirements for the lesson. Use instructor NOTES to make specific safety points as appropriate during the actual class presentation. If there are none, so state. As needed - identify potential hazards associated with the training. It is an expression of potential loss in terms of hazard severity, accident probability, and exposure to hazardous materials. The levels of risk are: low, moderate, high, and extremely high. The instructor should assess the risk for the instruction, and convey that risk to the students.

Instructor

1. **INTENDED OUTCOME:** Describe, show, demonstrate what the student must be capable of performing under stated conditions to the prescribed standard on lesson completion and why it is important to the combat mission. Ensure the Outcome and/or TLO is clearly understood (achieved by directing camera to a slide, vocally by the instructor, or asking students to recall and explain in their own words the desired outcome).
2. **SUBJECT MATTER EXPERTISE:** The instructor demonstrates subject matter expertise by articulating all aspects of the learning event in relation to technical/tactical information. Actually knows material—not excessively “reading a script.”
3. **FACILITATION OF LEARNING:** During lesson presentation, instructor demonstrates command of the classroom and the learning that takes place. Instructor generates classroom interactions. Examples are instructor-student dialogue (developmental questions) and student hands-on activities. Instructor-generated interactions should occur approximately every 3 – 6 minutes. If material is complex or multi faceted, the instructor will clarify points in simpler terms. Feedback (immediate is preferable, and includes both praise and correction) is provided through group discussion, fielding questions, prompting, etc., to ensure students are progressing in the learning situation. The instructor should engage the students mentally by clarifying specific points through analogy, examples, etc. Once a concept has been introduced, the instructor will reinforce the learning to ensure the student understands and can apply the information to task situations.
4. **INSTRUCTOR FUNDAMENTALS:** In classrooms, shop areas, or training areas, the optimum questioning technique is a series of logical instructor generated questions following the Ask, Pause, Call, and Evaluate (APCE) technique in group situations and the direct questioning technique in 1:1 training area situations. Use of body language

which is natural and appropriate for the spoken word—hand gestures to emphasize points, facial expressions, animation, etc—no use of stilted or exaggerated gesticulation or rocking, playing with change in pockets or things in hands, pacing, etc. Providing a verbal segue between teaching points—not simply stating “next slide” or “on the next slide we have...” Instructor maintains eye contact, pronounces words clearly and can be understood by students. Words will be appropriate for the student population. Regional, linguistic, or colloquial variations will not be considered adversely against the instructor. Clear articulation of the spoken word—(i.e., “ask” instead of “ax”, “fiscal” instead of “physical”, “specific” instead of “pacific,” “credit” instead of “credick,”etc”). Correct use of third person verb forms, subject verb agreement, use of possessive case, adjectival/adverbial forms, idiomatic language and regionalisms. The use of sub vocals and “like” is also evaluated in this section. Instructor provides a complete review/recapitulation of the information presented—“So we have learned today that...” A review will comprehensively highlight the lesson’s desired Outcomes, TLOs, and ELOs and/or learning steps/activities.

5. **LEARNING ASSESSMENTS:** Instructor makes use of formal and informal tools to specifically determine if students are understanding—asks students questions related to the lesson material; provides review of teaching points before moving to the next topic area.
6. **STUDENT-CENTERED FOCUS:** Instructor provides an environment which focuses the responsibility of learning on the learner as opposed to the instructor. Introduces information, and reinforces through practice. Provides minimal or no lecture. For instance, ask students to rephrase a discussion in their own words.
7. **COMBAT OR FSO APPLICATION:** After establishing the context of training within the introduction, the instructor will ensure that the training is sustained within the context of the Contemporary Operating Environment, and that all information, analogies, examples, etc. relate to the COE.
8. **RIGOR/CHALLENGE:** The instructor forces the students to wrestle with appropriate learner level scenarios and poses higher level questions as opposed to those requiring basic knowledge level responses.
9. **COACH/MENTOR:** Through a positive and candid approach, the instructor “raises the bar” and inspires the students to reach for high expectations. In addition, the instructor offers “tricks of the trade” or helps the students read between the lines in a given lesson.
10. **ROLE MODEL:** Instructor will embody not only the seven Army values but is an excellent example of professionalism. Instructor exhibits a positive attitude/demeanor and would be considered as a quality instructor. Instructor’s confidence, enthusiasm, motivation, etc is readily apparent.
11. **LEARNING ENVIRONMENT:** Instructor and students alike are fully engaged in the class. Students by virtue of the instructor’s facilitation are asking questions, solving problems, and applying new knowledge. Some examples include having students analyze and report on an article germane to the course, breaking into discussion groups or teams, hands-on activity, having the student summarize a teaching point, etc.

- **ACTIVE PARTICIPATION:** Students are highly engaged in discussions and freely ask questions. They clearly have ownership of their learning.
12. **ATTRIBUTE DEVELOPMENT:** Creates opportunities for students to develop initiative, accountability, critical thinking, etc., within a given lesson or training event though they are not expressly told to do so. Example would be modifying a repetitive event so students must react to some unexpected stimulus i.e. “a member of your team just went down...”
 13. **OUTCOME ACHIEVED:** Students can describe, show, and demonstrate what they must be capable of performing under stated conditions to the prescribed standard on lesson completion and why it is important to the combat mission. Ensure the Outcome and/or TLO is clearly understood (achieved by directing camera to a slide, vocally by the instructor, or asking students to recall and explain in their own words the desired outcome

Recommendations for Instructional Block

1. Instructor performance can be in the Classroom/Field/Other – as long as a valid POI is used for training U.S. Army Soldiers/NCOs/Warrant Officers/Officers, utilizing ALM 2015 concepts.
2. The more dynamic the instruction/instructor the better. The FCoE is looking to highlight Outcome Based Training and Education and the Adaptive Leaders Methodology approaches if at all possible – although all training venues are appropriate.
3. Strongly recommend selecting instructional venues that demonstrate dynamic training (i.e., training could include the Simulations, Hands on Training, Combat Applications Training Course, live fires, outcome based training events like the hand grenade lane, medical lane training, BOLC II squad live fire, or other dynamic training events or methods of instruction). The bottom line is the selected instructional venue needs to show a dynamic instructor engaging Soldiers or leaders in well executed training (classroom, field, simulation, scenario based, tactical decision exercises, or other dynamic venues).
4. Nominees should outline what portions of their instruction will be captured during filming. To capture the key aspects of the instructor’s performance, the taping should include a portion of the beginning, middle, and end of class.
5. Nominees may use their own cameras to record, however all media must be converted to a DVD for board member’s viewing and the DVD must be a quality product following the TRADOC guidelines: DVD (To be viewed using a computer and/or DVD player—specify which) in Windows Media Player or QuickTime format. The DVD will show the nominee teaching a regularly scheduled class for a **minimum of 15, maximum of 20 minutes**. The competition authorizes editing of the DVD/videotape to ensure the candidate covers the criteria on the score sheet. Please ensure that **each POC reviews all taped material and nomination packets prior to submission, checking for timing, accuracy and comprehensiveness, as well as audio and visual quality**.
6. Position cameras to include the instructor and the students in the class and ensure instruction and feedback can be heard on the media.
7. The goal is to capture the instructor’s dynamic teaching style and student engagement. Use the FCoE IOY Evaluation Sheet enclosed as a general guide for compliance with criteria for submission. Bottom line, capture the dynamic portions of the class to include the key portions (greeting/intro, checks on learning, summary, etc.).
8. The DVD of the instruction is the single most important part of class – what the Selection Board will review. The instructor should attempt to capture his best instructional venue. Note the check-sheet is a TRADOC tool but the overriding consideration should be the ability of the instructor to engage students in a meaningful way to get after the training outcomes and objectives sought.

TRADOC 2013 IOY Evaluation Criteria Sheet

INTRODUCTION

- 1. Attention/Greeting/Introduce self: Gaining student attention by giving the proper greeting of the day, introducing self and the lesson unit.** Capturing the audience's attention—calling the block of instruction to begin. “Good Morning,” or “Good Afternoon, OAC 5/03,” are examples.
- 2. Motivator/Purpose:** Informing the student why the lesson is important, the need to know and the consequences of a non-performer. Preparing the student for learning through some specific vehicle—i.e., query, humor, personal narration, analogy, film clip, enacting a scene, etc. The student should be able to identify the benefits of the course, and the risks to job performance if training is not complete. There should be an overview of the position and importance of the lesson in the overall training environment, and potential instructional strategies that will be used in the course. (The motivator is the most important part of the introduction).
- 3. TLO/Learning Objective/ Learning Goals:** Describes what the student must be capable of performing under stated conditions to the prescribed standard on lesson completion. Stated in language the students will understand, instructor should relate what the student should be able to do following the training which is observable and measurable, the setting in which they environment and in the transfer setting, and the speed and accuracy with which they will be required to perform, both during and after the training. The LO is clearly articulated vocally by the instructor, or students will be able to do it, both in the learning.
- 4. Safety/Risk Assessment/Environmental:** Inform the students of the general safety factors and requirements for the lesson. Use instructor NOTES to make specific safety points as appropriate during the actual class presentation, if there are none, so state.
 - a. CRM:** Identify potential hazards associated with the training. It is an expression of potential loss in terms of hazard severity, accident probability, and exposure to hazardous materials. The levels of risk are: low, moderate, high, and extremely high. The instructor should assess the risk for the block of instruction, and convey that risk to the students.
 - b. ENV:** Inform students of the general environmental factors and considerations. These factors include training considerations as well as task performance considerations. They focus on protecting the environment in which students train and perform their jobs, not on how the environment can affect the performance of the task. The instructor should assess the **training environment** for the block of instruction, and convey those considerations to the students (i.e., adequate lighting, ventilation, use of hazardous materials, information related to disposing chemicals, etc.).
- 5. Evaluation:** Inform the students how, when, and where performance of the lesson TLO will be tested. (Refer students to the student evaluation plan for additional evaluation information.) Provide a statement asserting whether or not the block is **testable**.
- 6. Instructional Lead-in/Relate to Previous/Future Classes:** Information to the student detailing how this block “fits” into the course plan (“During or last class we covered...,” or “This block will prepare you for _____, which will be covered in the upcoming week.”). Relate the content to the student's course-relevant prior knowledge.

PRESENTATION

KNOWLEDGE:

- 1. Little Reliance on Notes / PPT / Lesson Plan:** Instructor actually knows material being presented—not excessively “reading a script,” or dependent on the lesson plan to frame teaching points.
- 2. Awareness of Learning Transfer:** Instructor specifically determines if students are understanding—and more importantly, able to apply the learning. Instructor asks students questions related to the lesson material just covered; asks them to apply what was learned, and provides review of teaching points before moving on to the next topic area. This is not the same as the lesson summary.
- 3. Ensures Organizational / Ethical Context:** Understanding ethical and legal inferences as it relates to T&E, treating learners with dignity/respect, steering clear of conflicts of interest, respecting copyright laws, etc.
- 4. Sequence/Organization:** Lesson/learning step sequence will enhance student learning. Sub-elements of topics, which are necessary to support the TLO and/or ELO, must be included in the lesson plan and taught. Instruction should show that it is presented in a specific sequence and is organized in a manner in which the observer is able to follow. Even if instruction goes off topic, the instructor is able to steer students back on course so that they meet the prescribed learning outcome(s) for the lesson.
- 5. Instruction Assessment/Measures:** Ability to assess, through instruction, with the use of specific questioning or other assessment technique. Purpose is to draw information from students to determine their level of understanding of said topic of instruction. Through this process, is the instructor / facilitator allowing time for students to answer questions, ask questions for clarification; etc.

COMMUNICATION:

- 1. Frequent Interactions w/ Class:** Using the true conference method as opposed to lecture. During lesson presentation, there must frequent instructor-generated student interactions. Instructor-student dialogue (developmental questions) and student hands-on activities are examples of student interactions. Instructor-generated interactions should occur frequently. There is no specified amount of times but interaction is apparent in delivery. The instructor should engage the students mentally by group discussion, asking questions, prompting, etc. Relating the content to the student’s course-relevant prior knowledge, pointing out new or unusual elements of what students are learning, getting students to demonstrate, asking for participation are a part of lesson interaction.
- 2. Questioning Technique/Fielding:** Through facilitated instruction, not only is the instructor/facilitator asking questions but allows room for students to ask some of the hard questions in order to arrive with an overall consented agreement on the desired answer(s).
- 3. Point Clarification/Feedback:** Overall presentation should show that the instructor is performing any of the following: defining unclear concepts, providing examples from the job or mission environment, practicing identification of examples and non-examples of concepts, providing visual models with narrated descriptions in job-relevant terms, explanations of how actions at each stage lead to the next stage and final outcome or allowing the students to provide any of the above to show their understanding of said topic. Feedback is generally for corrective purposes. Unless specifically needed to something that has to be done in a specific order, this is not always necessary as it will come out in the wash if discussion is facilitated. Anything not touched upon can be provided in the summary.

4. Effective Communication/facilitated dialogue: Utilizing suitable language, both verbal and nonverbal, as well as active listening strategies to ensure successful interaction between students and students, as well as between students and instructor.

5. Speech (Grammar, Pronunciation, Enthusiasm/ Self-Confidence/Transitions): Enunciating during instruction; subject/verb agreement; clarity in speech; showing some sense of excitement during instruction / facilitation; body language showing that they are confident in their instruction (such as utilizing eye contact when talking; not afraid to ask questions; speaking positively; projecting their voice to be heard throughout the room); utilizing terms to show that they are transitioning from one section to another a verbal segue between teaching points—not simply stating “next slide” or “on the next slide we have...”.

6. Transition: Providing a verbal segue between teaching points—not simply stating “next slide” or “on the next slide we have...” Relating the content to the student’s course-relevant prior knowledge is an important strategy in transitioning from one point to the next. Pointer words for steps or stages such as “first,” “second,” “third,” or “as a result” help with transitioning.

7. Assess Student Learning: Employing a variety of clarification and feedback strategies, giving clear, relevant, timely, and specific response based on the learning situation; providing learners opportunities to ask for clarification or feedback; being fair, honest and open when providing feedback or receiving feedback from learners, such as: communicate assessment criteria to students; monitor individual and group performance; assess learner attitudes; assess learning outcomes; and provide learners with opportunities for self-assessment.

MANAGEMENT:

1. Movement/Mannerisms/Eye contact: Movement about the room, especially, in a larger facility, may be necessary to keep student alert. This enables the instructor to utilize more frequented eye contact with a larger amount of students. This also helps the instructor/facilitator to observe any mannerisms that may be inappropriate. The use of body language which is natural and appropriate for the spoken word and hand gestures to emphasize points, facial expressions, animation, etc has a tendency to deter most unwarranted behaviors.

2. Fosters Student Centered-Learning: Instructor insures that the learning situation and environment is conducive to placing the students at the heart of learning, using more of an approach to guide the learner through interactions with self and peers. Students become responsible for their own learning. The instructor relinquishes focus from an instructor-centered learning environment. Instructor employs examples and activities that promote application of learning, with opportunities to demonstrate application of knowledge or skill in realistic environment; encourages and promotes autonomous learning.

3. Motivation / Engagement / Activities: Gaining, maintaining, and sustaining learner attention by:

- a. Providing clear objectives or goals for learning.
- b. Creating a favorable environment toward learning.
- c. Setting realistic expectations for learners.
- d. Creating and providing opportunities for learners to succeed.
- e. Creating a learning environment which involves more than students simply listening to instructors lecture, with a periodic question or two interspersed. Some examples include having students write on the board, breaking into discussion groups or teams, hands-on activity, having the student summarize a teaching point, etc (see previous information on “interactions”).

4. Class Management: As stated above in “Movement/ Mannerisms / Eye Contact”, this is utilized in order to manage the class. Being “aware” or “with it” are terms that are often utilized for instructors/facilitators who

know what is going on in the classroom. In a sense, they are almost responding to a concern even before it occurs. Additionally, the instructor must remain mindful of the learning environment, ensuring control over pacing, preventing student control of lesson sequencing and learning activities, and minimizing distractions.

5. Fuse Technology / use of equipment / application: Combining the use of technology with instruction; discovering learning traits; adjusting instruction/facilitation to meet the needs of the learners, the environment, or the learning itself; and categorizing goals/objectives and adapting the learning situation if applicable. Exhibiting the ability to apply sampling in the course, using both direct instruction and problem solving learning, and determine which is appropriate for the learning situation.

6. Creative Thinking/Reflective Practice: The ability to use thinking outside the proverbial box to get the point across to the students or to get them to see things differently; not just following the script, per se. Also, being able to utilize reflection habitually to enhance learning. When students can apply what they have learned they are moving to a higher level of thinking and processing.

SUMMARY

1. Review / Summary of Instruction: A review will comprehensively highlight the lesson Education Learning Objectives (ELOs) and/or learning steps / activities in which it/they support. Instructor provides a complete review/recapitulation of all information presented perhaps by orally assessing of open ended questioning to ensure learning has taken place.

2. TIME: Staying within the 15-20 minute time limit for presentation. (Not to be less than 15 minutes nor to exceed 20 Minutes)



TRADOC IOY / EOY EVALUATION / SCORE SHEET

INSTRUCTOR / EDUCATOR:		GROUP 1		GROUP 2		GROUP 3		GROUP 4	
		EOY	Civilian	NCO	Officer	WO	NGB	USAR	
RANK:		CENTER or SCHOOL:				TIME LENGTH (Min 15/Max 20)		DATE:	
INTRODUCTION	DESCRIPTION	SCORE		COMMENTS					
	Attention / Greeting/Introduce self	1							
	Motivator / Purpose	4							
	TLO / Learning Objective / Learning Goals	1							
	Safety/ Risk Assessment / Environmental	1							
	Evaluation	1							
	Instructional Lead-in / Relate to Previous / Future Classes	2							
Introduction Sub-Total (10)		0							
PRESENTATION	KNOWLEDGE	Little Reliance on Notes / PPT / Lesson Plan	1						
		Awareness of Learning Transfer	6						
		Ensures Organizational / Ethical Context	2						
		Sequence / Organization	2						
		Instruction Assessment / Measures	6						
	COMMUNICATION	Frequent Interactions w/ Class	4						
		Questioning Technique / Fielding	4						
		Point Clarification / Feedback	3						
		Effective Communication / Facilitated Dialogue	4						
		Speech (Grammar, Pronunciation, Enthusiasm / Self-Confidence / Transitions)	4						
		Transition	2						
	MANAGEMENT	Assess Student Learning	4						
		Movement / Mannerism s/ Eye Contact	3						
		Fosters Student-Centered Learning	6						
		Motivation / Engagement / Activities	4						
Class Management		4							
Fuse Technology / use of equipment / application		6							
Presentation Sub-Total (69)		0							
SUMMARY	Review / Summary of Instruction	4							
	Time (Minimum 15/Not to Exceed 20 Minutes)	1							
	Summary Sub-Total (5)		0						
NARRATIVE/ FOLDER REVIEW	Excels in Performance	2							
	Writes / Updates Instructional Material / Preparation	2							
	Well Written Instructional Narrative	4							
	Educational Professionalism	2							
	Tactical / Technical Knowledge	2							
	Ethical / Legal Considerations	2							
	Any Published Articles?	2							
Narrative Sub-Total (16)		0							
Overall Comments and Recommendation:									
Introduction (5)	Presentation (69)	Summary (5)	Narrative (16)	Final Score (100)					
0	0	0	0	0					
SCORING RANGE: Poor = 0-69 Fair = 70-75 Good = 76-85 Excellent = 86-90 Outstanding = 91 & Above									
Evaluator Name:					Evaluator Signature:				

FCOE CDOY ALM LESSON PLAN SCORE SHEET AND EVALUATION TOOL

DEVELOPER:	CATEGORY:	UNIT:	DATE:
LESSON:	RANK:	BRANCH:	EVALUATOR:
ASSESSMENT CATEGORIES		NOTES	
* OVERALL LESSON PLAN SCORE: 75 POINTS			
1. Section I Administrative Data			
<ul style="list-style-type: none"> • Student Study Assignment • Instructional Guidance 			
2. Section II Introduction			
<ul style="list-style-type: none"> • Learning Objective – Action Statement • Learning Objective – Conditions Statement • Learning Objective – Standards Statement • Motivator • Instructional Lead-in 			
3. Section III Presentation			
<ul style="list-style-type: none"> • Methods of Instruction • Learner-centric • Blended Learning • Student Materials/Resources • Formative Assessment • Sequence of ELOs/LSAs 			
4. Section IV Summary			
<ul style="list-style-type: none"> • Check on Learning • Review/Summary 			
5. Section V Student Evaluation			
<ul style="list-style-type: none"> • Testing Requirements • Answer Key/Rubric • Feedback Requirements 			
CURRICULUM DEVELOPER NARRATIVES:	20 POINTS		
LEADERSHIP RECOMMENDATION:	20 POINTS		
OVERALL SCORING:	115 POINTS		
107 - 115 EXCELLENT (93%) 98 - 106 GOOD (85%) < 97 DOES NOT MEET CDOY CRITERIA			
COMMENTS:			

FCoE CDOY ALM LESSON PLAN SCORE SHEET AND EVALUATION TOOL

Lesson Title:	PFN/Version:	<input type="checkbox"/> Approved
Submitted By:	Date:	
Approved By:	Date:	

Rate the lesson plan using the scale below. Add comments below each section.

1 = Needs Improvement

2 = Satisfactory

3 = Excellent

SECTION I. ADMINISTRATIVE DATA	WEIGHT	X	SCORE	=	Subtotal
Student Study Assignment <ul style="list-style-type: none"> Delivered and/or completed through electronic means or instructional technology Assignment connects to in-class activities 	1	1	2	3	
Instructional Guidance <ul style="list-style-type: none"> Instructor has flexibility in lesson delivery "Backwards planning" timeline is provided 	1	1	2	3	

COMMENTS

SECTION II. INTRODUCTION	WEIGHT	X	SCORE	=	Subtotal
Learning Objective – Action Statement <ul style="list-style-type: none"> Clearly defines what students must do Verb chosen aligns with required job performance 	2	1	2	3	
Learning Objective – Conditions Statement <ul style="list-style-type: none"> Required resources/materials are identified Training environment resembles operating environment (OE) 	1	1	2	3	
Learning Objective – Standards Statement <ul style="list-style-type: none"> All relevant 21st Century Soldier Competencies are identified Standards clearly define how to achieve Action & are measurable 	1	1	2	3	
Motivator <ul style="list-style-type: none"> Strongly connected to learning objective Is engaging and require student participation 	1	1	2	3	
Instructional Lead-in <ul style="list-style-type: none"> Questions to reflect upon Motivator are provided Connections between prior knowledge and lesson are made 	2	1	2	3	

COMMENTS

SECTION III. PRESENTATION	WEIGHT	X	SCORE	=	Subtotal
Methods of Instruction <ul style="list-style-type: none"> MOIs used provide experiences which replicate the OE MOIs divide lesson into parts to prevent information overload 	1	1	2	3	
Learner-centric <ul style="list-style-type: none"> Students' learning needs are taken into account Instructor is provided with a guide not a script Students participate in challenging, problem-solving exercises Students research, share information, lead discussions 	2	1	2	3	

SECTION III. PRESENTATION (Continued)	WEIGHT	X	SCORE	=	Subtotal
Blended Learning <ul style="list-style-type: none"> Students practice skills through instructional technology (IT) Students & instructor communicate asynchronously through IT Reach back materials are available through IT 	1	1	2	3	
Student Materials/Resources <ul style="list-style-type: none"> Relevant materials from previous lesson are reinforced Students identify relevant materials from outside of the lesson 	1	1	2	3	
Formative Assessment <ul style="list-style-type: none"> Knowledge/skills are assessed throughout the lesson Instructor makes real-time changes based on assessment results 	1	1	2	3	
Sequence of ELOs/LSAs <ul style="list-style-type: none"> Each ELO/LSA builds upon the previous one Students discuss relationship between ELOs/LSAs 	1	1	2	3	
COMMENTS					
SECTION IV. SUMMARY	WEIGHT	X	SCORE	=	Subtotal
Check on Learning <ul style="list-style-type: none"> Lower- and higher-order thinking questions are provided 	2	1	2	3	
Review/Summary <ul style="list-style-type: none"> Main points of the lesson, and their references, are provided 	1	1	2	3	
COMMENTS					
SECTION V. STUDENT EVALUATION	WEIGHT	X	SCORE	=	Subtotal
Testing Requirements <ul style="list-style-type: none"> Assessment is relevant to the learning objective Assessment requires both knowledge and performance Assessment replicates the operating environment 	2	1	2	3	
Answer Key/Rubric <ul style="list-style-type: none"> Answer key provides correct answers/acceptable responses Rubric measures performance steps & 21st Century Soldier Competencies 	2	1	2	3	
Feedback Requirements <ul style="list-style-type: none"> Instructor should look for important steps, typical student mistakes 360° assessment techniques should be used Instructor should discuss learning goals with students 	2	1	2	3	
COMMENTS					

LP COMPONENT	1	2	3
SECTION I. ADMINISTRATIVE DATA			
Student Study Assignment	-the students have no pre-class homework or study assignment	-the students are required to access and read a document or review materials via electronic means before class -the study assignment purposefully connects to and enhances the in-class portion of the lesson	-the students are required to access, read, and complete the study assignment through the use of instructional technology (e.g. IMI, Blackboard). The study assignment purposefully connects to and enhances the in-class portion of the lesson
Instructional Guidance	-the instructional guidance is not learner-centric as it does not identify the possibility for instructor flexibility -the instructional guidance does not provide a timeline (i.e. “backwards planning”) which the instructor can use to plan ahead for the delivery of the lesson	-the instructional guidance is learner-centric as it identifies that the instructor has some flexibility in the delivery of the lesson -the instructional guidance provides a timeline for “backwards planning”	-the instructional guidance is learner-centric as it not only identifies that the instructor has some flexibility in the delivery of the lesson but also suggest specific ways in which the instructor could be flexible -the instructional guidance provides a timeline for “backwards planning”
SECTION II. INTRODUCTION			
Learning Objective – Action Statement	-the Action statement does not clearly define what the students must do -the verb chosen does not align with the action required for basic task performance	-the Action statement clearly defines what the students must do -the verb chosen represents the action required for basic task performance	-the Action statement clearly defines what the students must do -the verb chosen represents the action required for “real world,” job performance
Learning Objective – Conditions Statement	-the resources required for training are not identified -the training environment is not identified	-the basic resources for training are identified -the training environment provides minimal context by somewhat replicating the Operating Environment	- the basic resources for training are identified -the training environment provides maximum context by closely replicating the Operating Environment
Learning Objective – Standards Statement	-the 21st Century Soldier Competencies are not identified -the Standards do not clearly reference what the students must do to achieve the Action statement -Standards do not have criteria allowing them to be measured	-only some of the relevant 21st Century Soldier Competencies are identified -the Standards clearly define how the students must achieve the Action statement -the Standards contain criteria which allow them to be measurable	-all relevant 21st Century Soldier Competencies are identified -the Standards clearly defines how the students must achieve the Action statement -the Standards contain criteria which allow them to be measurable
Motivator	-the Motivator is not relevant to the learning objective -the instructor is directed to make a statement explaining why the students should pay attention to the lesson	-Motivator is relevant to the learning objective on a very basic level -the Motivator will gain the students’ attention but will not require participation (e.g. video clip)	-the Motivator is strongly connected to the learning objective -the Motivator is extremely engaging, requiring student participation
Instructional Lead-in	-the instructor is directed to make a statement rather than ask students open-ended questions that allow students to reflect upon the Motivator -the instructor does not have to connect the motivator to the lesson topic(s)	-the lesson provides the instructor with questions which allow the students to reflect upon Motivator (i.e. What happened? How did you react? How does the Motivator connect to the lesson topic(s)?)	-the lesson provides the instructor with questions which allow the students to reflect upon Motivator (i.e. What happened? How did you react? How does the Motivator connect to the lesson topic(s)?) -the instructor is directed to find connections between students’ prior knowledge and the lesson topic(s)

LP COMPONENT	1	2	3
SECTION III. PRESENTATION			
Methods of Instruction	<ul style="list-style-type: none"> -the methods of instruction do not provide the students with opportunities to discuss new knowledge and/or apply new skills -the methods of instruction are used in a manner which will overload the students with too much information at once 	<ul style="list-style-type: none"> -the methods of instruction will prepare students to achieve the basic knowledge and skills of the learning objectives -the methods of instruction allow the students to find lesson relevance by making connections between the basic knowledge and skills and how it is applied on the job (e.g. instructor-led demonstration) -the methods of instruction are used to divide the lesson into small parts ensuring that students are not overloaded with too much information at once 	<ul style="list-style-type: none"> -the methods of instruction provide the students with experiences which replicate or imitate the operating environment (e.g. field-based practical exercise) -the Motivator is revisited to reinforce its relevance -the methods of instruction are used to divide the lesson into small parts ensuring that students are not overloaded with too much information at once
Learner-centric	<ul style="list-style-type: none"> -the LSAs provide the instructor no opportunity to adapt to students' learning needs -the LSAs are designed so that the instructor's main role is to "push" information to the students -the LSAs are designed to serve as "scripts" for the instructor to read -the LSAs do not include possible discussion questions -the LSAs do not advise the instructor to add relevant, personal experiences -the LSAs are designed so that the students' main role is to pay attention to the instructor and take notes -the LSAs require a low level of student-to-student interaction 	<ul style="list-style-type: none"> - the LSAs are designed so that the instructor takes into account the students' learning needs (i.e. adjust lesson approach based on results of pre-test) -the LSAs allow the instructor to serve as a facilitator by providing a basic outline rather than a word-for-word script to read -the LSAs identify the references (e.g. technical manuals) rather than contain large amounts of text which was cut and pasted from those references -the LSAs include possible questions which can be used for instructor-led discussions -the LSAs provide challenging and rigorous activities for the students (e.g. problem-solving exercises) 	<ul style="list-style-type: none"> - the LSAs are designed so that the instructor takes into account the students' learning needs -the LSAs provide the instructor with a basic outline, not a script -the LSAs identify areas where previous students have struggled -the LSAs provide opportunity for the students to research concepts and share what was learned with the other students -the LSAs allow the instructor to serve as a facilitator while students lead some of the instruction and/or discussions -the LSAs provide opportunity for the instructor and students to share personal experience which are relevant to the lesson
Blended Learning (NOTE: lessons which contain classified materials may be exempt from some blended learning requirements)	<ul style="list-style-type: none"> - instructional technology is integrated into the Learning Steps/Activities (LSAs), however it does not enhance the students' ability to achieve the learning objective 	<ul style="list-style-type: none"> -the LSAs require students to access online resources, course references and assignments -out-of-class assignments which are provided through instructional technology are purposefully connected to and reinforced by in-class activities -the instructional technologies which are integrated into the LSAs (e.g. video clips, visual aids) enhance the students' ability to achieve the learning objective 	<ul style="list-style-type: none"> -the instructional technology requires students to build/practice skills in a manner which replicates the operating environment (e.g. simulator) -the instructional technology allows the students and instructor to communicate asynchronously (e.g. discussion boards) -the instructional technology allows the students to turn in assignments electronically -the students are provided with "24/7" access or "reach back" to course materials through an instructional technology (e.g. Blackboard)

LP COMPONENT	1	2	3
Student Materials/Resources	-the lesson does not integrate materials or resources in a way which will stimulate student interest or demonstrate the relevance of the materials or resources	-the materials and resources are used by students in a manner similar to how they would be used on the job -the materials and resources are relevant to and enhance the lesson	- materials and resources from previous lessons, which are related to the current lesson, are revisited/reinforced -students are encouraged to identify non-lesson resources and materials that can enrich the learning
Formative Assessment	-the LSAs contain no formative assessments	-the LSAs require the instructor to ask simple questions to determine whether or not students are learning -the LSAs require the instructor to make real-time changes (i.e. revisit earlier parts of the lesson) based on the results of the formative assessments	-the LSAs require the students to perform basic skills after each Task or concept is taught -the LSAs require the students to reflect on formative assessments -the LSAs require the instructor to make real-time changes (i.e. revisit earlier parts of the lesson) based on the results of the formative assessments
Sequence of Enabling Learning Objectives (ELOs) and Learning Steps / Activities (LSAs)	-the sequence of the ELOs/LSAs will not effectively convey the basic knowledge or skills nor its importance	-the ELOs/LSAs will be presented in an order that reinforces how concepts and tasks fit together (e.g. chronological, simple to complex, known to unknown)	-each ELO/LSA builds upon the other to provide a seamless and step-wise lesson -the relationship between each ELO/LSA is explained so that it will be obvious to the students why the sequence of the content was chosen
SECTION IV. SUMMARY			
Check on Learning	-the Summary does not provide the instructor with any questions that allow the students to reflect on what was learned	-the Summary provides the instructor with only “lower-order thinking” questions (i.e. remember, understand, apply) which only focus on basic understanding of the lesson topic(s)	-the Summary provides “lower-order thinking” questions -the Summary provides “higher-order thinking” questions (i.e. analyze, evaluate, create) which allow the students to discuss connections between the lesson topic(s) and future job performance
Review/Summary	-the main points of the lesson are not identified	-the main points of the lesson are identified	-the main points of the lesson, and their references, are identified
SECTION V. STUDENT EVALUATION			
Testing Requirements	-there is no summative assessment at the end of the lesson OR it is not relevant to the learning objective	-the summative assessment is relevant to the learning objective -the summative assessment at the end of the lesson focuses only on knowledge not performance -the summative assessment somewhat puts the lesson into context by connecting the topics, tasks and the actual operating environment	-the summative assessment is relevant to the learning objective -the summative assessment at the end of the lesson requires students to demonstrate knowledge and performance skills -the summative assessment makes a strong contextual connection by mirroring or replicating the actual operating environment

LP COMPONENT	1	2	3
Answer Key and/or Score sheet & Rubric	-there is no answer key/rubric OR it is not clear on how to grade student knowledge or performance at the end of the lesson -the answer key/rubric will not assist the instructor in providing reliable grading nor feedback	-the answer key (for the knowledge assessment) provides the correct answers or acceptable responses/solutions including questions which focus on knowledge of the 21st Century Soldier Competencies	-the knowledge assessment answer key gives clear guidance on the correct answers or acceptable responses/solutions -the performance assessment rubric identifies how to measure performance steps/measures and the 21st Century Soldier Competencies
Feedback Requirements	-the feedback guidance does not provide the instructor with specific ideas on how to coach/mentor the students toward improved performance	-the feedback guidance advises the instructor to comment on student performance during the summative assessment (i.e. what the students did well, what they did not do well) -the feedback guidance advises the instructor to coach/mentor the students by setting learning goals	-the feedback guidance advises instructor to look for important steps, frequent student mistakes, and 21st Century Soldier Competencies -the feedback guidance advises the instructor to use 360° assessment techniques -the feedback guidance advises the instructor to coach/mentor the students by setting learning goals

DEFINITIONS:

Asynchronous: student-instructor interaction in non-real time; environment where a student is engaged at a time other than one concurrent with the instructor/facilitator or other students. Forms of asynchronous learning include e-mail, IMI, audio courses, video courses, correspondence courses, and some Web-based courses.

Synchronous: student-instructor interaction in real time; environment where the instructor/facilitator and students are interacting at the same time, such as a resident course, VTT, or Web-based seminars, lectures, or workshops.

Formative Evaluation: Evaluation designed to collect data and information that is used to improve a program or product; conducted while the program is still being developed.

Summative Evaluation: Evaluation designed and used after an instructional program has been implemented.

Motivator: provides relevance and significance to the lesson, gain student interest and focus them on what they are about to learn, explains why the student needs to perform the learning objective and the consequence of nonperformance, and provides reference to the actual job or battlefield conditions that would make learning the TLO essential for the student.

Learner Centric: experiential methodology that engages learners in collaborative practical and problem solving exercises that are relevant to their work environment provides an opportunity to develop critical 21st Century Soldier Competencies such as initiative, critical thinking, teamwork, and accountability along with learning content. The learner-centered instructional approach encourages student participation and puts the instructor in the role of a facilitator.

Subtotal: Subtotal is listed on the score sheet, right hand column, and represents weight X Score.

Blended Learning: online or technology-delivered instruction combined with face-to-face instruction. It blends the efficiencies and effectiveness of self-paced, technology-delivered instruction with the expert guidance of a

facilitator, and can include the added social benefit of peer-to-peer interactions; i.e., delivering instruction using appropriate combinations of technologies—online, VTT, audio conferencing, CD-ROM, and other media, combined with more traditional forms including case studies, in-person discussions, seminars, or tutorials.

21st Century Soldier Competencies: Character and accountability; Comprehensive fitness; Adaptability and initiative; Lifelong learner (includes digital literacy); Teamwork and collaboration; Communication and engagement (oral, written, negotiation); Critical thinking and problem solving; Cultural and joint, interagency, intergovernmental, and multinational competence; Tactical and technical competence (full spectrum capable).

ELM-Style Lesson Outline

1	COURSE INFORMATION (Step 1)
What is the name of the course (if applicable)?	
What is the lesson plan title?	
Who is the student/target audience?	
2a	TASKS SELECTED (Step 3)
Which tasks or topics will the students learn in this lesson?	
2b	TERMINAL LEARNING OBJECTIVE (Step 3)
ACTION: What is the relationship or connection between these tasks/topics? What will the student need to do on the job (Bloom's cognitive level)?	
CONDITIONS: Which environments will the students use during the lesson? What resources and equipment will the students use during the lesson?	Given a... You are in...
STANDARDS: Which 21st Century Competencies will the students use in this lesson? Which steps or components are required in order to achieve the ACTION?	These standards will be measured against XXX as defined in Assessment Score Sheet XXX : <ul style="list-style-type: none"> • XXX • XXX
4	STUDENT STUDY ASSIGNMENT (Step 14)
What can the students do ahead of time (i.e. homework) to prepare for class?	
9	INSTRUCTIONAL GUIDANCE (Step 11)
What should the instructor know about this specific lesson?	
7	MOTIVATOR (Step 6 & 3)
What "kick off" experience will the students have to begin the lesson?	

ELM-Style Lesson Outline

	INSTRUCTIONAL LEAD-IN (Step 7)
What questions can the instructor ask the students about their observations and reactions to the Motivator?	
	LEARNING STEPS/ACTIVITIES (Step 3)
What is the intent of the lesson? What do the students need to learn? What experiences will the students need? What resources will the students need?	LSA #x – Title (MOI, minutes): Description
	SUMMARY (Step 3*)
CHECK ON LEARNING: What questions can the instructor ask the students to get them to reflect on the whole lesson?	
REVIEW/SUMMARY: What needs to be reviewed or recapped?	
	STUDENT EVALUATION (Steps 3, 15, & 16)
TESTING REQUIREMENTS: How will the students demonstrate their knowledge of the lesson? How will the students demonstrate their ability to perform the skills they learned?	
FEEDBACK REQUIREMENTS: What should the instructor focus on during the student evaluation (“food for thought”)? What should the instructor think about when preparing the feedback?	



DEPARTMENT OF THE ARMY
BRAVO BATTERY, 1ST BATTALION, 30TH FIELD ARTILLERY
428TH FIELD ARTILLERY BRIGADE
FORT SILL, OKLAHOMA 73503-5600

REPLY TO
ATTENTION OF:

ATSF-TPF-B

4 October 2011

MEMORANDUM FOR RECORD

SUBJECT: Commander's Narrative of Captain Joe Smith

1. Captain Smith is currently assigned to 1st Battalion, 30th Field Artillery Regiment in the Officer Instructor Group, Gunnery Department. He is assigned duties of Training Officer and Gunnery Instructor. CPT Smith embodies what it means to be an instructor, mentor, and leader. His holistic approach to training and leadership means he will develop all aspects of leading Soldiers whether it is MOS, physical, or instructional. He is a consummate professional that requires perfection in every task he accomplishes and requires the same of his students. CPT Smith is an outstanding asset to the Gunnery Department.
2. CPT Smith brings to the Gunnery Department a vast knowledge of indirect fire systems from his tour in the operating forces. His MOS proficiency in the world of light artillery is enhanced by his practical application of artillery in combat operations during Iraqi Freedom. This knowledge tempers his instruction by adding real world scenarios to classroom instruction.
3. CPT Smith believes in a holistic approach to training future leaders of artillery. He is always the consummate professional that develops artillery officer's leadership, MOS proficiency, physical fitness, and overall competence. His drive to excel and better himself is evident in the quality of instruction presented on a daily basis. He leads by example in all aspects of being an instructor. What is most impressive about CPT Smith is that he sets the example every day for others to emulate. His professionalism is infectious and the demeanor of the entire department reflects this.
4. CPT Smith has served as training officer for the Gunnery Department. During this time he has scheduled classes, de-conflicted training schedules, and coordinated field training exercises for six classes running concurrently. He has been instrumental in the instructor certification program and tracking the progress of new instructors. CPT Smith's stringent standards for evaluating new instructors ensures only quality instructors are produced.

BRANDON L. BROWN
LTC, FA
Commanding



DEPARTMENT OF THE ARMY
BRAVO BATTERY, 1ST BATTALION, 30TH FIELD ARTILLERY
428TH FIELD ARTILLERY BRIGADE
FORT SILL, OKLAHOMA 73503-5600

REPLY TO
ATTENTION OF:

ATSF-TPF-B

4 October 2011

MEMORANDUM FOR RECORD

SUBJECT: My Greatest Challenge as an Instructor – SSG John L. Manners

1. There are many challenges in being an instructor. With the Army making the choice of discontinuing Drill Sergeants in AIT, I find myself facing more obstacles in the near future. I currently serve as a 13 Fox AIT instructor and the biggest challenge I face today is simply time. I have six short weeks to teach these young Warriors how to provide accurate, timely, and lethal indirect fire to our enemy. I strive to be the best by doing more than the average instructor and I always push my students to be the best as well. I constantly talk to them about discipline. Discipline alone can save their life or their battle buddy's life when and if the time comes to defend our nation when at war.
2. There are multiple styles of learning and I have to find a way to make sure that every student comprehends the information that I am teaching. This course is not self-paced. There is a start and graduation date that must be met. The course starts off quick and "in your face" with land navigation being the first thing they must learn. This is a critical task for a Forward Observer in today's Army. Week one and two is where I seem to lose most of my students. To make sure they understand I have drawn on the dry erase board, had students close their eyes and envision what I am saying, and I have sat students down one on one at the battery. If the student is willing to learn then I am willing to go the extra mile to make sure he is tracking. This way he knows this critical task that he will need as a Fire Support Specialist.
3. Instructor teams can hold a maximum of 60 students. Trying to keep all of them in sync can be complicated as Soldiers may have their own obstacles to overcome. Some injure themselves during PT, some may have to go to sick call, and others need to schedule appointments as they may have personal problems to attend. In the 13-Fox school house we have classes starting on a weekly basis. Sometimes we have to prepare for the next class before the current class has graduated. The course is fast, but we still have to face the challenge and make sure these Soldiers are capable of being the best Forward Observer and making our Army, Army Strong!

JOHN L. MANNERS
SFC, USA
Instructor



DEPARTMENT OF THE ARMY
3rd BATTALION, 30TH AIR DEFENSE ARTILLERY BRIGADE
BUILDING 1615, RANDOLPH RD.
FORT SILL, OKLAHOMA 73503-5600

REPLY TO
ATTENTION OF:

ATSF-TPF

4 October 2011

MEMORANDUM FOR RECORD

SUBJECT: My Greatest Contribution as an Instructor

1. The greatest contribution I have brought to TRADOC is a vast understanding of Air Defense, especially the Patriot Missile System operations and maintenance through twenty-one years of experience in the weapon system. While rising through the warrant officer ranks, I have been operationally deployed around the world in both maintenance and operational capacities. With this experience, I can provide instruction to the officer students in much greater detail than the information provided through the Program of Instruction (POI). I often cite examples and scenarios that happened to me and my peers along with the POI to provide greater clarity to the students. I believe this greatly enhances their ability to grasp the material. I am a strong advocate of sharing learned knowledge and not holding information that could be beneficial to others close to the chest.
2. This style of instruction is nothing new for me. Even before I held the instructor badge I have always used real-world experience to train Soldiers. I have trained many, many crews to success; far more than just my own. Through all of these training sessions, real-world examples bring the different topics to life for the Soldiers learning critical tasks. These crews have gone on to provide air defense coverage all over the globe with professionalism, skill, and confidence. It is in this way that I know real-world knowledge greatly helps in instruction.
3. The instruction that I provide is tactically and technically advanced; so advanced that very few ever even have the opportunity for instruction. However, just meeting the requirements for attendance is not enough as the students must quickly grasp new concepts quickly and master them in very little time. Real-world experience comes in handy here as well. These are the real keys to victory in a complex environment such as ours, and through real-world knowledge assisting my instructional method, I am confident that going forth into the field are trained, professional and motivated warrant officers ready to not only operate and maintain, but to lead and advise.

JOHN L. MANNERS
CW4, AD
Instructor

Narrative Folder Contents

Narrative Review (Points Awarded During the Packet Assessment FCoE IOY Evaluation Sheet)

In the accompanying narrative for each candidate, the school should include specific information which details the following:

- 1. Excels in Performance:** Based on clearly written information presented in the narrative packet, is there evidence which supports the instructor's ability to train soldiers above and beyond average instructor performance?
- 2. Writes/Updates Instructional Material/Preparation:** Actively participates in the writing and updating of material used for instruction. (Examples: POIs, lesson plans, SOPs, instructional pamphlets, etc. any material which relates to the expertise in a given area).
- 3. Well Written Instructional/Curriculum Developer Narrative:** Creativity, comprehensiveness, above adequate development, appropriate language reviewed in this section.
- 4. Educational Professionalism:** This section speaks to any qualities which enhance professionalism in the teaching/curriculum development environment.
- 5. Tactical / Technical Knowledge:** Though generally thought of as self explanatory is seen as knowledge that is both learned through practice of/from topic of instruction/curriculum development but also knowledge gained from the experience of doing. To be provided in the narrative by supervisor or Commander.
- 6. Ethical / Legal Considerations** Ensuring fairness and equity in classroom situations, fostering respect among all students, treating students with dignity, demonstrating a knowledge of copyright and fair use guidelines.
- 7. Any Published Articles?** Has the instructor/ facilitator/curriculum developer published any articles in any professional magazines or media?

OVERALL COMMENTS/RECOMMENDATIONS: Any comments that would be directed to the instructor regarding critical feedback.

EVALUATOR NAME / SIGNATURE: Enter the Evaluator's Name and Signature for tracking purposes.

EXAMPLE COVER SHEET

SFC JUSTIN DOE

Instructor of the Year



**HHB 30TH ADA,
FORT SILL, OKLAHOMA**

EXAMPLE COVER SHEET

SFC JUSTIN DOE

Curriculum Developer of the Year



**HHB 30TH ADA,
FORT SILL, OKLAHOMA**