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Headquarters, United States Army
Training and Doctrine Command
Fort Eustis, Virginia 23604-5700

TRADOC Regulation 600-21

20 June 2016

Personnel - General

**NONCOMMISSIONED OFFICER EDUCATION SYSTEM INSTRUCTOR
DEVELOPMENT AND RECOGNITION PROGRAM**

FOR THE COMMANDER:

OFFICIAL:

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History. This is a rapid action revision to United States Army Training and Doctrine Command (TRADOC) regulation 600-21. The portions of the publication affected by this revision are listed in the summary of change.

Summary. This regulation prescribes policies and procedures for implementing the Noncommissioned Officer Education System (NCOES) Instructor Development and Recognition Program (IDRP).

Applicability. This regulation applies to current NCOES and Non-NCOES instructors.

Proponent and exception authority. The proponent for this regulation is the Institute for Noncommissioned Officer Professional Development (INCOPD).

Army Management Control Process. This regulation contains management control provisions, but does not identify key management controls that must be evaluated.

Supplementation. Supplementation of this regulation is prohibited unless specifically approved by Director, INCOPD, 950 Jefferson Ave, Fort Eustis, VA 23604-5752.

*This regulation supersedes TRADOC Regulation 600-21, dated 5 December 2014.

Suggested improvements. Users are invited to send comments and suggested improvements on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Director, INCOPD, 950 Jefferson Avenue, Fort Eustis, VA 23604-5752.

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Summary of Change

TRADOC Regulation 600-21

United States Army Training and Doctrine Command Noncommissioned Officer Education System Instructor Development and Recognition Program

This rapid action revision, dated 20 June 2016-

- o Adds additional raters and qualifications for grading the senior Army instructor recognition and badging level course/lesson design/redesign requirement (table 4-1).
- o Adds Instructor Development and Recognition Program recognition and badging levels course equivalents (table 4-2).
- o Adds the online Instructional Design Basic Course as a training requirement prior to the submission of the lesson redesign practicum required for the Senior Army Instructor Badge (para 4-5).
- o Adds a modification of primary instructor hours for U.S. Army Reserve Troop Program Units and National Guard M-DAY weekend drilling instructors under the Instructor Development and Recognition Program (para 4-5e).
- o Clarifies administrative processes for awarding the Army Instructor Badge (para 4-7d).
- o Updates Instructor Development and Recognition Program process requirements for Army Instructor Badge progression through the recognition levels (chap 4).
- o Updates Basic Army Instructor Badge, Senior Army Instructor Badge, and Master Army Instructor Badge documentation requirements for awarding purposes throughout the publication (para 4-7d).
- o Addresses the use of Instructor Development and Recognition Program to develop and recognize military instructors assigned outside of Noncommissioned Officer Education System (para 4-10).
- o Emphasizes the requirement that instructors must be evaluated by an evaluator who is certified by the Institute for Noncommissioned Officer Professional Development or a trained-the-trainer certified personnel (throughout).

- o Clarifies Army Physical Fitness Test and/or Body Fat Content Worksheet requirements in accordance with Army Regulations 350-1 and 600-9, and Field Manual 7-22 (throughout).
- o Updates Master Instructor Selection Board recommended qualification requirements for the president of the board, Soldiers, and civilians (table 5-1).
- o Updates United States Army Training and Doctrine Command Forms 600-21-1, Instructor Observation Rubric, 600-21-2, Master Instructor Selection Board Member Appraisal Worksheet, and 600-21-3, Master Instructor Selection Board Recommendations Form.
- o Adds new United States Army Training and Doctrine Command Forms 600-21-4, Instructor Self-Assessment Form, and 600-21-5, Course/Lesson Design/Re-Design Checklist (app I & J).
- o Updates all sections of the Glossary.

This rapid action revision, dated 5 Dec 2014-

- o Removes all references to Additional Skill Identifiers and replaces with Personnel Development Skill Identifier throughout the publication.
- o Removes all references to Additional Skill Identifiers 8I, 8G, and 8M and replaces with Personnel Development Skill Identifiers B1A, B2A, and B3A throughout the publication.
- o Adds the requirement for Noncommissioned Officer Academy Commandants to maintain administrative records associated with the Instructor Development and Recognition Program for a minimum of five years (para 2-6).
- o Clarifies Noncommissioned Officer Education System instructor eligibility requirements for the Instructor Development and Recognition Program (para 4-1).
- o Clarifies the Noncommissioned Officer Academy Commandant's role in determining Instructor Development and Recognition Program eligibility for instructors who support their Academy but are not formally assigned (para 4-1).
- o Removes the lesson design requirement for Master Instructor Badge recognition throughout the publication.
- o Adds additional raters and qualifications for grading the Senior Instructor Badge lesson redesign requirement (Table 4-1).
- o Changes lesson redesign passing score requirement (para 4-4d).
- o Adds additional guidance regarding the evaluation of distributive learning Noncommissioned Officer Education System instructors and guidance regarding the tracking of primary instructor hours (para 4-5a).

- o Adds the requirement that Noncommissioned Officer Education System instructors must complete recognition requirements before departing a Noncommissioned Officer Academy position throughout the publication.
- o Emphasizes the requirement that Noncommissioned Officer Education System instructors must be evaluated by an evaluator who certified by the Institute for Noncommissioned Officer Professional Development throughout the publication.
- o Removes the Advanced Facilitator Skills Course and/or equivalent Faculty Development Program-1 course requirements for Senior Instructor Badge recognition throughout the publication (para 4-5c and Table 4-12).
- o Removes the Instructional Design Basic Course, Faculty Development Program-3 course, Test Construction Course, and Test Development course requirements for Master Instructor Badge recognition throughout the publication (para 4-5d and Table 4-12).
- o Adds the Advanced Facilitator Skills Course and/or equivalent Faculty Development Program-1 course requirement for Master Instructor Badge recognition throughout the publication (para 4-5d and Table 4-12).
- o Updates the required courses and course equivalents for badge recognition (Table 4-12).
- o Clarifies administrative processes for awarding the Army Instructor Badge (para 4-7).
- o Updates DA Form 4187 example (Figure 4-2).
- o Updates glossary (Section I).
- o Adds a definition for the term “technical instructor” (Section II).
- o Updates Training and Doctrine Command Form 600-21-1-R-E example (Section III).

This new publication, dated 10 July 2013-

- o Establishes policies and procedures for the United States Army Training and Doctrine Command Noncommissioned Officer Education System Instructor Development and Recognition Program.
- o Provides an interview protocol to use in selecting Soldiers for instructor positions. (chap 3).
- o Establishes three levels of instructor recognition, performance outcomes for each level, instructor development plan for each level and evaluation instruments to assess instructors at each level. (chap 4).

o Establishes procedures for conducting Master Instructor Selection Board for Senior Instructors. (chap 5).

o Prescribes the use of United States Army Training and Doctrine Command Forms 600-21-1, Noncommissioned Officer Education System Instructor Observation Rubric (appendix G), 600-21-2, Master Instructor Board Member Appraisal Worksheet, and 600-21-3, Master Instructor Board Recommendation (Appendix J).

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Chapter 1 Introduction

1-1. Purpose

This regulation provides the policy and procedures for implementing the Noncommissioned Officer Education System (NCOES) System Instructor Development and Recognition Program (IDRP) and award of Army Instructor Badges (AIBs) to NCOES and Non-NCOES instructors. The IDRP will enhance instructors by selecting, training, and managing the best, as well as provide added value to unit training when the instructor returns to the field. United States Army Training and Doctrine Command (TRADOC) recognizes the need to support instructor development and establish incentives for Soldiers who want to excel as instructors. This change in instructor development is a critical part of strategies to improve the Noncommissioned Officer (NCO) Corps.

1-2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and special terms used in this regulation are explained in the [glossary](#).

Chapter 2 Responsibilities

2-1. Deputy Commanding General/Chief of Staff, TRADOC

The TRADOC Deputy Commanding General/Chief of Staff will approve changes to this regulation.

2-2. Command Sergeant Major, TRADOC

- a. Monitor execution of the IDRP in NCOES.
- b. Assist commandants (as necessary) with the selection and assignment of instructors.
- c. Participate in master instructor recognition ceremonies.

2-3. Director, Institute for Noncommissioned Officer Professional Development (INCOPD) will-

- a. Write, update, and obtain approval of this regulation.
- b. Review proposed changes for NCOES IDRP requirements, policies, and procedures.
- c. Conduct reviews of this regulation every 18 months, providing updates as required for the Deputy Commanding General/Chief of Staff.

d. Initiate actions to ensure that the intent of this regulation is followed; conduct periodic observations, and briefings on the program.

e. Provide a member of INCOPD to serve as a voting member on all Master Instructor Selection Boards (MISB).

f. Provide training for evaluators that assess instructor performance.

2-4. Commanding Generals/Commanders/Commandants

Commanding Generals/Commanders/Commandants will-

a. Oversee administration of instructor recognition evaluations and award the instructor badges, and personnel development skill identifiers (PDSI) to qualified Soldiers in their commands in accordance with Army regulation (AR) 600-8-22 and AR 614-200.

b. Review and approve (as appropriate) personnel actions to rescind the instructor badge and associated PDSIs.

c. Periodically review the effectiveness of the program and provide INCOPD recommendations to improve the program.

2-5. Center/Regiment/School Command Sergeant Major (CSM)

a. Assist with administration of instructor recognition evaluations and award the instructor badges, and PDSIs to qualified Soldiers in their commands in accordance with AR 600-8-22 and AR 614-200.

b. Assist with ensuring only highly qualified Soldiers are selected to serve as instructors.

c. Provide TRADOC CSM and INCOPD recommendations to improve the program.

2-6. Noncommissioned Officer Academy (NCOA) Commandants

NCOA Commandants will:

a. Serve as the president of the MISB as a voting or non-voting member, and perform duties of the president.

b. Designate personnel to collect and input data for surveys, quarterly and annual reports for INCOPD.

c. Designate a lead person at the academy for implementing the program.

d. Be a member of the interview team for selecting instructors.

e. Initiate personnel actions for the award or rescinding of AIBs.

- f. Verify personnel conducting instructor observations have been trained to evaluate instructor performance using TRADOC Form (TF) 600-21-1 or an INCOPD approved alternative.
 - g. Coordinate with Staff and Faculty Development Divisions, INCOPD and other organizations to ensure training and education related to this program is available for instructors.
 - h. Complete and maintain records associated with this program for a minimum period of five years.
 - i. Establish local procedures for participation in the program.
 - j. Coordinate with S-1/G-1/Personnel Service Centers (PSCs) to process personnel actions for award or rescinding of instructor badges, PDSIs and associated updates to the Soldier's enlisted record brief (ERB)/Soldier record brief (SRB) and Official Military Personnel File.
 - k. Complete Department of the Army (DA) Form 4187 to document Soldiers that meet the requirements for instructor recognition and maintain personnel records for a minimum period of five years from a Soldier's departure from an instructor position.
 - l. Select Soldiers to serve as instructors.
-

Chapter 3

Instructor Selection

3-1. General.

Research indicates that students taught by effective instructors achieve more than those taught by less effective instructors, and researchers have identified qualities of effective instructors. The goal is to select Soldiers who demonstrate those qualities by following an evidence-based selection process. NCOAs should use the selection process (when feasible) described below prior to a Soldier being assigned to the NCOA in order to separate Soldiers that have more potential to be effective instructors from those with less potential. The process consists of two phases.

3-2. Instructor Selection, Phase I.

a. Phase I includes basic eligibility requirements. Interested Soldiers will complete an Instructor Application Packet (see appendix B) and submit it with supporting documentation to the NCOA point of contact. The Application Packet will include, at a minimum:

- (1) A copy of the Soldier's ERB/SRB.
- (2) Last three noncommissioned officer evaluation reports.
- (3) A copy of the Soldier's academic evaluation report from the last NCOES course attended.

(4) A Letter of Recommendation written by a current superior who will attest to the Soldier's character and potential as an instructor.

(5) A Letter of Intent, written by the applicant stating why they want to become an instructor.

(6) A signed acknowledgement that the Soldier has reviewed and meets the basic eligibility requirements in accordance with AR 614-200, chapter 6.

b. Once the NCOA receives the complete application packet, they will evaluate the Soldier using the criteria listed in the Instructor Screening Worksheet (see figure B-2). The Soldier will be notified of their eligibility results and if qualified will progress to Phase II.

3-3. Instructor Selection, Phase II.

a. Phase II consists of an interview that can be conducted via telephone, video teleconference, or face-to-face. The interview is a way to assess the remaining instructor qualities that cannot be assessed from the application packet. The Teacher Quality Index-Military interview protocol is aligned with the International Board of Standards for Training, Performance, and Instruction (ibstpi®)¹ competencies INCOPD used in this program.

b. The Teacher Quality Index-Military (see appendix C) includes instructions for conducting the interview and rating the applicant's responses. A minimum of two people should conduct the interview; the NCOA commandant and his/her designated personnel. The team will select the questions to be asked prior to the interview. All applicants will be asked the same questions in their interview and rated according to the scoring rubric. For Soldiers who do not have prior teaching experience, the interviewer should prompt the Soldier to give examples from unit training situations and other accomplishments in his/her career. Once a Soldier is selected, commandants will follow DA and local policies and procedures for getting the Soldier assigned to the NCOA.

Chapter 4 Policies and Procedures

4-1. General.

NCOES instructors who are assigned to a NCOA after 7 June 2013 and teach approved NCOES content under the supervision of a NCOA commandant are eligible for the IDRP. NCOA commandants may assess curricula to determine the eligibility of technical instructors (see Glossary) who support their NCOA but are not formally assigned. The assessed curriculum must be congruent with the required instructor competencies (see appendix D, Table D-1) and technical instructors must meet all prescribed instructor assessment, selection and training requirements before the supported commandant determines eligibility. TRADOC Regulation

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(TR) 350-70 prescribes the instructor/facilitator certification policy for all personnel that instruct/facilitate within TRADOC. NCOES instructors must meet TRADOC instructor certification requirements per TR 350-70 before becoming eligible for the instructor recognition levels outlined in this program (see Figure 4-1). The IDRPs contains three levels of instructor recognition, performance outcomes for each level, an instructor development plan to achieve the levels, and an evaluation plan to assess instructors at each level. Participation in the IDRPs is voluntary.



Figure 4-1. Instructor Progression

4-2. Instructor Competencies.

Appendix D displays a list of instructor competencies with performance outcomes for each level of instructor recognition.

4-3. Instructor Training and Education.

Appendix E displays a matrix of training that is available to improve performance of each competency.

4-4. Instructor Assessments

Appendix F displays a matrix that shows the assessment instruments and items that are used to assess each competency. In addition, appendix F also includes alternative methods to conduct the evaluations if the NCOA does not have someone qualified to administer an assessment. INCOPD will provide the initial training for evaluators and develop a mechanism for NCOAs to conduct sustainment training for evaluators.

a. **Assessment Instruments.** Assessments are critical for evaluating and improving performance and guiding professional development. At each successive level, instructors will be assessed on how well they are performing and monitored on their performance in higher-level skills. The assessments listed in the following paragraphs provide multiple instruments for evaluating/self-evaluating instructor strengths and weaknesses, providing feedback on how they are doing in the classroom, and how they can focus on improvement. The self-assessment is for developmental purposes and is the only assessment instrument that is not required for awarding the instructor recognition badges.

b. **Instructor Self-Assessment, TF 600-21-4.** An Instructor Self-Assessment, TF 600-21-4 (see appendix I) helps guide the instructor in assessing and planning appropriate developmental activities. Instructors should share the self-assessment with their supervisors and compare it with the results of their most recent evaluation. As the instructor's performance improves, the correlation between the self-assessment and instructor observation results should improve.

c. **Instructor Observation Rubric.** Use the Instructor Observation Rubric, TF 600-21-1 (see appendix G) to evaluate an instructor's performance. Once an instructor decides to participate in

the IDRP, all observations should be evaluated using TF 600-21-1 or an approved substitute. Only qualified personnel should conduct the evaluations that are submitted as part of an instructor recognition packet (see Table 4-1). Use the observation results to update the instructor's self-development plan, and determine successful progression through the instructor levels.

(1) Organizations may submit a request to INCOPD to substitute a center/school specific observation rubric for TF 600-21-1. The request must include a cross walk that shows how the substituted rubric measures the competencies for basic, senior, and master instructor recognition and badging levels; the score that must be achieved for each recognition level; and a description of the process used to train evaluators to use the rubric.

(2) INCOPD will review the request and determine if the substitute rubric is sufficient to ensure that the minimum standards for the award of each recognition level are met. If INCOPD determines the rubric is not sufficient, then the center/school that submitted the rubric will be contacted to discuss changes that are necessary to make the rubric meet the IDRP standards.

(3) INCOPD will provide the center/school a memorandum for record to document the acceptance of the substitute rubric. If the center/school makes changes to the rubric, then they must submit the revised rubric to INCOPD and gain approval prior to using it to award instructor recognition.

d. Course/Lesson Design/Redesign Checklist (TF 600-21-5). Instructors will use lessons from their program of instruction to meet the course/lesson redesign requirements. The proposed course/lesson redesign submitted for review will be compared to the current lesson plan and evaluated for its use of evidenced-based instructional design strategies and principles as outlined in the Course/Lesson Design/Redesign Checklist (see appendix J). Only qualified personnel should evaluate an instructor's lesson design/redesign when the result will be documented in the instructor recognition packet for progression (see Table 4-1). All of the items on the checklist will not apply to every lesson; therefore, a score should be computed by dividing the number of items rated as "GO" by the total number of items evaluated. Instructors seeking the Senior Instructor Badge should score at least 80% when they redesign a lesson. This checklist will be used only to evaluate instructor performance on the lesson redesign requirement; it is not mandatory that the revised lesson be used or taught in the classroom. Organizations that use a specific learning methodology that appears to be in conflict with the checklist may submit a request to INCOPD to substitute a checklist or rubric based on their preferred methodology. The request must include the scores required for Senior Instructor recognition and badging level.

Table 4-1
Rater Qualifications/Substitutes

	Item/Event	Rater(s)	Rater Qualifications	Alternative if qualified personnel are not available
1	Instructor Observation Rubric (TF 600-21-1)	Designated Evaluator	Must have successfully completed INCOPD's <i>Instructor Evaluation Training</i>	If a certified evaluator is not available, contact INCOPD to coordinate a mechanism to assess the instructor. Alternatives may include submitting a videotape to INCOPD or coordinating to have a certified evaluator from another academy conduct the observation.
2	Course Lesson Design / Redesign Checklist	Noncommissioned Officer Academy (NCOA) or Center of Excellence (CoE) civilian and military personnel	- Education Series Personnel in Series: GS-1750 or personnel GS-1712 who have completed an undergraduate degree in Education and/or 15 hours toward a graduate degree in Education or - Military personnel or a Master Instructor who have successfully completed Faculty Development Program-3 (FDP-3) or Advance Training Developer Course (ATDC), and Instructional Design Basic Course (IDBC)	Submit the lesson to INCOPD for evaluation.

4-5. Instructor Recognition Requirements

a. NCOES instructors must meet all of the prescribed recognition requirements before departing a NCOES instructor position. Evaluations will be conducted by an INCOPD certified evaluator in a face-to-face educational setting. NCOES instructors who solely teach distributive learning content will need to coordinate with the commandant to be evaluated in the required setting. The commandant is responsible for maintaining a detailed tracking system for primary instructor hours. Primary instructor hours are instructional hours allocated in the training support package to the lead instructor to prepare and instruct NCOES curriculum. Instructional hours accrued teaching courses that are not part of the NCOES curriculum will not be counted for IDRPs progression. For NCOES instructors serving after 7 June 2013, instructional hours accrued in their current instructor position, but prior to the program implementation date may be counted towards the BAIB recognition level only if the commandant can validate the instructional hours. Accumulating hours in support of the SAIB will commence one day after the BAIB awarding date. Subsequently, instructional hours in support of the MAIB will commence one day after SAIB awarding date. NCOES instructors are encouraged to request a memorandum for record (MFR) that details the amount of PI hours accrued prior to departing an instructor position. A MFR may be used by prospective commandants to validate requirements for continued IDRPs progression in another NCOES instructor position.

b. Army Basic Instructor Recognition and Badging Level. Soldiers performing at this level are able to facilitate and present instruction in a variety of learning environments. Instructors closely adhere to the instruction outlined in the training support package and effectively plan, prepare and execute instruction. They communicate effectively and apply various instructional methods, media, and educational technology in order to facilitate learning and present instruction. Instructors at this level question students and provide effective feedback, promote learning retention and transfer, assess learning, and counsel students. Instructors perform self-assessments to improve their performance. To receive the BAIB and PDSI B1A, Soldiers must:

(1) Meet all instructor requirements in AR 614-200.

(2) A current (record) APFT scorecard DA Form 705 and/or Body Fat Content Worksheet (DA Form 5500, male or DA Form 5501, female). Active Army (AA) and Active Guard and Reserve (AGR) Soldiers will take the APFT twice each calendar year or every six months. Soldiers in RC TPU's will take the APFT once each calendar year. Soldiers will also do their height/weight when they take the APFTs or at least every six months in accordance with AR 600-9.

(3) Complete TRADOC instructor certification requirements per TR 350-70 and/or local requirements.

(4) Successfully teach at least 80 hours of instruction as the primary instructor after completing TR 350-70 instructor certification requirements.

(5) Must be evaluated by an Evaluating Instructors Course (EIC) certified evaluator; cannot have a rating of three or more NO-GOs in section 2 and must score 24 or higher in section 3 (with no zero ratings) on the Instructor Observation Rubric, TF 600-21-1 (see appendix G) for the last two consecutive evaluations (conducted at a minimum of 30 days apart).

(6) Complete all requirements before departing a NCOES instructor position.

c. Army Senior Instructor Recognition and Badging Level. In addition to continuing to improve instructor skills, senior instructors also use student reaction and learning data to recommend areas for instructor improvement or curriculum changes. They are able to redesign lessons to update content or implement other changes (instructional method, media) approved by the appropriate authority (e.g. course manager, training developer). They may be members of the instructor selection team to screen and interview Soldiers applying to become instructors. To receive the SAIB and PDSI B2A, Soldiers must:

(1) Meet all instructor requirements in AR 614-200.

(2) A current (record) APFT scorecard DA Form 705 and/or Body Fat Content Worksheet (DA Form 5500, male or DA Form 5501, female). AA and AGR Soldiers will take the APFT twice each calendar year or every six months. Soldiers in RC TPU's will take the APFT once

each calendar year. Soldiers will also do their height/weight when they take the APFTs or at least every six months in accordance with AR 600-9.

(3) Complete TRADOC instructor certification requirements per TR 350-70 and/or local requirements.

(4) Meet all requirements for Army Basic Instructor Recognition and Badging Level.

(5) Successfully teach at least 400 hours of instruction as the primary instructor after being awarded the BAIB.

(6) Complete the following training: (1) Small Group Instructor Training Course (SGITC) or Intermediate Facilitation Skills Course (IFSC); and (2) Systems Approach to Training Basic Course (SATBC) or Foundation Training Developer Course (FTDC); and Instructional Design Basic Course (IDBC) located on the Army Learning Management System (ALMS). For enrollment information visit the ALMS portal at <https://www.dls.army.mil/ALMS.html>

(7) Must be evaluated by an EIC certified evaluator; cannot receive a rating of three or more NO-GOs in section 2 and must score 32 or higher in section 3 (with a rating of two or higher for at least 12 rating areas) and no areas rated zero on the Instructor Observation Rubric, TF 600-21-1 (see appendix G) for the last two evaluations (conducted at a minimum of 30 days apart).

(8) Redesign a lesson and score at least 80% on the Course/Lesson Design/Redesign Checklist, TF 600-21-5 (see appendix J).

(9) Complete all requirements before departing a NCOES instructor position.

d. Army Master Instructor Recognition and Badging Level. Master instructor recognition is the highest level that can be attained by an instructor and is representative of Soldiers that choose to become fully knowledgeable learning professionals. Master instructors serve on MISBs and are able to demonstrate an in-depth understanding of the fundamental principles of learning, design, and implementation. In addition, master instructors are capable of redesigning/designing new lessons and make evidence-based recommendations regarding instructional strategies, methods, media and technology while continuously striving to update their knowledge of evidence-based learning practices. To receive the MAIB and PDSI B3A, Soldiers must:

(1) Meet all instructor requirements in AR 614-200.

(2) A current (record) APFT scorecard DA Form 705 and/or Body Fat Content Worksheet (DA Form 5500, male or DA Form 5501, female). AA and AGR Soldiers will take the APFT twice each calendar year or every six months. Soldiers in RC TPUs will take the APFT once each calendar year. Soldiers will also do their height/weight when they take the APFTs or at least every six months in accordance with AR 600-9.

(3) Complete TRADOC instructor certification requirements per TR 350-70 and/or local requirements.

(4) Meet all requirements for Army Senior Instructor Recognition and Badging Level.

(5) Successfully teach at least 400 hours of instruction as the primary instructor after being awarded the SAIB.

(6) Complete the following training: (1) Advanced Facilitator Skills Course (AFSC) or Faculty Development Program (FDP) 1; and (2) EIC.

(7) Must be evaluated by an EIC certified evaluator; cannot have a rating of three or more NO-GOs in section 2 and must score 40 or higher in section 3 (with a rating of three on at least eight rating areas) and no areas rated zero on the Instructor Observation Rubric, TF 600-21-1 (see appendix G) for the last two evaluations (conducted at a minimum of 30 days apart).

(8) Be recommended by members of the MISB on TRADOC Form 600-21-3.

(9) Complete all requirements before departing a NCOES instructor position.

e. USAR TPU and Army National Guard (ARNG) M-DAY Weekend Instructor Primary Instructor Hours: IDRPs primary instructor hour requirements for the USAR TPU and ARNG M-DAY weekend drilling instructors have been amended as follows (*Note: The following hour requirements are not applicable to AGR instructors*).

(1) BAIB primary instructor hour requirement is 80 hours.

(2) SAIB primary instructor hour requirement is 280 hours.

(3) MAIB primary instructor hour requirement is 480 hours.

4-6. Mandatory Course Equivalentents

The required training courses listed for each instructor recognition level are listed in applicable DA regulations; however, because TRADOC continuously updates course content and names, the table below displays acceptable substitutes for the required courses for instructor recognition. NCOAs should coordinate with INCOPD to update this table as necessary when other courses become available that may be considered equivalent to a required course. INCOPD will evaluate the suggested equivalent course and make the final determination regarding equivalency.

**Table 4-2
Course Equivalentents**

Required Course	Approved Equivalent Alternatives
-Army Basic Instructor Course (ABIC)	-Foundation Instructor Facilitator Course (FIFC)
-Small Group Instructor Training Course (SGITC)	-Intermediate Facilitation Skills Course (IFSC)
-Systems Approach to Training Basic Course (SATBC) or Systems Approach to Training – Training Development Capability	-Foundation Training Developer Course (FTDC) -USAICoE Systems Approach to Training Course
-Advanced Facilitator Skills Course (AFSC)	-Faculty Development Program 1 (FDP1) -The Learner Centric Teaching Model (LCTM) combined with the Advanced Instructor Methodologies Course (AIMC)
-Evaluating Instructors Workshop (EIW), -Instructor Evaluation Training (IEI), or -Instructor Evaluation Workshop (IEW)	-Evaluating Instructor Course (EIC)

4-7. Process

Participation in the IDRPs is voluntary. There is no required timeline for progression through the levels; the instructor and their supervisory chain should manage the progression based on how well the instructor performs and completes the requirements. It is likely that a new instructor will not be able to progress through all levels within their first assignment to the academy; however, instructors may continue to progress in the program during subsequent assignments to the academy. Other Soldiers may choose not to participate in the program; however, they should continue to be coached by their supervisor in order to improve their performance.

a. Instructors may choose to participate in the IDRPs any time after they complete instructor certification requirements per TR 350-70. An instructor that decides to participate in the program will notify their immediate supervisor and complete a self-assessment (see appendix I). The supervisor will complete a formal counseling to ensure the instructor understands the program requirements and local procedures for documenting progress in the program.

b. The supervisor will notify the academy lead for the program to ensure the instructor is included in future program reports.

c. The supervisor and instructor will schedule formal and informal evaluations and document performance on the Instructor Observation Rubric (TF 600-21-1). Only personnel who are qualified to use the Instructor Observation Rubric (TF 600-21-1) (see Table 4-1) will conduct formal evaluations used to apply for recognition.

d. When an instructor has met the requirements for recognition as an instructor, senior instructor or master instructor, the supervisor and instructor will prepare a packet with documentation that shows the instructor has completed the requirements. At a minimum, the packet should include:

(1) Instructor self-assessment, TF 600-21-4 (see appendix I).

(2) A signed counseling annotated in a Developmental Counseling Form (DA Form 4856) by both instructor and assigned coach instructor/supervisor.

(3) A current (record) APFT scorecard DA Form 705 and/or Body Fat Content Worksheet (DA Form 5500, male or DA Form 5501, female). AA and AGR Soldiers will take the APFT twice each calendar year or every six months. Soldiers in RC TPUs will take the APFT once each calendar year. Soldiers will also do their height/weight when they take the APFTs or at least every six months in accordance with AR 600-9.

(4) Documentation displaying completion of TRADOC instructor certification requirements per TR 350-70 and/or training school/institution certification requirements.

(5) Documentation showing that instructor has completed the required number of instructional hours as a PI for the recognition and badging level.

(6) Documentation (course certificates) illustrating that the instructor has completed all required training for the recognition and badging level.

(7) Two formal instructor observation rubrics (see appendix G) describing how the instructor met the performance level for the desired recognition and badging level. Evaluations must be observed and signed by an EIC certified evaluator. As a result, the packet will also include evaluator's EIC certificate.

(8) For instructors seeking Senior Instructor Recognition and Badging Level the packet must contain the following:

(a) Course/Lesson Design/Redesign Checklist, TF 600-21-5 (see appendix J) with a passing score of 80%, indicating that the instructor has met the course/lesson redesign requirements.

(b) Course/Lesson Design/Redesign Checklist, TF 600-21-5 (see appendix J) signed by a qualified rater (see table 4-1, chapter 4), certifying that the instructor has met the course/lesson redesign requirements.

(9) For instructors seeking the Master Instructor Recognition and Badging Level the packet must contain the following:

(a) Sign TF 600-21-2, Master Instructor Board Member Appraisal Worksheet/s (see appendix J) indicating that the instructor was recommended by each of the MISB members.

(b) Sign TF 600-21-3 by the MISB recorder and president of the board (see appendix J).

(c) MFR signed by the president of the board illustrating that the candidate was recommended by the MISB members.

(10) The training school/institution Commander/Commandant will review the packet to verify all requirements have been met. For instructor and senior instructor recognition, the training school/institution will prepare a DA Form 4187.

(11) The awarding authority will review the packet, endorse the DA 4187 (as appropriate) and return the packet to the training school/institution.

(12) The training school/institution will provide the completed DA Form 4187 to the S1/G1/PSCs to process orders for the award of the instructor badge and appropriate PDSI (B1A, B2A or B3A). Awarding authority are:

(a) BAIB Approval Authority are: TRADOC/Proponent Commanders / Commandants (O-6 or higher); ARNG, USAR, or other Army Commands with subordinate NCOAs or Regional Training Institutions/schools/institutions (O-6 or higher); and Commandant, United States Army Sergeants Major Academy. Authority to award the BAIB may be delegated by Commanders (O-6 or higher) to Commandants (CSM/E-9 or Higher) within their organizations. No further delegation authority is authorized.

(b) The SAIB approval authority are: TRADOC/Proponent Commanders / Commandants (O-7 or higher) and ARNG, USAR or other Army Commands (O-7 or higher), with subordinate NCOAs or Regional Training Institutions/schools.

(c) The MAIB approval authority are: CG, TRADOC/Proponent; CG, Combined Arms Center, Commanders, TRADOC CoEs; CG, U.S. Army Medical Department Center and School; CG, John F. Kennedy Special Warfare Center and School; and Commanders/Commandants (O-8 or higher).

(13) Active Component Personnel Only: New PDSI entries and changes must be sent to the designated Human Resource Command point of contact to be entered and tracked in the Enlisted Distribution and Assignment System.

(14) Commanders/Commandants must ensure that Soldiers update their personnel records to reflect award of the BAIB, SAIB, or MAIB and G1/S1/PSCs send orders awarding the AIB to Human Resource Command in accordance with AR 600-8-22.

e. Upon receiving the approved packet, the training school/institution will schedule and conduct an awards ceremony to recognize the achievement of the instructor. When feasible, the training school/institution commandants should try to include senior leaders (e.g. CoE Commanders, TRADOC CSM) in ceremonies to recognize instructors that achieve senior and master level recognition.

f. Ensure training school/institution records regarding the status of instructor recognition are updated and any changes to instructor recognition status are reported to INCOPD quarterly.

PERSONNEL ACTION		
For use of this form, see DA PAM 600-8; the proponent agency is DCS, G1.		
DATA REQUIRED BY THE PRIVACY ACT OF 1974		
AUTHORITY:	Title 10, Section 3013, E.O. 9397 (SSN), as amended	
PRINCIPAL PURPOSE:	To request or record personnel actions for or by Soldiers in accordance with DA PAM 600-8.	
ROUTINE USES:	The DoD blanket Routine Uses that appear at the beginning of the Army's compilation of systems of records may apply to this system	
DISCLOSURE:	Voluntary; however failure to provide Social Security Number may result in a delay or error in processing the request for personnel action.	
1. THRU <i>(Include ZIP Code)</i>	2. TO <i>(Include ZIP Code)</i> Commandant USAI CoE MI NCO Academy 2007 Hatfield Ave Fort Huachuca, AZ 85613	3. FROM <i>(Include ZIP Code)</i> Chief ALC/SLC, MI NCO Academy 2007 Hatfield Ave Fort Huachuca, AZ 856
SECTION I - PERSONAL IDENTIFICATION		
4. NAME <i>(Last, First, MI)</i> Smith, Joe E.	5. GRADE OR RANK/PMOS/AOC SSG/35G	6. SOCIAL SECURITY NUMBER 000-00-0000
SECTION II - DUTY STATUS CHANGE (AR 600-8-6)		
7. The above Soldier's duty status is changed from _____ to _____ _____ effective _____ hours, _____		
SECTION III - REQUEST FOR PERSONNEL ACTION		
8. I request the following action: <i>(Check as appropriate)</i>		
<input type="checkbox"/> Service School <i>(Enl only)</i>	<input type="checkbox"/> Special Forces Training/Assignment	<input type="checkbox"/> Identification Card
<input type="checkbox"/> ROTC or Reserve Component Duty	<input type="checkbox"/> On-the-Job Training <i>(Enl only)</i>	<input type="checkbox"/> Identification Tags
<input type="checkbox"/> Volunteering For Oversea Service	<input type="checkbox"/> Retesting in Army Personnel Tests	<input type="checkbox"/> Separate Rations
<input type="checkbox"/> Ranger Training	<input type="checkbox"/> Reassignment Married Army Couples	<input type="checkbox"/> Leave – Excess/Advance/Outside CONUS
<input type="checkbox"/> Reasgmt Extreme Family Problems	<input type="checkbox"/> Reclassification	<input type="checkbox"/> Change of Name/SSN/DOB
<input type="checkbox"/> Exchange Reassignment <i>(Enl only)</i>	<input type="checkbox"/> Officer Candidate School	<input checked="" type="checkbox"/> Other <i>(Specify)</i>
<input type="checkbox"/> Airborne Training	<input type="checkbox"/> Asgmt of Pers with Exceptional Family Members	
9. SIGNATURE OF SOLDIER <i>(When required)</i> <i>Joe E. Smith</i>	10. DATE <i>(YYYYMMDD)</i> Award of BAIB and PDSI B1A	
SECTION IV - REMARKS (Applies to Sections II, III, and V) (Continue on separate sheet)		
<p>1. Request award of Basic Army Instructor Badge (BAIB) and PDSI B1A IN ACCORDANCE WITH TRADOC Regulation 600-21, Army Instructor Development and Recognition Program.</p> <p>2. Soldier has completed the requirements for recognition as an Instructor Passed APFT: 20150314 Passed Height/Weight: 20150314 Completed TRADOC Instructor Certification: 20141016 Completed 80 hours of instruction as the primary instructor since receiving instructor certification: 20140517 Completed two successful observations for the Basic Instructor recognition level: 20141114, 20150327 Observations completed by an Evaluating Instructor Course (EIC) certified evaluator: 20131202 NCOA Commandant (CSM/E-9) Delegated Orders: 20150403</p> <p>Encls</p>		
SECTION V - CERTIFICATION/APPROVAL/DISAPPROVAL		
11. I certify that duty status change <i>(Section II)</i> or that the request for personnel action <i>(Section III)</i> contained herein -		
<input type="checkbox"/> HAS BEEN VERIFIED <input type="checkbox"/> RECOMMEND APPROVAL <input type="checkbox"/> RECOMMEND DISAPPROVAL <input type="checkbox"/> IS APPROVED <input type="checkbox"/> IS DISAPPROVED		
12. COMMANDER AUTHORIZED REPRESENTATIVE SMITH, JOSEPH W., CSM, Commandant	13. SIGNATURE <i>JOSEPH W. SMITH</i>	14. DATE <i>(YYYYMMDD)</i> 20150701

Figure 4-2. Sample DA Form 4187

4-8. Instructor Recognition Waivers.

a. There is no required timeline for progression through the levels; the instructor and their supervisory chain should manage the progression based on how well the instructor performs and completes the requirements. As of 10 July 2015, Soldiers will not be allowed to earn the BAIB, SAIB, and MAIB without progressing through the levels and meeting all of the requirements for the recognition level in a sequential order. For example, a Soldier will first be awarded the BAIB, followed by the SAIB, and then the MAIB. It is likely that a new instructor will not be able to progress through all of the AIB recognition levels in their first instructor assignment. However, Soldiers may continue to progress in the IDRPs during subsequent instructor assignments. Other Soldiers may choose not to participate in the program; however, they should continue to be coached by their supervisor/s in order to improve their performance.

b. APFT:

Exemptions to this regulation for the APFT and height/weight include the following:

(1) Soldier/s with a permanent profile:

Soldier's limitations will be recorded in their physical profile (DA Form 3349). The profiled Soldier must perform all the regular APFT events his/her medical profile permits. Soldiers who cannot do any of the aerobic events due to a physical profile cannot be tested. Such information will be recorded in their official military record. As a result, training school/institution Commanders/Commandants may waive the APFT requirements stipulated in TR 600-21 for any of the recognition and badging levels.

(2) Soldier/s with a temporary profile:

Training school/institution Commander/Commandant cannot waive the record APFT requirements stipulated in TR 600-21 because of a temporary profile. However, if the Soldier has met all the instructor recognition level and badging requirements before receiving a temporary profile from the medical authorities, training school/institution Commanders/Commandants may –

(a) Furnished a waiver (MFR format) for the APFT. The MFR will have a brief explanation of the Soldier's current medical status and the reasons why the Soldier is receiving a waiver for the APFT. In addition, the Soldier must be enrolled in the unit physical readiness training program with emphasis on achieving the APFT standards.

(b) Administered a record APFT if the Soldier feels he/she is ready and has a new profile from the profile writer reflecting the new limitations given him/her authorization to take the APFT.

(3) Recalled retirees:

Recalled retirees are not required to take the APFT. However, retirees must maintain a personal physical readiness training program in order to stay within Army body composition standards during the period of recall. Retirees who exceed the Army body composition standards during the period of recall will be placed in the Army Body Composition Program and cannot submit a request or be awarded any of the AIBs.

(4) Soldiers 60 years of age and older:

Soldiers 60 years of age and older have the option of not taking the APFT; however, they must maintain a personal physical readiness program approved by a physician and remain within Army body composition standards. Soldiers 60 years of age and older who exceed the Army body composition standards will be placed in the Army Body Composition Program and cannot submit a request or be awarded any of the AIBs.

c. Other waivers:

All other waivers concerning exceptions to policies must be approved by INCOPD. Training schools/institutions must submit a request (MFR format) to INCOPD for consideration.

4-9. Rescinding Instructor Recognition.

Instructor badges may be revoked by the awarding authority if the recipient is removed from the instructor position for cause, regardless of the amount of time the individual has served in the position in a satisfactory manner. While serving in an instructor position, if a Soldier fails to meet, or falls below the minimum instructor observation score (BAIB: 24; SAIB: 32; and MAIB: 40) during any six-month assessment period, they should be counseled and develop a plan to remediate performance. If the instructor continues to perform unsatisfactory over the next six months then action should be taken to rescind the instructor recognition badge. This mechanism will ensure that instructors that do not maintain their performance level do not continue to receive instructor recognition. Soldiers may appeal the rescinding action to the next level officer in the chain of command that is above the awarding authority.

4-10. Military Instructors Assigned Outside of NCOES.

In order to support development and recognition of Soldiers assigned to instructor duty positions outside of NCOES it is recommended that all TRADOC school commandants exercise greater latitude in the use of the IDRP within their institutions. Effective 30 January, 2015 all NCOs formally assigned to a Table of Distribution and Allowance position as an instructor beyond NCOES institutions may also participate in IDRP and be awarded instructor badges in accordance with procedures in this regulation. This includes NCOs actively serving as instructors in Advanced Individual Training, Officer Education System, and Warrant Officer Education System.

a. INCOPD as proponent for this regulation will assist Army school commandants in the interpretation of applicable policies and procedures for the staffing of PDSIs for active component Soldiers.

b. Instructors must complete instructor certification requirements per TR 350-70 and/or local requirements before being considered for participation in the IDRP.

c. All prescribed AIB training and qualification requirements must be completed before departing the current school primary instructor assignment.

Chapter 5

Master Instructor Selection Board

5-1. Selection Board.

NCOA commandants will conduct a MISB for Senior Instructors who seek recognition as master instructors. The culminating activity of the board will be an oral examination of the candidates' knowledge and application of the competencies.

5-2. Selection Board Observations.

Commandants must have a representative of INCOPD observe and advise the MISB in order to establish consistency across the academies.

5-3. Master Instructor Board Procedures.

- a. The MISB will be conducted, as required, by NCOA commandants. The NCOA commandant will serve as the board president and may be a voting or non-voting member.
- b. The Board President will appoint in writing, an odd number (at least three) of unbiased voting members and a recorder without a vote.
- c. Board membership will consist of the following:

(1) Voting military members must be of equal or higher rank to those being considered for recognition, except for the president of the board who will be senior in rank to those being considered for recognition. When feasible, the preference is all voting members should be at least one rank senior to those being considered for recognition. Voting board members must have adequate knowledge and experience to judge the instructor's knowledge related to the instructor competencies in the IDRP. IDRP master instructors may serve as board members. If IDRP master instructors are not available, then other qualified military members or DA civilians may serve as board members. Contractors may not serve as board members (note: Joint Ethics regulations prohibit contracted instructors from participating in this program. Contractors recognize exceptional performance through their own employee incentive programs). Commandants have the discretion to determine which qualifications to use for the board members at their academy (see Table 5-1 for recommended board member qualifications).

**Table 5-1
Recommended Master Instructor Board Member Qualifications**

MISB Position	Qualified Personnel	Recommended Qualifications to Consider for Selecting Other Personnel
Board President	NCOA Commandant	N/A
Board Members	Master Instructor	<p><u>Consider personnel with some of the following education and experiences:</u></p> <p>Soldiers</p> <ul style="list-style-type: none"> - Have instructed for a minimum of two years, instructed two different courses, and are recognized by leaders and peers as an exemplary instructor - Have an associate’s degree or higher in the education field - Have served in more than one assignment as an instructor <p>Civilians</p> <ul style="list-style-type: none"> - Have three or more years of experience as an instructor or instructional designer, or training developer - Have attended most of the courses required for recognition as an instructor, senior instructor and master instructor. Or have attended most of the certification courses required for instructional designers or training developer. - Have a bachelor or a master’s degree in education (preferably in adult learning, instructional design or educational psychology) or 24 credit hours (graduate level) in adult learning, instructional design or educational psychology. - Understand IDRP and the 16 Army military instructor competencies (see appendix G) - Demonstrate a high level of knowledge about instruction and learning science - Have experience evaluating instructors
INCOPD Member	Learning Innovations and Initiatives Division Members	<p>Soldiers and Civilians from INCOPD that:</p> <ul style="list-style-type: none"> - Have a Master’s degree in education (preferably in adult learning, instructional design, or educational psychology) - SME on IDRP and the 16 military instructor competencies - Demonstrate a high level of knowledge about instruction and learning science - Have experience evaluating instructors.

(2) At least one voting member will be an INCOPD representative.

(3) Whenever feasible, boards will consist of both male and female members. At least one voting member will be the same gender as the Soldier being evaluated. When this is not possible, the reasons will be recorded as part of the board proceedings.

(4) Voting members will include a minority member if reasonably available.

(5) The non-voting member need to be senior in rank to the candidates.

d. Senior Instructors that seek the Master Instructor Recognition and Badging Level must meet all of the other requirements for the master instructor recognition prior to attending the board.

e. Senior Instructors that seek the Master Instructor Recognition and Badging Level can participate in the MISB from a remote location when necessary. For those candidates in the field or TDY, prior arrangements should be made for video conferencing or telephone connections.

f. The board members will use question and answer format only. Soldiers will not be required to perform hands-on tasks. Questions will focus on instructors' knowledge and experience related to the instructor competencies. The competencies are categorized into five domains:

- (1) Professional Foundations
- (2) Planning and Preparation
- (3) Instructional Methods and Strategies
- (4) Assessment and Evaluation
- (5) Management

g. The oral examination should include questions from each of the domains to evaluate the candidate's proficiency in the competencies. Each voting member will select a domain and question the candidate's knowledge and experience in that specific domain. Word questions to give the nominee an opportunity to reflect on his/her experiences and knowledge and talk about how he/she applies the competencies in his/her professional career (instructor/Soldier) and personal life. Appendix J contains sample questions for each of the domains and associated competencies. All voting members will complete TF 600-21-2, Master Instructor Board Member Appraisal Worksheet for each master instructor candidate (see appendix J). Board members will score the candidates in Section 1, Areas of Evaluation and indicate whether they recommend or do not recommend the candidate for master instructor in Section 2.

h. Once a board is convened, the same board members will be present during the entire board proceedings.

i. The president will call the board to order and brief it on the following rules:

- (1) Each voting member has one vote.
- (2) Each voting member will score the candidates in section 2, Areas of Evaluation: 2a, 2b, 2c, and 2d of TRADOC Form 600-21-2, Master Instructor Board Member Appraisal Worksheet (see appendix H).

(3) Each voting member will score the candidates response three to five specific questions in section 2, Instructor Competency (2d), Area of Evaluation of TRADOC Form 600-21-2, Master Instructor Board Member Appraisal Worksheet, (see appendix H).

j. The recorder will record and tally the voting members' scores for each candidate on a Master Instructor Board Recommendation, TF 600-21-3, (see appendix H).

k. The board will identify candidates to be awarded recognition as a master instructor and a memorandum for record will be signed by the board president listing the candidates that met the requirements.

(1) The president of the board will inform candidates of the board's recommendation on the same day, within a reasonable time.

(2) The board will provide constructive feedback to candidates that were not recommended for master instructor recognition.

Chapter 6

Coaching

6-1. Instructor Coaching.

More experienced instructors foster the growth of less experienced instructors by providing guidance through counseling, coaching, and reflective problem solving. One of the greatest obstacles to overcome is time for classroom visits; observations and feedback conferences; training and follow-up activities. One option is to arrange for another instructor to substitute during non-critical classroom time so instructors are free to attend coaching activities. Your coaching support should be tailored to the capabilities within your organization and address any specific or unique instructor requirements in your environment.

6-2. Coaching Suggestions.

The list below is provided as suggestions for developing a coaching relationship with junior instructors.

- a. Conduct an assessment of the instructor's current performance.
 - b. Help the instructor develop a self-development plan that both agree to.
 - c. Allocate time for coaching activities.
 - d. Discuss your expectations and outcomes.
 - e. Establish goals and plan to revise them as needed.
 - f. Discuss how you will evaluate your instructor. Allow your instructor to have a say in the process.
-

Appendix A
References

Section I
Required Publications

Department of Defense (DOD) 5400.11
Privacy Program

AR 25-1
Army Information Technology

AR 25-55
Department of the Army Freedom of Information Act Program

AR 27-60
Intellectual Property

AR 350-1
Army Training and Leader Development

AR 350-10
Management of Army Individual Training Requirements and Resources

AR 380-5
Department of the Army Information Security

AR 600-8-19
Enlisted Promotions and Reductions

AR 600-8-22
Military Awards

AR 600-9
The Army Body Composition Program

AR 614-200
Enlisted Assignments and Utilization Management

AR 670-1
Wear and Appearance of Army Uniforms and Insignia

DA Pamphlet 611-21
Military Occupational Classification and Structure

TRADOC Regulation 600-21

DA Pamphlet 670-1

Guide to the Wear and Appearance of Army Uniforms and Insignia

Field Manual 7-22

Army Physical Readiness Training

Training Circular 25-30

Leaders Guide to After Action Reviews

TRADOC Regulation 350-70

Army Learning Policy and Systems

Section II

Related Publications

TRADOC Regulation 10-5-9

Institute for Noncommissioned Officer Professional Development and United States Army Sergeants Major Academy

TRADOC Pamphlet 350-70-3

Staff and Faculty Development

TRADOC Pamphlet 525-8-2

Army Learning Concept for 2015

Section III

Prescribed Forms

TF 600-21-1

Instructor Observation Rubric

TF 600-21-1

Master Instructor Board Member Appraisal Worksheet

TF 600-21-3

Master Instructor Board Recommendation

TF 600-21-4

Instructor Self-Assessment

TF 600-21-5

Course/Lesson Design Checklist

Section IV
Referenced Forms

DA Form 705
APFT Scorecard

DA Form 1059
Service School Academic Evaluation Report

DA Form 2-1
Personnel Qualification Record, Part II

DA Form 2028
Recommended Changes to Publications and Blank Form

DA Form 2166-8
Noncommissioned Officer Evaluation Report

DA Form 2166-8-1
Noncommissioned Officer Evaluation Report Counseling Form

DA Form 3349
Physical Profile

DA Form 4187
Personnel Action

DA Form 4856
Developmental Counseling Form

DA Form 5500
Body Fat Content Worksheet (Male)

DA Form 5501
Body Fat content Worksheet (Female)

ERB
Enlisted Record Brief

SRB
Soldier Record Brief

Appendix B
Instructor Selection, Phase I: Instructor Application Packet

Phase I of the Instructor Application Packet, consists of two parts: the Candidate Eligibility Requirements (figure B-1) and the Candidate Screening Worksheet (figure B-2).

Phase I, Part I	
Candidate Eligibility Requirements	
<p>Instructions: Soldier's interested in being assigned as an instructor should complete, sign and forward the below application, along with all required documents to desired training school/institution for consideration. Incomplete applications will not be considered.</p>	
Section 1. Administrative Data	
1a. Applicant's Name (Rank, Last, First, MI)	1b. Date:
1c. Organization Address:	
1d. Work Phone Number: ()	1e. Mobile Phone Number: ()
1f. E-mail:	1g. Instructor Position Sought:
Section 2. Application Packet Checklist	
Item	Yes/No
2a. Soldier's Record Brief:	
2b. Last three Noncommissioned Officer Evaluation Records (NCOER):	
2c. Service School Academic Evaluation Report from last NCOES course attended (DA FORM 1059):	
2d. Letter of Intent:	
2e. Letter of Recommendation:	
Section 3. Applicants' Signature and Date	
I have read and meet the requirements for this position in accordance with AR 600-214, Ch. 6.	
3a. Applicant's Signature:	3b. Date:

Figure B-1. Phase I, Part I, Candidate Eligibility Requirements

Phase I, Part II Candidate Screening Worksheet			
<p>Instructions: The training school/institution designated representative will evaluate the candidate's credentials on the criteria listed below. Ratings will indicate whether or not the candidate has met the initial eligibility criteria and should be scheduled for an interview. Use the back of this page for notes regarding the screening.</p>			
Section 1: Administrative Data			
1a. Instructor's Name (Last, First, MI):		1b. Rank/Grade:	
Section 2: Checklist			
2a. Soldier Record Brief (SRB)	YES	NO	N/A
Has completed the course for which applicant is applying to instruct			
Rank is appropriate for the courses that will be taught			
Has had appropriate assignments similar to the rank and military occupational specialty of the Soldiers he/she will teach			
2b. Last three Noncommissioned Officer Evaluation Reports (NCOER)	YES	NO	N/A
Demonstrated moral character, values, professionalism consistent with the NCO creed			
Demonstrated technical expertise			
Demonstrated the ability to lead and care for Soldiers			
Demonstrated commitment to developing Soldiers			
2c. Service School Academic Evaluation Report	YES	NO	N/A
Exceeded or achieved course standards			
Evaluated abilities were rated Superior or Satisfactory			
Comments demonstrate professional excellence or potential to serve as an instructor			
2d. Letter of Intent	YES	NO	N/A
Shows motivation/enthusiasm for teaching			
Communicates effectively			
Appears to be original writing			
2e. Letter of Recommendation	YES	NO	N/A
Good character reference			
Regarded as an excellent candidate for instructor position			
Cites positive observations of applicant conducting training and developing Soldiers			
2f. Applicant is already qualified as an instructor	YES	NO	N/A
Meets the standards of initial eligibility			
Does not meet standards of initial eligibility			
Section 3: Recommendations/Remarks			
	YES	NO	
3a. The applicant is qualified and should be scheduled for an interview			
3b. The applicant is unqualified			
3c. Remarks:			
Section 4: School / Institution Leadership			
4a. School / Institution Rater / Supervisor:		4b. Date:	
4c. Phone:		4d. E-mail:	
4e. School / Institution Rater / Supervisor Signature:			

Figure B-2. Phase I, Part II, Candidate Screening Worksheet

Appendix C

Instructor Interview Protocol - Teacher Quality Index-Military (TQI-M)

The TQI-M contains 12 areas for interviewers to rate an applicant's responses during the interview. For each area there are multiple questions/prompt options. Interviewers should only select one question/prompt option from each area to ask the applicant. The interview questions/prompt options are intended to assess quality indicators that research recognizes as indicators of effective instructors.

The interview questions/prompt options are organized into five categories: 1) Instructor as a Person (Areas 1, 8, and 11); 2) Classroom Management and Organization, (Areas 2 and 5); 3) Planning for Instruction, (Areas 3 and 6); 4) Implementing Instruction, (Areas 4, 9, and 10); and 5) Monitoring Student Progress and Potential (Areas 7 and 12). Within each area are multiple questions/prompt options, sample quality indicators the questions should elicit, and a scoring rubric that you should use to determine the quality of the Soldier's response.

The interview should consist of twelve questions. The applicant's response to each question can be rated as zero (0), one (1), two (2), or three (3) points. The maximum score an applicant can receive is 36 points. Training schools/institution Instructor Selection Team should select the question(s) / prompt options from each area you intend to ask based on your academy's preferences and any specific course requirements this position demands. Ask the same questions of all applicants interviewing for the same position. The Instructor Selection Team should be familiar with TQI-M ensuring team members share a common understanding and interpretation of the TQI-M tool.

Immediately after the Soldier responds, score the response by checking the box next to the term that best describes the applicants answer (Unsatisfactory (0), Developing (1), Proficient (2) or Exemplary (3)). When the interview is concluded, convert the ratings into points and write the number of points on the cover sheet beside the area number. Total each entry for an overall rating total. Conclude the interview by: 1) asking if the applicant has any questions; 2) let the applicant know when he or she is likely to hear from the school again; and 3) thank the applicant for his/her time.

Applicants will score at different levels in instructor skills. Soldiers that have not been instructors are likely to score in the "developing" range on the rubric with a few "proficient" ratings. These applicants are likely promising instructors. Carefully consider applicants who are experienced instructors and score primarily in the "developing" range. Their score may indicate they are not strong candidates for the position.

**Table C-1
Instructor Application Protocol**

Teacher Quality Index-Military Instructor Interview Protocol				
1a. Applicant's Last, First, MI:				
1b. Instructor Position Sought:				
1c. Interview Start Time/Date:		1d. Interview End Time/Date:		
1e. Scoring Summary:		1f. Interviewer's Last, First, MI:		
<p>Convert ratings into points, and write the number of points in the blank beside the area number.</p> <p style="text-align: center;">(Unsatisfactory = 0; Developing = 1; Proficient = 2; Exemplary = 3)</p> <p>Then, add the numbers to get a subtotal for the quality category. Finally, sum the subtotals to get an overall rating. The maximum score is 36 points.</p>				
Quality Category	Area Prompts			
Instructor As a Person	A1 ____ +	A8 ____ +	A11 ____ =	
Classroom Management and Organization		A2 ____ +	A5 ____ =	
Planning for Instruction		A3 ____ +	A6 ____ =	
Implementing Instruction	A4 ____ +	A9 ____ +	A10 ____ =	
Monitoring Student Progress and Potential		A7 ____ +	A12 ____ =	
Overall Rating Total				
<p>Directions: This interview contains 12 areas (A1 thru A12) for interviewers to rate an applicant's responses given during the interview. For each area, there are multiple prompt options. Select one prompt from each area to ask the applicant. Indicate your selection by checking the box. Only ask one prompt option for each area. Immediately after the applicant has responded, score the response by placing a "X" in the box next to the term that best describes the quality of the applicant's response. At the conclusion of the interview, the ratings will be entered in the summary box above.</p>				
Area 1 (A1). Instructor As a Person				
<u>Prompt Options</u>				
<input type="checkbox"/> Share with me why you are interested in being an instructor at this time. <input type="checkbox"/> When people ask you why you want to be an instructor, what do you tell them? <input type="checkbox"/> With all the challenges of instructing, why do you want to become an instructor?				
<u>Sample Quality Indicators</u>		<i>Notes:</i> _____		
<ul style="list-style-type: none"> • Displays enthusiasm for learning/subject matter • Interacts with students • Possesses a high level of motivation 		_____ _____ _____ _____ _____		
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points	
The applicant does not clearly communicate or provide concrete examples.	The applicant clearly communicates a broad idea, but the response lacks specifics.	The applicant communicates with clarity and gives some examples (e.g., concrete and abstract).	The applicant effectively communicates with individuals about his/her passion/dedication to the profession using examples.	

**Table C-1
Instructor Application Protocol, continued**

Area 2 (A2). Classroom Management and Organization			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Tell me what you might do with Soldiers during the first few days/weeks of the course to establish a positive classroom environment.</p> <p><input type="checkbox"/> Share with me what you might do to foster a positive and productive classroom climate.</p> <p><input type="checkbox"/> Share with me how you ensure that everyone feels included in the activity you are directing.</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Establishes clear rules and routines • Gets to know the Soldiers • Offers opportunities for Soldiers to be successful with the classroom guidelines 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
<p>The applicant shares classroom operating procedures during the first week of the course but does not give examples of how he or she builds rapport with Soldiers or reinforces the classroom guidelines.</p>	<p>The applicant shares classroom operating procedures with Soldiers but offers limited opportunities for Soldiers to practice the routines and be successful following the rules after the initial introduction.</p>	<p>The applicant spends more time in the beginning weeks of the course establishing routines and reinforcing the rules so that Soldiers know what is expected of them.</p>	<p>The applicant builds a classroom community by providing opportunities for Soldiers to take responsibility and have ownership of the classroom.</p>
Area 3 (A3). Planning for Instruction			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Share with me what you might consider with long- and short-term planning for training.</p> <p><input type="checkbox"/> Think about training that you conducted, and describe how you planned for it.</p> <p><input type="checkbox"/> Share with me what you considered when you planned for a training session to be conducted.</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Sequences contents • Relates concepts to prior knowledge • States training objectives and identifies activities aligned to them 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
<p>The applicant does not make long-range plans to maximize the instructional time during the course.</p>	<p>The applicant does long- and short-range planning, but treats them as isolated planning functions.</p>	<p>The applicant reinforces his/her focus on instruction through allocation of time to address all curriculum objectives by consolidating isolated facts into broader concepts.</p>	<p>The applicant consistently prioritizes instruction by aligning the short-term plans to the long-range plans in order to relate facts and broad concepts to prior and future instruction.</p>

**Table C-1
Instructor Application Protocol, continued**

<i>Area 4 (A4). Implementing Instruction</i>			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Think about effective training you have conducted or have been involved in. Tell me how Soldiers were engaged and involved in their learning.</p> <p><input type="checkbox"/> Think about effective training you have conducted or have been involved in. Describe how all Soldiers were involved in their learning.</p> <p><input type="checkbox"/> Describe a situation where you have dealt with an unmotivated Soldier during a training event. Tell me what you did, and how it worked.</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Solicits Soldiers’ comments and questions • Uses a variety of hands-on/minds-on activities • Monitors Soldiers’ understanding and adjusts lesson pacing or activities 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
The applicant makes little/no changes in activities to meet the needs of Soldiers or to enhance engagement.	The applicant makes minor changes in activities to meet the changing needs and interests of Soldiers and to enhance engagement.	The applicant modifies activities to address the changing needs of Soldiers and to enhance their active engagement.	The applicant systematically designs activities for different Soldiers and achieves high levels of active engagement.
<i>Area 5 (A5). Classroom Management and Organization</i>			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Tell me about a frustrating situation involving a Soldier’s actions and how you resolved it.</p> <p><input type="checkbox"/> Tell me about a Soldier who was continually insubordinate and what you did to address this pattern of behavior.</p> <p><input type="checkbox"/> Share with me a time when you had difficulty with a particular Soldier's behavior and what you did to address it.</p> <p><input type="checkbox"/> Share with me an experience dealing with discipline that you were not prepared for. What did you do, and what would you do differently now?</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Communicates rules • Demonstrates respect for Soldiers • Monitors behavior and provides feedback • Involves course personnel in identifying solutions as appropriate 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
The applicant make little/no changes in activities to meet the needs of Soldiers or to enhance engagement.	The applicant makes minor changes in activities to meet the changing needs and interests of Soldiers and to enhance engagement.	The applicant modifies activities to address the changing needs of Soldiers and to enhance their active engagement.	The applicant systematically designs activities for different Soldiers and achieves high levels of active engagement.

**Table C-1
Instructor Application Protocol, continued**

Area 6 (A6). Planning for Instruction			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Think about training you have conducted. Tell me why you selected particular training methods as part of that training.</p> <p><input type="checkbox"/> Describe the key components in training you have conducted beginning with the lesson plan and moving through student testing.</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Uses a range of strategies • Identifies the available resources • Selects problem-solving, hands-on, and interactive strategies and resources 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
<p>The applicant does not vary his/her narrow set of instructional strategies.</p>	<p>The applicant uses a limited number of instructional strategies with limited attempts to appeal to Soldier needs or interests.</p>	<p>The applicant uses a variety of instructional strategies that appeal to the interests of different Soldiers.</p>	<p>The applicant diagnostically uses a wide range of instructional strategies to enhance Soldier understanding of concepts.</p>
Area 7 (A7). Monitoring Student Progress and Potential			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Think about a time when you conducted or participated in training in which Soldiers were having difficulty. What did you do or what did the instructor do to increase understanding?</p> <p><input type="checkbox"/> Think about a time when you conducted or participated in training in which Soldiers were having difficulty. How was instruction modified so that struggling Soldiers understood the lesson?</p> <p><input type="checkbox"/> What can you do to increase understanding when Soldiers are having difficulty understanding concepts or materials?</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Holds Soldiers individually accountable • Considers Soldiers' learning needs 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
<p>The applicant uses limited assessment strategies, assesses infrequently, and does not use baseline or feedback data to make instructional decisions.</p>	<p>The applicant uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.</p>	<p>The applicant systematically gathers, analyzes, and uses all relevant data to measure Soldier academic progress, guide instructional content and delivery methods, and provide timely feedback to Soldiers throughout the course.</p>	<p>The applicant uses a variety of informal and formal assessments based on intended learning outcomes to assess Soldier learning and teaches Soldiers how to monitor their own academic progress.</p>

**Table C-1
Instructor Application Protocol, continued**

Area 8 (A8). Instructor as a Person			
<p>Prompt Options</p> <p><input type="checkbox"/> Give me an example of how you would establish and maintain rapport with your Soldiers.</p> <p><input type="checkbox"/> How can you get to know your Soldiers and build trust with them?</p>			
<p>Sample Quality Indicators</p> <ul style="list-style-type: none"> • Knows Soldiers’ interests • Uses humor • Interacts in more informal settings (e.g., day room, dining facility, motor pool) 		<p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><input type="checkbox"/> Unsatisfactory 0 points</p>	<p><input type="checkbox"/> Developing 1 point</p>	<p><input type="checkbox"/> Proficient 2 points</p>	<p><input type="checkbox"/> Exemplary 3 points</p>
<p>The applicant shares examples that are uncaring and/or distant with regard to Soldier interactions.</p>	<p>The applicant focuses on establishing an instructor-Soldier rapport with clear boundaries.</p>	<p>The applicant is caring with his or her Soldiers and provides examples within the instructional environment (e.g., room, dining facility, motor pool) demonstrating that he or she is interested in the Soldiers as individuals.</p>	<p>The applicant provides clear examples of interactions with Soldiers in the instructional environment (e.g., day room, dining facility, motor pool) and outside of the instructional environment (e.g., community, church).their own academic progress.</p>
Area 9 (A9). Implementing Instruction			
<p>Prompt Options</p> <p><input type="checkbox"/> How would you use technology during your training instruction?</p> <p><input type="checkbox"/> Describe how you would plan and design learning experiences to encourage Soldiers to use appropriate technology.</p> <p><input type="checkbox"/> Describe how you would encourage Soldiers to use technology to enhance their learning.</p>			
<p>Sample Quality Indicators</p> <ul style="list-style-type: none"> • Creates tasks to increase Soldiers’ proficiency with technology • Considers technology as a broad term, not limited to computers • Integrates technology into meaningful lessons 		<p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><input type="checkbox"/> Unsatisfactory 0 points</p>	<p><input type="checkbox"/> Developing 1 point</p>	<p><input type="checkbox"/> Proficient 2 points</p>	<p><input type="checkbox"/> Exemplary 3 points</p>
<p>The applicant indicates a lack of knowledge and/or competence in using technology.</p>	<p>The applicant has limited integration between technology and authentic Soldier work.</p>	<p>The applicant uses the available technology as appropriate to instructional objectives to increase Soldiers’ proficiency with the technology/technology application.</p>	<p>The applicant offers examples of how technology is integrated into lessons in order to increase Soldiers’ understanding of the content as well as encourage their decision-making of how to use technology appropriately.</p>

**Table C-1
Instructor Application Protocol, continued**

Area 10 (A10). Implementing Instruction			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Pick a topic in your military occupational specialty that is often difficult for inexperienced Soldiers to understand. Tell me what the topic is and how you would explain it to them. Also, share with me directions for an activity you would do to help further their understanding of that topic.</p> <p><input type="checkbox"/> Tell me about a training activity you taught or participated in that went very well. Give me a sample of the directions that were given for the activity involved in the lesson.</p> <p><input type="checkbox"/> Take a moment to think about how to do an activity related to the topic of _____ (the interviewer should pre-select an appropriate topic), describe the activity to be done and tell me the directions Soldiers would need to complete the learning activity.</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Provides a clear example with step-by-step directions • Uses multiple learning modalities • Selects an example appropriate to the content area 		<p><i>Notes:</i> _____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
<p>The applicant gives a confusing example and/or directions.</p>	<p>The applicant provides an inadequate answer; however, it does demonstrate some knowledge.</p>	<p>The applicant gives a clear example with opportunities for guided practice as well as targeted instruction for Soldiers needing more support.</p>	<p>The applicant clearly articulates the problem area with the topic and provides a clear example that is followed by a plan of how to meet individual needs of Soldiers who require more assistance.</p>

**Table C-1
Instructor Application Protocol, continued**

<i>Area 11 (A11). Instructor As a Person</i>			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Think about a time when you conducted or participated in training in which Soldiers were having difficulty. What did you do or what did the instructor do to increase understanding?</p> <p><input type="checkbox"/> Tell me what you consider when you think about an event, lesson, or activity you have conducted with Soldiers that, despite planning and preparation, could have gone better.</p> <p><input type="checkbox"/> Tell me how you might reflect on your professional practice as an instructor.</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Identifies strengths and weaknesses • Targets efforts for change/revision • Demonstrates a high sense of efficacy 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
<p>The applicant focuses on management-related issues without consideration of instructionally-related issues.</p>	<p>The applicant addresses instructional and/or curricular issues in a limited fashion with minimal reflection.</p>	<p>The applicant reflects on his/her work both formally and informally in order to improve his/her teaching and the Soldiers' learning.</p>	<p>The applicant consistently reflects on his/her work, seeks outside counsel from appropriate sources, and strives to identify ways to improve the learning experience for Soldiers.</p>
<i>Area 12 (A12). Monitoring Student Progress & Potential</i>			
<p><u>Prompt Options</u></p> <p><input type="checkbox"/> Think about a time when you conducted training or participated in training when a large number of Soldiers performed poorly on a formal assessment. What did you do or what was done as a result of the poor Soldier performance?</p> <p><input type="checkbox"/> Think about a time when you conducted training when you had to seriously consider what to do after several Soldiers did not perform satisfactorily on a test. Describe the situation, your actions, and the subsequent outcome.</p>			
<p><u>Sample Quality Indicators</u></p> <ul style="list-style-type: none"> • Identifies instructor as responsible for Soldier learning • Identifies instruction and assessment as possible sources for failure • Identifies corrective measures 		<p><i>Notes:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<input type="checkbox"/> Unsatisfactory 0 points	<input type="checkbox"/> Developing 1 point	<input type="checkbox"/> Proficient 2 points	<input type="checkbox"/> Exemplary 3 points
<p>The applicant places responsibility for Soldier achievement on Soldier and takes little to no personal responsibility.</p>	<p>The applicant recognizes that a problem exists but does not re-teach or reassess.</p>	<p>The applicant identifies self as integral component in teaching and learning. Identifies some strategies for addressing poor performance.</p>	<p>The applicant clearly identifies possible sources for poor Soldier performance and appropriately aligns corrective measures.</p>

Appendix D
International Board of Standards for Training, Performance and Instruction (IBSTPI)
Competency and Outcomes Matrix

Table D-1
Instructor Competencies and Outcomes

Outcomes			
Competency	Basic Army Instructor is able to:	Senior Army Instructor is able to:	Master Army Instructor is able to:
1. Communicate Effectively	Use a variety of appropriate written, oral, and body language, and active listening skills to communicate clearly. Acknowledge diverse perspectives and use language that is effective for the learning content and audience.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	
2. Update & improve one's professional knowledge & skills	Assess their own instructional performance and identify areas for improvement. Uses mentoring sessions and developmental activities to continuously improve performance.	Develop a personal development plan that includes training, college, self -development, to increase knowledge of topics related to learning. Demonstrates an interest in becoming a learning professional and mentors Instructors.	Mentor Senior Instructors. Prepares and conducts training for Basic and Senior Army Instructors. Actively pursue expertise as learning professional and serves on Master Instructor Selection Board (MISB).
3. Comply with established ethical & legal standards	Exhibit Army values and professional standards. Avoids violating copyright law and real or perceived conflicts of interest. Respect student confidentiality, along with anonymity and rights.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	
4. Establish & maintain professional credibility	Be a role model for success by: maintaining subject matter expertise, demonstrating knowledge of adult learner traits and behaviors. Respects the opinions of students, peers and seniors, while seeking self-improvement.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	

**Table D-1
Instructor Competencies and Outcomes, continued**

Outcomes			
Competency	Basic Army Instructor is able to:	Senior Army Instructor is able to:	Master Army Instructor is able to:
5. Plan instructional methods & materials	N/A at this level	Use instructional design principles to modify/re-design instruction. Modifies and creates technology-based instructional resources.	Design new lessons using appropriate design principles, instructional strategies, delivery methods, and instructional technology. Reviews and approves lesson revisions by senior instructors.
6. Prepare for Instruction	Anticipates student needs and identifies potential questions. Prepares key points, examples, and additional information for students. Confirms availability and readiness of learning environment such as physical space, materials, and safety.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	
7. Stimulate & sustain learner motivation & engagement	Establishes relevance of instruction and provides clear goals and realistic expectations. Exhibits enthusiasm for learning content. Provides opportunities for learners to succeed and supportive feedback to reinforce value of training.	Diagnose motivation problems in individuals or teams and provides probable solutions.	Note: Master Instructors continue to assess and develop this competency; however, defining another level of this competency may not be necessary.
8. Demonstrate effective presentation skills	Focus presentation on key learning points and present content in a variety of ways. Recognizes and adapt presentations to learner needs. Uses familiar examples, anecdotes, stories, and analogies effectively.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	
9. Demonstrate effective facilitation skills.	Elicit questions and contributions from the students. Promotes interaction with and between students. Stays focus on learning objectives, monitors, assesses and adapts instruction to classroom dynamics.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	

**Table D-1
Instructor Competencies and Outcomes, continued**

Outcomes			
Competency	Basic Army Instructor is able to:	Senior Army Instructor is able to:	Master Army Instructor is able to:
10. Demonstrate effective questioning skills	Use preplanned questions and questioning techniques to assess learning and stimulate discussion. Uses active listening to respond to student questions. Measure student learning. Provides supportive comments and ask appropriate follow-up questions.	Develop questions that promote deeper thinking. Uses redirect questions to promote learning and generate appropriate questions as learning occurs.	
11. Provide clarification & feedback	Provide students opportunities to ask questions that are specific, relevant, timely, fair, supportive, and balanced. Reinforce feedback that focuses on performance. Encourage students to give peer feedback.	Note: Senior and master instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	
12. Promote retention of knowledge & skills	Activates student prior knowledge or experiences and relate new content to what students already know. Provides opportunities to practice and apply new knowledge or skills. Provides activities for reflection and review.	Promote student development and use of self-learning skills.	Note: Master Instructors continue to assess and develop this competency; however, defining another level of this competency may not be necessary.
13. Promote transfer of knowledge & skills	Assist students to use new knowledge or skills, to solve realistic problems. Provides opportunities for student's discussion or reflection about how they can use new knowledge or skills when they return to work.	Helps students to practice the new knowledge or skill in more complex scenarios. Provides opportunity for learners to create, invent or explore new ways to use the knowledge and skill.	Note: Master Instructors continue to assess and develop this competency; however, defining another level of this competency may not be necessary.
14. Use media and technology to enhance learning and performance	Use planned media and technology appropriately to enhance learning and performance. Troubleshoot or fix minor technical problems.	Adjust use of media and technology appropriately to enhance learning. Recommend ways to use technology to enhance lesson effectiveness.	Evaluate if emerging educational technology can be used to enhance lesson effectiveness.

**Table D-1
Instructor Competencies and Outcomes, continued**

Outcomes			
Competency	Basic Army Instructor is able to:	Senior Army Instructor is able to:	Master Army Instructor is able to:
15. Assess learning and performance	Communicates assessment criteria and instructions to students. Monitors student learning through informal and formal assessments. Administers and grades assessments.	Develop basic assessment items.	Develop complex assessment items and assessment instruments. Suggest changes to the Individual Student Assessment Plan (ISAP)
16. Evaluate instructional effectiveness	Makes recommendations to improve the learning (e.g. content, media changes). Administers and interpret student reaction surveys.	Uses assessment data to recommend assessment item or lesson changes. Assesses performance of instructors	Evaluate the impact on learning of all elements within the learning environment. Recommends changes to improve learning efficiency and effectiveness.
17. Manage an environment that fosters learning & performance	Supervise the instructional setting to facilitate learning and improve performance. Handle student's disciplinary issues.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	
18. Manage the instructional process through the appropriate use of technology	Use technology effectively to complete administrative and instructional support requirements.	Note: Senior and Master Instructors continue to assess and develop this competency; however, defining higher levels of this competency may not be necessary.	
19. Counsel students	Plans and conducts student performance and event counseling. Prepares and administers academic evaluations.	Review academic evaluations and recommend changes.	Develop Basic and Senior Instructors counseling skills.

Appendix E

Instructor Training Matrix

Table E-1 below displays some of the training that is available to achieve the outcomes for each competency. Training listed in the table is not meant to be a comprehensive list of available courses; rather they are recommendations to assist the Soldiers and leaders consider what training may help improve their performance in each of the competencies. The items in bold text are divided in two sections training that is available from the Army (recommended training to enhance competency), courses and workshops from commercial sources (colleges' courses/topics).

The remainder of the training plan is provided as a guide for instructors to self-select (in conjunction with their supervisory chain) the learning they need to continue their development. Since this table is not an exhaustive list of resources, organizations will need to share with one another information about the instructor training they are developing and executing. The CP-32 Army Civilian Training, Education, and Development System Plan at <http://www-tradoc.army.mil/g357/cp32/acteds/planning/planning.html> is another resource that lists training and education for professional development.

In conjunction with the College of the American Soldier Program, INCOPD has begun an initial investigation of degree programs related to education that may also improve instructor performance. We envision the creation of a program where Soldiers receive maximum credit for Army courses (e.g. FIFC, IFSC) and have a path to obtain an education related degree that will improve their performance as instructors while also giving them credentials that they may use in transitioning to civilian life after they leave the Army.

The items named military training describes training that is available from the Army. The items named commercial courses workshops describes in plain text, colleges' courses/topics.

**Table E-1
Recommended Training**

Recommended Training			
Competency	Basic Army Instructor	Senior Army Instructor	Master Army Instructor
1. Communicate Effectively	<p>Military course(s) / workshop(s) / topic(s) ABIC/FIFC or courses related to instructional techniques for new instructors</p> <p>Commercial courses / workshops -Speech -Communication</p>	<p>Commercial course(s) / workshop(s) / topic(s) -How to become a better Communicator -Interpersonal Communication</p>	<p>Commercial course(s) / workshop(s) / topic(s) -Professional -Communications & presentations</p>
2. Update & improve one's professional knowledge & skills	<p>Military course(s) / workshop(s) / topic(s) -Self-Assessment Workshop (New) -Self -Awareness & Personality Traits</p>	<p>Military course(s) / workshop(s) / topic(s) -SATBC/FTDC/TQI-M or -- TRADOC approved equivalent</p> <p>Commercial courses/workshops/topics - Interview Techniques Workshop</p>	<p>Military course(s) / workshop(s) / topic(s) -TEDMMC</p> <p>Commercial course(s) / workshop(s) / topic(s) - Certified Facilitator Program - Principles and Methods of Learning - Learning Theory, Critical Thinking</p>
3. Comply with established ethical & legal standards	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC, -Ethics in Today's Organization</p>	<p>Commercial course(s) / workshop(s) / topic(s) - Copyright and Privacy - Guidelines for Recording Lectures</p>	<p>Civilian course(s) / workshop(s) / topic(s) -An Interactive Tutorial from <i>The Center for Intellectual Property</i></p>
4. Establish & maintain professional credibility	<p>Military course(s) / workshop(s) / topic(s) - ABIC/FIFC, -How Adults Learn</p>	<p>Military/Civilian course(s) / workshop(s) / topic(s) Training and Education Middle Manager's Course Essentials of Adult Learning</p>	<p>Military/Civilian course(s) / workshop(s) / topic(s) -Senior Training and Education Managers Course -Learning Theory, Psychology of Learning, -Team Management</p>

**Table E-1
Recommended Training, continued**

Recommended Training			
Competency	Basic Army Instructor	Senior Army Instructor	Master Army Instructor
5. Plan instructional methods & materials	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC*</p>	<p>Military course(s) / workshop(s) / topic(s) -SGITC/IFSC -SATBC, or TRADOC approved equivalent</p> <p>Civilian course(s) / workshop(s) / topic(s) -DL Checklist Workshop -Computers in Education</p>	<p>Military course(s) / workshop(s) / topic(s) TEDMMC</p> <p>Civilian course(s) / workshop(s) / topic(s) -How to Plan, Develop and Evaluate Training Scenario-based Learning -Instructional Design Practices -Instructional Product Development</p>
6. Prepare for Instruction	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC -SGITC/IFSC</p> <p>Civilian course(s) / workshop(s) / topic(s) -How Adults Learn</p>	<p>Civilian course(s) / workshop(s) / topic(s) Computers in Education</p>	<p>Military/Civilian course(s) / workshop(s) / topic(s) -How to Plan, Develop and Evaluate Training</p>
7. Stimulate & sustain learner motivation & engagement	<p>Military course(s) / workshop(s) / topic(s) -SGITC/IFSC</p> <p>Civilian course(s) / workshop(s) / topic(s) -Essentials of Adult Learning</p>	<p>Military/Civilian course(s) / workshop(s) / topic(s) -Characteristics of the Adult Learner</p>	
8. Demonstrate effective presentation skills	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC -SGITC/IFSC</p>	<p>Military course(s) / workshop(s) / topic(s) -SGITC/IFSC or -TRADOC approved equivalent -AFSC or FDP1</p> <p>Civilian course(s) / workshop(s) / topic(s) -Mastering the Art of Instructor -Lead Training -Professional Communications and Presentations</p>	

**Table E-1
Recommended Training, continued**

Recommended Training			
Competency	Basic Army Instructor	Senior Army Instructor	Master Army Instructor
9. Demonstrate effective facilitation skills	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC -SGITC/IFSC</p>	<p>Military course(s) / workshop(s) / topic(s) -SGITC/IFSC or -TRADOC approved equivalent -AFSC or FDP1</p> <p>Civilian course(s) / workshop(s) / topic(s) -Facilitating for Excellence</p>	<p>Civilian course(s) / workshop(s) / topic(s) -Organizational Behavior</p>
10. Demonstrate effective questioning skills	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC -ATDC -SGITC/IFSC</p>	<p>Military course(s) / workshop(s) / topic(s) -TQI-M - AFSC or FDP1</p> <p>Civilian course(s) / workshop(s) / topic(s) -The Art of Questioning</p>	<p>Civilian course(s) / workshop(s) / topic(s) -Effective Classroom Training Techniques</p>
11. Provide clarification & feedback	<p>Military course(s) / workshop(s) / topic(s) -SGITC/IFSC</p>	<p>-See IBSTPI competency # 1</p> <p>Civilian course(s) / workshop(s) / topic(s) -Communicate effectively for courses that contribute to this competency</p>	
12. Promote retention of knowledge & skills	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC</p>	<p>Military course(s) / workshop(s) / topic(s) -AFSC or -TRADOC approved equivalent</p>	<p>Civilian course(s) / workshop(s) / topic(s) -Teaching Methods for Adult Learning</p>
13. Promote transfer of knowledge & skills	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC</p>	<p>Military course(s) / workshop(s) / topic(s) -SGITC/IFSC or -TRADOC approved equivalent</p> <p>Civilian course(s) / workshop(s) / topic(s) -Essentials of Learning Transfer</p>	<p>Civilian course(s) / workshop(s) / topic(s) -Teaching Methods for Adult Learning</p>

**Table E-1
Recommended Training, continued**

Recommended Training			
Competency	Basic Army Instructor	Senior Army Instructor	Master Army Instructor
14. Use media and technology to enhance learning and performance	<p>Military course(s) / workshop(s) / topic(s) -As needed: VTT Instructor Training Course -Blackboard Basic Course - SdLIC (via blackboard) -AdLIC (via blackboard)</p> <p>Civilian course(s) / workshop(s) / topic(s) -Modeling & Simulation Course</p>	<p>Military/Civilian course(s) / workshop(s) / topic(s) -Online Teaching and Training -Web-based Training</p>	<p>Military/Civilian course(s) / workshop(s) / topic(s) -Leveraging the Virtual Classroom -Management of Information -Systems Analysis</p>
15. Assess learning and performance	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC -ATDC</p>	<p>Military course(s) / workshop(s) / topic(s) -TQI-M</p> <p>Civilian course(s) / workshop(s) / topic(s) -Tests and Measurements Course</p>	<p>Military course(s) / workshop(s) / topic(s) -EIC</p> <p>Civilian course(s) / workshop(s) / topic(s) -Assessment and Evaluation of -Adult Education</p>
16. Evaluate instructional effectiveness	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC -ATDC -SGITC/IFSC -TCC</p>	<p>Military course(s) / workshop(s) / topic(s) -EIC</p>	<p>Military course(s) / workshop(s) / topic(s) -Quality Assurance and training evaluation</p> <p>Civilian course(s) / workshop(s) / topic(s) -Research Techniques -Assessment and Evaluation of Adult Education</p>
17. Manage an environment that fosters learning & performance	<p>Military course(s) / workshop(s) / topic(s) -ABIC/FIFC -SGITC/IFSC</p>	<p>Military course(s) / workshop(s) / topic(s) -AdLIC -SdLIC</p>	<p>Civilian course(s) / workshop(s) / topic(s) -Principles and Practices of Performance Improvement</p>

Table E-1
Recommended Training, continued

Recommended Training			
Competency	Basic Army Instructor	Senior Army Instructor	Master Army Instructor
18. Manage the instructional process through the appropriate use of technology	Military course(s) / workshop(s) / topic(s) -AdLIC -VTT Instructor Training Course -SdLIC (via blackboard)	Civilian course(s) / workshop(s) / topic(s) -Microsoft Office training	Civilian course(s) / workshop(s) / topic(s) -Management of Information -Systems Analysis
19. Counsel students	Basic counseling skills should have been learned through NCOES; further analysis may be necessary to determine if that training is sufficient.	Military course(s) / workshop(s) / topic(s) -Coaches Workshop (Ft Huachuca, SFDD)	

**Appendix F
Instructor Competency Assessment Matrix**

**Table F-1
Instructor Competency Assessment Matrix**

Instruments/Items to Assess Competencies			
Competency	Basic	Senior	Master
1. Communicate Effectively	- Course Critiques - TF-600-21-1, Competency # 13 - Instructor Self – Assessment Appendix I, Questions 1-4	- Course Critiques - TF-600-21-1, Competency # 13 - Instructor Self – Assessment Appendix I, Questions 1-4	- Course Critiques - TF-600-21-1, Competency # 13 Instructor Self – Assessment Appendix I, Questions 1-4 Master Instructor Selection Board (MISB)
2. Update & improve one's professional knowledge & skills	- Completion of Self-development plan Instructor - Instructor Self – Assessment Appendix I, Questions 5,6	- Completion of Self-development plan - Mentorship of instructors - Instructor Self – Assessment Appendix I, Questions 5,6	- Completion of Self-development plan - Completion of training events for other instructors - Mentorship of Senior Instructors - Instructor Self – Assessment Appendix I, Questions 5,6 - Master Instructor Selection Board (MISB)
3. Comply with established ethical & legal standards	- Course Critiques - TF-600-21-1, Competency # 16 - Instructor Self – Assessment Appendix I, Questions 7-9	- Course Critiques - TF-600-21-1, Competency # 16 - Instructor Self – Assessment Appendix I, Questions 7-9	- Course Critiques - TF-600-21-1, Competency # 16 - Instructor Self – Assessment Appendix I, Questions 7-9 - Master Instructor Selection Board (MISB)
4. Establish & maintain professional credibility	- Course Critiques - TF-600-21-1, Competency # 15 - Instructor Self – Assessment Appendix I, Questions 10-12	- Course Critiques - TF-600-21-1, Competency # 15 - Instructor Self – Assessment Appendix I, Questions 10-12	- Course Critiques - TF-600-21-1, Competency # 15 - Instructor Self – Assessment Appendix I, Questions 10-12 - Master Instructor Selection Board (MISB)
5. Plan instructional methods & materials	N/A at this level	- Course/Lesson Design/Redesign Checklist, TF 600-21-5 - Instructor Self– Assessment Appendix I, Question 16	- TF-600-21-1, Competency # 12 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Question 16

**Table F-1
Instructor Competency Assessment Matrix, continued**

Instruments/Items to Assess Competencies			
Competency	Basic	Senior	Master
6. Prepare for Instruction	- TF-600-21-1, Competency # 12 - Instructor Self – Assessment Appendix I, Questions 13-15	- TF-600-21-1, Competency # 12 - Instructor Self – Assessment Appendix I, Questions 13-15	- TF-600-21-1, Competency # 12 - Instructor Self – Assessment Appendix I, Questions, 13-15 - Master Instructor Selection Board (MISB)
7. Stimulate & sustain learner motivation & engagement	- Course Critiques - TF-600-21-1, Competencies # 1,3 - Instructor Self – Assessment Appendix I, Questions 17-19	- Course Critiques TF-600-21-1 - Competencies # 1,3 - Instructor Self – Assessment Appendix I, Questions 17-19	- Course Critiques - TF-600-21-1, Competencies # 1,3 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 17-19
8. Demonstrate effective presentation skills	- Course Critiques - TF-600-21-1, Competencies # 3,4,6 - Instructor Self – Assessment Appendix I, Questions 20-21	- Course Critiques - TF-600-21-1, Competencies # 3,4,6 - Instructor Self – Assessment Appendix I, Questions 20-21	- Course Critiques - TF-600-21-1, Competencies # 3,4,6 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 20-21
9. Demonstrate effective facilitation skills.	- Course Critiques - TF-600-21-1, Competencies # 3,4,6 - Instructor Self – Assessment Appendix I, Questions 21-23	- Course Critiques - TF-600-21-1, Competencies # 3,4,6 - Instructor Self – Assessment Appendix I, Questions 21-23	- Course Critiques - TF-600-21-1, Competencies # 3,4,6 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 21-23
10. Demonstrate effective questioning skills	- Course Critiques - TF-600-21-1, Competency # 5 - Instructor Self – Assessment Appendix I, Questions 24-26	- Course Critiques - TF-600-21-1, Competency # 5 - Instructor Self – Assessment Appendix I, Questions 24-26	- Course Critiques - TF-600-21-1, Competency # 5 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 24-26
11. Provide clarification & feedback	- Course Critiques - TF-600-21-1, Competency # 8 - Instructor Self – Assessment Appendix I, Questions 27-30	- Course Critiques - TF-600-21-1, Competency # 8 - Instructor Self – Assessment Appendix I, Questions 27-30	- Course Critiques - TF-600-21-1, Competency # 8 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 27-30

Table F-1
Instructor Competency Assessment Matrix, continued

Instruments/Items to Assess Competencies			
Competency	Basic	Senior	Master
12. Promote retention of knowledge & skills	- Course Critiques - TF-600-21-1, Competencies # 3,7 - Instructor Self – Assessment Appendix I, Questions 31-34	- Course Critiques - TF-600-21-1, Competencies # 3,7 - Instructor Self – Assessment Appendix I, Questions 31-34	- Course Critiques - TF-600-21-1, Competencies # 3,7 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 31-34
13. Promote transfer of knowledge & skills	- Course Critiques - TF-600-21-1, Competencies # 7, 10 - Instructor Self – Assessment Appendix I, Question 35	- Course Critiques - TF-600-21-1, Competencies # 7,10 - Instructor Self – Assessment Appendix I, Question 35	- Course Critiques - TF-600-21-1, Competencies # 7,10 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Question 35
14. Use media and technology to enhance learning and performance	- Course Critiques - TF-600-21-1, Competency # 11 - Instructor Self – Assessment Appendix I, Questions 36-38	- Course Critiques - TF-600-21-1, Competency # 11 - Instructor Self – Assessment Appendix I, Questions 36-38	- Course Critiques - TF-600-21-1, Competency # 11 - Instructor Self – Assessment Appendix I, Questions 36-38 - Master Instructor Selection Board (MISB)
15. Assess learning and performance	- Course Critiques - TF-600-21-1, Competencies # 2, 9, 13 - Instructor Self – Assessment Appendix I, Questions 39-43	- Course Critiques - TF-600-21-1, Competencies # 2, 9, 13 - Instructor Self – Assessment Appendix I, Questions 39-43	- Instructor Self – Assessment Appendix I, Questions 39-43 - Master Instructor Selection Board (MISB)
16. Evaluate instructional effectiveness	- Course Critiques - Instructor Self – Assessment Appendix I, Questions 44-48	- Course Critiques - Instructor Self – Assessment Appendix I, Questions 44-48	- Course Critiques - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 44-48
17. Manage an environment that fosters learning & performance	- Course Critiques - TF-600-21-1, Competency # 14 - Instructor Self – Assessment Appendix I, Questions 49-52	- Course Critiques - TF-600-21-1, Competency # 14 - Instructor Self – Assessment Appendix I, Questions 49-52	- Course Critiques - TF-600-21-1, Competency # 14 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 49-52

Table F-1
Instructor Competency Assessment Matrix, continued

Instruments/Items to Assess Competencies			
Competency	Basic	Senior	Master
18. Manage the instructional process through the appropriate use of technology	<ul style="list-style-type: none"> - TF-600-21-1, Competency # 11 - Instructor Self – Assessment Appendix I, Question 53 	<ul style="list-style-type: none"> - TF-600-21-1, Competency # 11 - Instructor Self – Assessment Appendix I, Question 53 	<ul style="list-style-type: none"> - TF-600-21-1, Competency # 11 - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Question 53
19. Counsel students	<ul style="list-style-type: none"> - Course Critiques - Student counseling forms - Academic Evaluation Reports - Instructor Self – Assessment Appendix I, Questions 54-58 	<ul style="list-style-type: none"> - Course Critiques - Student counseling forms - Academic Evaluation Reports - Instructor Self – Assessment Appendix I, Questions 54-58 	<ul style="list-style-type: none"> - Course Critiques - Student counseling forms - Academic Evaluation Reports - Master Instructor Selection Board (MISB) - Instructor Self – Assessment Appendix I, Questions 54-58

Appendix G

Instructor Observation Rubric, TRADOC Form 600-21-1

The purpose of TF 600-21-1, Instructor Observation Rubric, is to evaluate an instructor's performance. Instructions for filling out the form are below:

Section 1. Administrative data.

Item 1.a.: Enter the start date/time.

Item 1.b: At the end of the observation, enter the date/time.

Item 1.c: Enter the instructor's rank/last/first/middle initial (MI).

Item 1.d: Enter the instructor's training school/institution name.

Item 1.e: Enter the class location.

Item 1.f: Enter the course number.

Item 1.g: Enter the lesson number.

Item 1.h: Enter the course/lesson title.

Section 2. Required documentation and standards in support of instruction/facilitation.

Check the appropriate box to rate each item in section (two) 2 as 'GO', 'NO GO', or Not Applicable (N/A).

Items 2.a-2.q: Evaluator records the number of 'GOs', 'NO GOs' and N/A in designated box. The visitor folder will have all the documents listed in section 2.a - 2.k. Section 2.l - 2.q are likely to be observed at the beginning of a lesson.

Item 2.r. Section 2 rating: Evaluator records the number of NO GOs in the box on this line; if the instructor receive three (3) or more NO GOs in Section 2, then the instructor has not met the requirement for instructor recognition during this evaluation. (Note: Regardless of the outcome in section 2, evaluators will complete all sections of the Instructor Observation Rubric, TF 600-21-1 and provide feedback to the instructor).

Section 3. 16 Army Instructor Competencies.

Items 3.a.1 – 3.a.16. After the evaluator observes the 16 Army Instructor Competencies in section 3, the evaluator will enter the instructor's rating for each competency.

Item 3.b: Evaluator will enter the total score (add items 3.a.1 – 3.a.16 = total score).

Item 3.c: The evaluator will score each item (3.c.1 – 3.c.16) using the instructor observation rubric. Also, the evaluator will indicate the score (zero ‘0’ to three ‘3’) that most closely fits with what he/she observed and provide comments/examples for each area (competency). The instructor must understand that he/she cannot score a ‘0’ in any area (competency) in section 3 of the Instructor Observation Rubric (note: regardless of the outcome in section 3, evaluators will complete the Instructor Observation Rubric, TF 600-21-1 and provide comments / examples / feedback to the instructor. Not Applicable (N/As) are not acceptable in section 3. All evaluations will be conducted at a minimum of 30 days apart.

Item 3.d: Evaluator will enter comments/examples for all the rated areas (all 16 competencies) (items 3.c.1 – 3.c.16). Evaluators are encouraged to use appendices D-F and I, TR 600-21.

Section 4. Signatures and Recommendations.

Item 4.a.: Evaluator must provide instructor with recommended actions for all areas that received rating of one (developing) or zero (unacceptable). For example, MSG Smith recommends that SSG Jones take a public speaking course to enhance his/her communication skills (comment supports the effective communication competency).

Item 4.b: Learning Environment (not scored). Evaluated instructor provides a response and if necessary an explanation to questions 4.b.1 - 4.b.6.

Item 4.c.1: After the evaluator gathers and inputs information in TF 600-21-1, the evaluator will then schedule a time to meet with the instructor and go over evaluation results. Regardless of the final score, the instructor will sign TF 600-21-1 (blue ink or digitally signed).

Item 4.c.2: The evaluator will answer question based on the badging level score requirements for the Instructor Observation Rubric. The minimum score for the Basic Army Instructor Badge (BAIB) is 24 points out of 48 total points with no zero ratings; Senior Army Instructor Badge (SAIB) is 32 points out of 48 points with no zero ratings; and for the Master Army Instructor Badge (MAIB) is 40 points out of 48 points with no zero ratings areas in Section 3.

Item 4.c.3: Evaluator enters his/her name (Last/First/MI).

Item 4.c.4: After the instructor signs TF 600-21-1, the evaluator will sign TF 600-21-1 (note: the evaluator will sign the form regardless of whether or not the instructor agrees with the overall score).

Item 4.c.5: Enter the date the evaluator signs TF 600-21-1 (blue ink or digitally signed).

Instructor Observation Rubric						
Section 1. Administrative data.						
1.a. Start Date/Time: 05/02/2016 / 09:00	1.b. End Date/Time: 05/06/2016 / 17:00					
1.c. Instructor's Rank/First/MI: SFC Joseph A. Smith	1.d. Unit: 183rd REGT (RTVA), NG Unit/SPEC Schools-VA					
1.e. Class Location: Class # 101, Bldg 1311, Fort Pickett, Virginia	1.f. Course Number: 9E-F71/920-F62(SI5K/SQI8)	1.g. Lesson Number: LSA 1 - 3				
1.h. Course/Lesson Title (s): Foundation Instructor/Facilitator Course						
Section 2. Required documentation and standards in support of instruction/facilitation.						
Instructions: Score items as GO, NO GO, or Not Applicable (N/A). Please place an "X" to indicate correct answer.						
	Go	No Go	N/A	Go	No Go	N/A
2.a. Visitor's folder present	X		N/A	X		
2.b. Visitor's sign-in Log	X			X		
2.c. Class roster	X			X		
2.d. Accurate training schedule	X			X		
2.e. Program of Instruction (POI) or Course Management Plan (CMP)	X			X		
2.f. Instructor Biography	X			X		
2.g. Instructor certification (Includes instructor training certificates both military and civilian (if applicable)).	X			X		
2.h. Applicable Waivers				X		
2.i. Risk Assessment Worksheet	X			X		
2.j. TF 600-21-1 (Blank Evaluation Form)	X			X		
2.f. Rating. If an instructor has been rated 3 or more NO GOs in Section 2, then the instructor has not met the requirement for instructor recognition during this evaluation. Record the number of NO-GOs in the box on this line.						
Section 3. The 16 Army Instructor Competencies.						
Item	Score			Item		
3.a.1. Motivator	3			3.a.9. Prepare for Instruction	3	
3.a.2. Evaluation Strategy	1			3.a.10. Demonstration	2	
3.a.3. Lead-In	2			3.a.11. Practice/Practice Exercises	3	
3.a.4. Questioning Skills	1			3.a.12. Summary	3	
3.a.5. Clarification & Feedback	1			3.a.13. Assess Learning and Performance	1	
3.a.6. Effective Communication	1			3.a.14. Use of Training Materials and Technology	3	
3.a.7. Presentation/Facilitation Skills	1			3.a.15. Professional Credibility	2	
3.a.8. Classroom Management	2			3.a.16. Ethical and Legal Standards	3	
				3.b. Total Score (3.a.1.-3.a.16)		
				33		

TRADOC Form 600-21-1-R-E, May 2016 For use of this form see TRADOC Regulation 600-21; the proponent agency is INCOPD Page 1

Figure G-1. Sample TF 600-21-1-R-E

Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or, annotate if there were a few things that may have kept the instructor from fitting perfectly in the next category rating.

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.1. Competency # 1. Motivator / Motivation</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">3</p> <p>IBSTPI Competency: 7 (see appendices D-F, and D)</p>	<p>Captured students' attention by presenting a realistic situation they may encounter in their operational environment (OE). Showed how the learning objective will resolve the problem. Sustained motivation by providing opportunities for students to participate and succeed. Provided timely and meaningful feedback that sustained student interest.</p>	<p>Captured students' attention by informing them of the benefits of the instruction and relevance to job performance. Informed students of most of the risks to job performance if the students could not reach the learning objective. Exhibited enthusiasm for learning content.</p>	<p>Gave students a reason to reach the learning objective. Indicated some of the risks to job performance if the students could not reach the objective.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Explained the benefit and how it applies to instructors. Gave specific examples of how not being able to perform given task by using two types of content types "Principles and Procedures". Maintained a consistent level of motivation throughout instruction, and use different types of methods to maintain student interest.</p>
<p>3.c.2. Competency # 2. Evaluation Strategy</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">1</p> <p>IBSTPI Competency: 15 (see appendices D-F, and D)</p>	<p>Gave verbal examples of evaluation items, or explained evaluation checklist/rubric.</p>	<p>Informed students how, when, and where performance of the learning objective would be evaluated.</p>	<p>Informed students the learning objective will be evaluated, with no further explanation.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Told the students that they would be evaluated with no further explanation at the beginning of the class. The instructor presented the evaluation slide but did not inform students of the Evaluation Strategy.</p>
<p>3.c.3. Competency # 3. Lead-In</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">2</p> <p>IBSTPI Competencies: 8,9,12, and 17 (see appendices D-F, and D)</p>	<p>Queried students to recall prior learning or knowledge that supported the lesson. Lesson objectives were stated in words the student understood.</p>	<p>Informed students how the lesson ties into existing or prior knowledge.</p>	<p>Provided an agenda, or Enabling Learning Objective(s) (ELO), or Learning Step Activity (LSA) but did not tie lesson into student's existing knowledge.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Instructor provided a summary of the course ELOs. He also informed students how this class tied into phase 1 of FIFC, but did not queried students to recall prior learning or knowledge that supported the course.</p>

Figure G-1. Sample TF 600-21-1-R-E, continued

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.4 Competency # 4. Questioning Skills</p> <p style="text-align: center;">1</p> <p>IBSTPI Competency: 10 (see appendices D-F, and I)</p>	<p>Conducted student checks using a variety of question types, as appropriate. Consistently verified students were engaged and understood the material through the use of informal checks on learning. Almost always explored student understanding by asking varied and relevant questions. Directed and redirected questions effectively to promote learning. Evaluated student learning and asked appropriate follow-up questions when wrong answers were given.</p>	<p>Conducted student checks in the lesson plan using the Ask, Pause, Call, and Evaluate (APCE) technique (for direct instruction) or a facilitating instruction technique. Usually use questions to explore clarity, relevance, understanding and significance of student comments. Sometimes engaged students in dialogue when wrong answers were given. Provided opportunities for most students to participate in discussion.</p>	<p>Occasionally conducted student checks in the lesson plan. Did not use questions to explore clarity, relevance, or significance of student comments. Did not engage students in dialogue when wrong answers were given. Provided few opportunities for students to participate in discussion.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Used the APCE method for most of the lesson. Always almost used closed-ended questions, and did not give opportunity for student-to-student interaction. He was very good in directing the question, however, he was unable for most of the lesson to re-direct questions that promoted learning.</p>
<p>3.c.5. Competency # 5. Clarification & Feedback</p> <p style="text-align: center;">1</p> <p>IBSTPI Competency: 11 (see appendices D-F, and I)</p>	<p>Almost always acknowledged students and responded in a clear and concise way. Addressed questions and clarified the teaching point or set a time to resume conversation with the student. Recognized signs that some students needed clarification and addressed the issue (lack of student involvement, attention and comprehension).</p>	<p>Provided students with opportunity to ask questions and usually acknowledged student comments or questions. Responded in a clear, concise way and response was tactful and timely.</p>	<p>Rarely acknowledged student comments or questions. Most of the responses were clear and tactful.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Only asked once if the students had any questions, and this was during the summary. The instructor did ask a lot of check on learning questions throughout the presentation, and when a correct answer was given, he would then restate the answer, as a method of ensuring clarification. However, did not allow or promote peer feedback (reference IBSTPI Competency # 11, appendix D).</p>

Figure G-1. Sample TF 600-21-1-R-E, continued

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.6. Competency # 6. Effective Communication</p> <p style="text-align: center;">1</p> <p>IBSTPI Competency: 1 (see appendices D-F, and I)</p>	<p>Used a variety of appropriate written and oral communication, and body language to convey content. Demonstrated mastery of active listening skills (nod, eye contact, etc.) to communicate clearly; was non-repetitive. Paraphrased comments and questions to show understanding. Acknowledged diverse perspectives and use language that was appropriate for learning content and audience.</p>	<p>Used clear voice; varied the volume, tone and rate of speech for appropriate effect. Pronunciation was clear and use appropriate vocabulary and proper grammar. Faced the audience; maintained eye contact; movement or positioning was appropriate for methods of instruction. Did not block views of training materials. Avoided excessive distracting mannerisms. Acknowledged and responded to students' diverse perspectives.</p>	<p>Used a clear voice and pronunciation was accurate. Some variety in communications skills. Sometimes blocked views of training materials and was repetitive. Occasionally seemed uncomfortable with discussions to gain students' perspectives.</p>	<p>Did not meet all of the criteria for a "1" rating.</p>	<p>Continued to block/walk in front of the screen throughout the lesson. Blocked discussion when asking who's seen someone backed a vehicle. Used a clear voice, and pronunciation was accurate. Used body language as well as oral communications techniques. Sometimes moved around the room appropriately to direct attention to each section of the room.</p>
<p>3.c.7. Competency # 7. Presentation / Facilitation Skills</p> <p style="text-align: center;">1</p> <p>IBSTPI Competencies: 8, 9 (see appendices D-F, and I)</p>	<p>Adapted presentation/facilitation to learners needs and involved students through discussion, questions and reflection. Kept the learning focused on the goals. Encouraged and supported collaboration among students to allow students to share experiences and learn from one another.</p>	<p>Explained all teaching points in the lesson plan, presenting content in a variety of ways. Facilitated students' understanding with use of related anecdotes, analogies or examples that were relevant. Drew on the students' experiences and knowledge. Promoted interaction with and between students. Provided clear directions for activities and kept students focused on learning goals during the activity.</p>	<p>Explained most of the teaching points in the lesson plan. Attempted to facilitate students' understanding with the use of anecdotes, analogies or examples. Presented instruction with minimal references to students' experiences and knowledge. Did not provide opportunities for interaction with and among students.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Met all criteria for developing rating. Did not reach the accomplished rating because: Instructor failed to promote interaction between students during the demonstration. Instructor mainly the teacher-centered method of instruction).</p>

Figure G-1. Sample TF 600-21-1-R-E, continued

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.8. Competency # 8. Classroom Management</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; text-align: center; line-height: 30px;">2</div> <p>IBSTPI Competency: 17 (see appendices D-F, and I)</p>	<p>Addressed undesirable behavior effectively and appropriately on an individual level. Managed individual and group-paced participation while avoiding digressions.</p>	<p>Established ground rules and expectations with students. Addressed undesirable behavior (a behavior that is not in line with the classroom norms and establish expectations, i.e., a student lies, cheats, plagiarizes, steals etc.) effectively and appropriately. Provided a safe learning environment (i.e. does the learning environment set the conditions for successful and positive learning experience ensuring attainment of the desired outcomes or objectives?)</p>	<p>Conducted introductions at the beginning of course. Established ground rules but did not allow for student discussion of their expectations. Hesitated in addressing undesirable behavior</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Instructor conducted introductions/student expectations at the beginning of class, and set the standards for undesirable behavior. He addressed undesirable behaviors both at the individual and group level. Instructor managed individual participation, but did not manage group-paced participation while avoiding digressions.</p>
<p>3.c.9 Competency # 9. Prepare for Instruction</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; text-align: center; line-height: 30px;">3</div> <p>IBSTPI Competencies: 5, 6 (see appendices D-F, and I)</p>	<p>Content was organized for effective presentation and appropriate for student level. Was very knowledgeable with content and could reference specific material in lessons when needed. Anticipated potential areas of student difficulty (before beginning the lesson) and was prepared to use additional questions, examples and/or different strategies to aid learning.</p>	<p>Was prepared for lesson (necessary resources, supplies, reference materials and equipment were available and functioning). Additional resources (examples, information) were available for complex content. Content was organized for effective presentation. Classroom/learning environment was organized, set up, and ready for training.</p>	<p>Occasionally seemed unfamiliar with parts of the lesson and supporting materials. Used lesson plan extensively and displayed some hesitation referring to materials or using equipment.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Instructor met all of the requirements to achieve the accomplished rating. The instructor provided all necessary materials and prepared anticipated questions based on experience and recommendations from student critique sheets. The instructor was familiar with the material, and prepared to present it.</p>

Figure G-1. Sample TF 600-21-1-R-E, continued

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.10. Competency # 10. Demonstration</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">2</p> <p>IBSTPI Competencies: 8, 9 (see appendices D-F, and I)</p>	<p>Provided relevant context or scenarios for the demonstration. Included student participation in the demonstration (as appropriate) and used Tactics, Techniques and Procedures (TTPs) to elaborate as necessary. Conducted a review of the demonstration through student questioning.</p>	<p>Ensured most students could hear and view the demonstration of the knowledge or skill to be learned. Solicited student questions about the demonstration.</p>	<p>Ensured some students could hear and view the demonstration of the knowledge or skill to be learned. Explained most of the steps when demonstrating tasks or procedures.</p>	<p>Did not meet all of the criteria for a "1" rating.</p>	<p>While he did not ask the students if they could see and hear him, he did ensure that they could by having them participate in the demonstration and mirroring his action. There was no student questioning, only the statement, "Pretty simple, right?"</p>
<p>3.c.11. Competency # 11. Practice/ Practice Exercise</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">3</p> <p>IBSTPI Competencies: 12, 13 (see appendices D-F, and I)</p>	<p>Almost always observed and measured students' progress toward the learning objectives. Guided students (as necessary) by questioning students and providing them with direct feedback. Provided PEs that were increasingly complex (as necessary). Identified areas where students require additional practice. Conducted a comprehensive AAR (i.e. Soldiers talked 75% of the time. The instructor did not lecture the Soldiers. 90% of the Soldiers participated in the AAR. Instructor made the Soldier's actions visual. drew diagrams, had Soldiers reenact what they did, etc.).</p>	<p>Observed students' progress and occasionally measured student progress toward the learning objectives. Guided students (as necessary) by providing them with direct feedback. Conducted a satisfactory AAR in accordance with Leaders Guide to After Action Reviews or TRADOC Pamphlet 350-70-3 (for instance, minimum feedback from students was given. AAR was facilitated mainly by the instructor).</p>	<p>Stated the objectives of the practice/practical exercise (PE). Provided instructions to students and observed students' progress. Rushed or haphazardly conducted an After Action Review (AAR) (i.e. three sustainment comments / three improves comments concerning the PE).</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>The students were given direct feedback and opportunities to practice new skills. The instructor observed and talked to the students as they performed the task to guide them and make any corrections as necessary. Instructor did provide time for reflection and review (see TP 350-70-3).</p>

Figure G-1. Sample TF 600-21-1-R-E, continued

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.12. Competency # 12. Summary</p> <p style="text-align: center;">3</p> <p>IBSTPI Competency: 13 (see appendices D-F, and I)</p>	<p>Used different examples from those used in the initial instruction, or specifically referenced student discoveries. Avoided being excessively long with the summary and established another time to address individual questions (as necessary). Provided opportunity for students to explore ways to use what they learned in increasingly complex scenarios.</p>	<p>Thoroughly addressed all three elements in the Summary.</p> <p>Review: Wrapped up and reviewed the main points (Agenda, or ELO, or LSA) and avoided re-teaching.</p> <p>Question: Solicited student questions; addressed students' questions.</p> <p>Transition: Linked this training to follow-on training and job environment. Advised or reminded students of materials or necessary preparation for follow-on training.</p>	<p>Hastily addressed all three elements (review, question, and transition). Read the Agenda or Enabling Learning Objective(S) (ELO) or Learning Step Activity (LSA) and simply asked "Are there any questions?". Provided minimal transition of content to student's job environment and follow-on training.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Instructor summarized the TLOs and all LSAs. He also requested feedback from students concerning their thoughts about the course and answer all questions from students. Feedback from students led to instructor using different examples to provide clarity and feedback. Instructor informed students how this class will be use in assigned training school and gave students all necessary materials to assist and enable learning.</p>
<p>3.c.13. Competency # 13. Assess learning and performance</p> <p style="text-align: center;">1</p> <p>IBSTPI Competency: 15 (see appendices D-F, and I)</p>	<p>Constantly observed students' progress and measured class progress towards the objective. Facilitated learning through constructive feedback and provided opportunities for remediation. Elicited students' reflections / discoveries.</p>	<p>Clearly stated objectives of the learning activity in words the students could understand (i.e., instructor or summarizes objectives, instead of reading the objectives). Provided clear explanation of assessment instruments to students (deadlines, rubrics, scoring criteria). Observed students' progress and occasionally measured class progress towards the objective. Facilitated learning through constructive feedback but rarely provided opportunities for remediation.</p>	<p>Stated objectives of the learning activity. Provided minimal instructions on the use of course/lesson assessment(s)/instrument(s). Occasionally attempted to initiate discussions with students' to assess their progress.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Stated objective of learning activity. Did not provide explanation of assessment instruments at the beginning (see TF 600-21-1- competency # 2), but did provide explanation of the assessment during the Checks-on-Learning, Demonstration, and Practical Exercises. Did give additional instructions as necessary to facilitate the student correctly performing the task, but there was no discussion between students.</p>

Figure G-1. Sample TF 600-21-1-R-E, continued

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.14. Competency # 14. Use of training materials and technology</p> <p style="text-align: center; border: 1px solid black; width: 30px; margin: 0 auto;">3</p> <p>IBSTPI Competencies: 14, 18 (see appendices D-F, and I)</p>	<p>Instruction was clearly enhanced through imaginative and/or innovative use of training materials and/or technology. Use visual aids that supported the objectives. Explained the use of technology to students as necessary. Was proficient in using the technology. Able to troubleshoot or fix minor technical problems.</p>	<p>Instruction was generally effective and not degraded by improper use of training materials and/or technology. Materials were appropriate in number and supported the objective. Media was in sync with the presentation. Equipment was functional and minor problems were resolved effectively.</p>	<p>Use of technology and/or training materials sometimes enhanced the instruction. Instructor was not familiar with the technology and materials resulting in loss of training time.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>All training aids were in sync with the instruction. The exercise in the classroom with the music was imaginative and fun for the students and did relate to different types of techniques. However, instructor may want to consider updating music (2000-present).</p>
<p>3.c.15. Competency # 15. Professional credibility</p> <p style="text-align: center; border: 1px solid black; width: 30px; margin: 0 auto;">2</p> <p>IBSTPI Competency: 4 (see appendices D-F, and I)</p>	<p>Demonstrated exceptional subject matter expertise with up-to-date knowledge of content and answered questions accurately and thoroughly. Accepted feedback and was open to change and improvement.</p>	<p>Demonstrated subject matter expertise by answering most questions adequately. Showed respect for values and opinions of others. Sets the example as a role model of the Profession of Arms. Encourages lifelong learning.</p>	<p>Demonstrated limited subject matter expertise. Delayed answering some questions to a later time or partially answered them. Followed and read the lesson plan content and demonstrated difficulty diverging from lesson plan content. Does not make connections to previously learned material. Presented an acceptable military appearance and bearing (see AR 670-1, Wear and Appearance of Army Uniforms and Insignia). Was respectful of students.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>Exceeded criteria for both developing and accomplished ratings. Met standard regarding subject matter expertise in exemplary rating. No feedback for suggested changes or improvements were observed.</p>

Figure G-1. Sample TF 600-21-1-R-E, continued

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p>3.c.16. Competency # 16. Ethical and Legal Standards</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">3</div> <p>IBSTPI Competency: 3 (see appendices D-F, and I)</p>	<p>Avoided real or perceived conflicts of interest. Demonstrated knowledge and compliance of copyright laws (see AR 27-60, Intellectual Property and AR 25-1, Army Information Technology).</p>	<p>Respected student confidentiality, anonymity and rights. Avoided conflicts of interest with students and protected students' Personally Identifiable Information (PII) (see Department of Defense 5400.11, Privacy Program). Adhered to For Official Use Only (FOUO) security designation and foreign disclosure restrictions (see AR 25-55, Department of the Army Freedom of Information Act Program and AR 380-5, Department of the Army Information Security Program). Exhibited Army Values of a professional Soldier. Complied with copyright laws (see AR 27-60, Intellectual Property and AR 25-1, Army Information Technology).</p>	<p>Demonstrated qualities (demeanor and appearance) expected of a professional Soldier. Treated students equally and fairly and was respectful of students' rights. Could not provide justification for use of copyrighted materials (see AR 27-60, Intellectual Property and AR 25-1, Army Information Technology).</p>	<p>Did not meet all of the criteria for a "1" rating</p>	<p>There is no observation that the instructor failed to meet any of the criteria for either a developing or accomplished rating. Based on the visitors book, lesson plans, and course introduction the instructor is in compliance with all copyrights and laws. There was no observation of any conflict of interest. Recommend instructor to continue to use military basic terms such as Private Santos, Privates, Soldiers etc.</p>
<p>3.d. Additional Comments/Examples from items # 3.c.1 – 3.c.16:</p> <p>The instructor needs to review the areas that he scored a one "developing" and ensure that he understands the standards. In addition, recommend for the instructor to attend the Intermediate Facilitation Skills Course (IFSC) which is a 5-day, 40 hours blended learning courses comprised of two phases that supports the concepts and principles of the Army Learning Model in an integrated blended learning approach. The IFSC requires critical thinking skills and promotes learning through facilitation and collaboration. The course introduces the certified instructor, proficient with basic facilitation skills, to higher level facilitation techniques and methods. In IFSC, students learn by completing practical exercises, facilitating lessons, collaborating in groups, and observing peer facilitators. Although the primary instructor/facilitator models proper facilitation behavior throughout the course, the majority of the instruction is provided by the students as they learn and experiment with new behaviors while facilitating small group methods and lessons. The course instructor/facilitator guides student understanding of the relationship of facilitation fundamentals, group interaction, and learning theory. The IFSC trains students to facilitate a small group to achieve a training objective, build teams, develop decision making/problem-solving skills, model Army leader values, apply communication skills, and effectively apply experiential learning concepts to support 21st Century Soldier Competencies. Students also obtain an understanding of how adults learn and develop as individuals and group members.</p>					

Figure G-1. Sample TF 600-21-1-R-E, continued

Section 4. Signatures and Recommendations.	
<p>4.a. Evaluator Recommendations.</p> <ul style="list-style-type: none"> • Questioning Skills – Recommend for instructor to attend a civilian course(s) / workshop (s) / topic (s) that is focus in the art of questioning and effective classroom training techniques, ultimately enhancing facilitation questioning techniques used in the classroom (reference attached article named socraticquestioning2006). • Effective Communication Skills – To improve the “Effective Communication Skills” competency it is recommended for the instructor to take the following lesson for professional development via the Joint Knowledge Online (JKO) – JMESI – Effective Communication - The lesson describes a communication model and barriers to effective communication. In addition, the lesson identifies characteristics of open versus defensive communication. Lesson highlights include a communication model and a table of barriers to communication. It also discusses various communication methods (e.g., face-to-face, telephone, etc.) and verbal and nonverbal communication. Lesson highlights include tables on communication approaches, body language, and how to give constructive feedback. • Presentation/Facilitation Skills – Recommend for the instructor to enroll and complete the JKO online course named J30 P-USI305-Train the Trainer (T3). The Train the Trainer (T3) course is designed to provide information useful in facilitation within a classroom setting which is one of the areas the instructor needs to work on. Topics covered are personality assessments, adult learning theory and classroom facilitation techniques. 	
4.b. Learning Environment (Note: This part of the rubric must be completed by the evaluated instructor).	
4.a.1. Was the learning environment field or classroom?	Classroom.
4.a.2. Clean? Yes/No? If no, provide additional explanation/s.	Yes.
4.a.3. Relatively free from outside noise or distractions? Yes/No? If no, provide additional explanation/s.	Yes.
4.a.4. Well lit? Yes/No? If no, provide additional explanation/s.	No, however, the instructor has address the issue and maintenance personnel will be correcting all lighting deficiencies in the near future.
4.a.5. Large enough to conduct the planned activities? Yes/No? If no, provide additional explanation/s.	No, the classroom was set up in a conference type of classroom. The school plans to transform all classrooms from an instructor-centered environment to a student-centered multimedia environment.
4.a.6. Well ventilated? Yes/No? If no, provide additional explanation/s.	Yes.
4.c. Signatures/Date.	
4.c.1. Instructor's Signature:	<i>Joseph A. Smith</i>
4.c.2. Did the instructor met the minimum rating requirements for the Army instructor recognition and badging level? Yes or No? Yes. Instructor met one of the Basic Army Instructor Recognition and Badging Level requirements.	4.c.5. Date (MM/DD/YYYY): 05/06/2016
4.c.3. Evaluator's Name (Last, First, MI): MSG Lopez, Manuel, A.	4.c.4. Evaluator's Signature: <i>Manuel A Lopez</i>

Figure G-1. Sample TF 600-21-1-R-E, continued

Appendix H

Master Instructor Board Materials

H-1. Instructions in support of TF 600-21-2, Master Instructor Selection Board Member Appraisal Worksheet

TF 600-21-2 is used by each voting member to record their score for each candidate at the Master Instructor Selection Board (MISB) and indicate whether the candidate is recommended /not recommended for recognition at the master instructor level. Instructions for filling out the form are below:

Section 1. Administrative Data

Item 1.a: Enter the master instructor candidate's name (Last, First, MI).

Item 1.b: Enter the master instructor candidate's rank/grade.

Item 1.c: Enter the training school/institution name.

Item 1.d: Enter the training school/institution location.

Item 1.e: Enter the board member's name (Last, First, MI).

Section 2. Board Interview and Evaluation Points Awarded.

Items 2.a-2.c: Each voting member will score the candidate in areas (2.a, 2.b, and 2.c) by entering a numerical number (1-20) in the appropriate column in section 2.

Items 2.d: Each voting member will evaluate the candidate's knowledge of instructor domain/competencies (the competencies are categorized into five domains: (i.e. 1) Professional Development; (2) Planning and Preparation; (3) Instructional Methods and Strategies; (4) Assessment and Evaluation; and (5) Management.). Each voting member will ask, at a minimum, three specific question related to assigned domain/competency and enter a numerical score in area 2.d (1-40) points in the appropriate column.

Item 2.e: Each voting member will tally the total points they have awarded the candidate and enter the sum in "total points" column.

Section 3. Recommendations.

Items 3.a: Each voting member indicates whether they recommend/not recommend the candidate for Master Instructor recognition and badging level.

Item 3.b: Remarks. This is an optional field for each voting member to annotate comments specific to their ratings, as needed.

Section 4. TF 600-21 Signature Authority and Date.

Item 4.a: Voting board member signature (blue ink or digitally signed).

Item 4.b: Date (enter the date of the MISB).

TF 600-21-2 is used by each voting member to record their score for each candidate at the MISB and indicate whether the candidate is recommended /not recommended for recognition at the Master Instructor level.

Master Instructor Selection Board Member Appraisal Worksheet					
<p>Instructions: Each voting member will complete section 1 of this worksheet for each master instructor candidate. Each voting member will score the candidates in section 2, areas of evaluation: 2.a, 2.b, and 2.c, and score the master instructor candidate's response to their specific questions in area 2.d (instructor domain/competencies) of this worksheet. Voting members will indicate whether they recommend or do not recommend the candidate for master instructor in section 3.a. Note: Areas 2.a., 2.b. and 2.c. have a maximum score of 60 points; area 2.d. has a maximum score of 40 points; the maximum total is 100 points. After completing the form the voting board member will sign the worksheet the same day the Master Instructor Selection Board (MISB) is executed.</p>					
Section 1. Administrative Data.					
1.a. Master Instructor Candidate's Last, First, MI: Smith, Joseph A.				1.b. Rank/Grade: SFC/E-7	
1.c. Training School / Institution Name: 183rd REGT (RTIVA), NG Unit/SPEC Schools-VA					
1.d. Training School / Institution Location: Bldg 1311, Fort Pickett, Virginia					
1.e. Board Member's Last, First, MI: Griffin, Kevin A.				1.f. Rank/Grade: SGM/E-9	
Section 2. Board Interview and Evaluation Points Awarded.					
Areas of Evaluation	Average (1-5 Points)	Above Average (6-10 Points)	Excellent (11-15 Points)	Outstanding (16-20 Points)	Total Points
2.a. Personal appearance, bearing, and self-confidence				18	18
2.b. Oral expression and conversational skills				17	17
2.c. Soldier's attitude and character				19	19
	Average (1-10 Points)	Above Average (11-20 Points)	Excellent (21-30 Points)	Outstanding (31-40 Points)	
2.d. Instructor domain/competency			30		30
2.e. Total Score					84
Section 3. Recommendations.					
Directions: Please place an "X" to indicate the correct answer.					
3.a. I do <input checked="" type="checkbox"/> or I do not <input type="checkbox"/> recommended for the candidate for Master Army Instructor recognition and badging level.					
3.b. Remarks/Recommendations: Domain given was Instructional Methods and Strategies. The questions that needed additional elaboration was Why do experts or subject matter experts (SME) often have difficulty teaching concepts? I suggest for you to re-take the Instructional Design Basic Course (IDBC) available via ALMS which will help you to have a good understanding of the content type named "Concepts".					
Section 4. Signature Authority and Date.					
4.a. Board Member Signature: <i>SGM Kevin A. Griffin</i>				4.b. Date: 05/06/2016	

TRADOC Form 600-21-2-R-E, May 2016 For use of this form see TRADOC Regulation 600-21; the proponent agency is INCOPD

Figure H-1. Sample TF 600-21-2-R-E

H-2. Master Instructor Selection Board Sample Questions

Sample Questions. The five domains, their related competencies, and some sample questions for each domain are provided below for your use. These questions are not an exhaustive list; rather they are meant to assist board members in developing questions. Further, the third domain, instructional methods and strategies has the greatest number of competencies associated with the domain and board members may want to ask more questions in this domain. Board members may also want to review the instructor competencies and outcomes at the master instructor level (Note: reference the International Board of Standards for Training, Performance, and Instruction (IBSTPI) Competency and Outcomes Matrix, see appendix D). During the Master Instructor Selection Board (MISB) members will ask at a minimum three questions per domain.

**Table H-1
Sample Questions for MISB**

Sample Questions for MISB	
Domain # 1	Competencies
Professional Development	<ul style="list-style-type: none"> - Communicate effectively - Update & improve one’s professional knowledge & skills - Comply with established ethical & legal standards
<p>Sample Questions:</p> <p>How have you been proactive in your professional development in the last year? What are your plans for next year?</p> <p>Talk about an instance in your career when, after careful reflection, you recognized an opportunity for professional and/or personal growth.</p> <p>How do you promote ethical and legal behavior among students and colleagues?</p> <p>Tell me about your involvement in your training school/institution Instructor Development and Recognition Program (IDRP). Discuss some of the strengths and/or weaknesses of it and suggest some ways it can be improved.</p> <p>Describe the process you use as an active listener to convey to the student that he/she has your attention.</p> <p>Describe a situation where you identified a communication problem that affected learning and steps you took to improve the situation?</p>	
Domain # 2	Competencies
Planning and Preparation	<ul style="list-style-type: none"> - Plan instructional methods and materials - Prepare for instruction
<p>Sample Questions:</p> <p>How do you apply current research to teaching and learning? What recent research have you integrated into or considered using in your training?</p> <p>Are you familiar with any sources (literature, organizations, and people) that validate/invalidate popular myths and trends in learning?</p> <p>What factors do you consider when planning your instruction?</p> <p>What are the two most important factors you would consider in preparing to deliver classroom instruction and why?</p> <p>Name two things you do prior to teaching to prepare yourself.</p>	

**Table H-1
Sample Questions for MISB, continued**

Domain # 3	Competencies
Instructional Methods and Strategies	<ul style="list-style-type: none"> - Stimulate and sustain learner motivation and interest - Demonstrate effective presentation skills - Demonstrate effective facilitation skills - Demonstrate effective questioning skills - Provide clarification and feedback - Promote retention of knowledge and skills - Promote transfer of knowledge and skills - Use media and technology to enhance learning and performance
<p>Sample Questions:</p> <p>Describe some strategies you use to develop students as lifetime learners.</p> <p>How important do you view student motivation in learning? How do you initiate and sustain learner motivation in your classroom?</p> <p>How do you meet the needs of a variety of learners in your classroom? What learning opportunities do you present to meet their needs?</p> <p>Have you ever had to work with students whose level of expertise exceeded your own? How did you handle it?</p> <p>What rules do you follow to match a learning strategy to the learning objective? Can you give some examples of question stems or activities you use to initiate group discussions? (What is a new example of ____? What would happen if ____? How would you use _____ to _____?)</p> <p>What technology have you used in your classroom and how has it affected student learning? How would you teach a procedure?</p> <p>Why is practice so important?</p> <p>Why do experts or subject matter experts (SME) often have difficulty teaching procedures?</p> <p>How would you differentiate between a presenter, a facilitator, and a trainer?</p> <p>What does cognitive load mean and what impact does it have on learning?</p> <p>Talk about the ways you provide feedback in the classroom (positive and negative).</p> <p>Describe steps that you take to ensure students are retaining what they need to learn?</p> <p>When you are redesigning or designing a lesson, how do you decide what instructional methods and media to use in the lesson?</p>	

Table H-1
Sample Questions for MISB, continued

Domain # 4	Competencies
Assessment and Evaluation	<ul style="list-style-type: none"> - Assess learning and performance - Counsel students - Evaluate instructional effectiveness
<p>Sample Questions:</p> <p>What are three uses for assessments?</p> <p>Give an example of a problem you saw in a lesson and what you did to correct it.</p> <p>What are some indicators that tell you students understand the lesson/topic?</p> <p>How do you think counseling affects Soldier learning?</p> <p>Describe a difficult counseling session you had with a Soldier. How did you handle it?</p> <p>What data do you use to evaluate instructional effectiveness?</p> <p>What changes would you make to the Lesson Design/Redesign Checklist (TF 600-21-5) and why?</p>	
Domain # 5	Competencies
Management	<ul style="list-style-type: none"> - Manage an environment that fosters learning and performance - Manage an instructional process through the appropriate use of technology
<p>Sample Questions:</p> <p>Tell us about your classroom management style. How do you establish expectations and ground rules for your students?</p> <p>Describe a situation you encountered with a disruptive student/Soldier. Tell the board members how you handled it.</p> <p>Time management is critical to ensure that instruction proceeds at a steady, appropriate pace. Describe some strategies/techniques you use in the classroom to enforce/encourage regular participation, timely submission of assignments, group discussions, learner progress, unexpected situations, etc.</p> <p>As an on-line instructor, how do you determine if a student is falling behind and what do you do to get him/her caught up? What skills are you trying to develop in the student?</p>	

H-3. Instructions in support of TF 600-21-3, Master Instructor Selection Board Recommendations

TF 600-21-3 is used to record senior instructor's performance at the Master Instructor Selection Board (MISB) and indicate whether the candidate is recommended /not recommended for the master Army instructor recognition and badging level. Instructions for filling out the form are below:

Section 1. Administrative Data

Item 1.a: Enter the master instructor candidate's name (Last, First, MI).

Item 1.b: Enter the master instructor candidate's rank/grade.

Item 1.c: Enter the training school/institution name.

Item 1.d: Enter the training school/institution location.

Section 2. Voting Board Members and Scores

Item 2.a: (1-6). Enter voting board members name (Rank, Last, First, MI)

Item 2.b: Ensure each voting board member listed in (item 2.a) is correlated with an assigned domain (i.e. Dr. Liston W. Bailey – is assigned to the instructional methods and strategies domain). Consequently, he will be listed in (item 2.a.3).

Item 2.c: Using each of the master instructor selection board member's appraisal worksheets indicate whether voting board member recommended the candidate for recognition at the master instructor level or not.

Item 2.d-2.e: Using each of the master instructor selection board member's appraisal worksheets record the points each voting board member awarded in areas 2.d.1, 2.d.2, 2.d.3, and 2.d.4. Add the number of points awarded by each voting board member (columns 2.d.1., 2.d.2, 2.d.3 and 2.d.4) and enter the sum in column 2.e (totals) for each voting board member).

Item 2.f: Add all of the voting board members scores together (from column 2.e) and enter the total in (item 2.f) total board points.

Item 2.g: Divide the total board points (item 2.f) by the number of voting board member(s) (item 2.a) to calculate average points awarded (Item 2.g).

Section 3: Recorders Administrative Information

Item 3.a: Type/Print the recorder's name (Last, First, MI)

Item 3.b: Recorder's rank/grade.

Item 3.c: Recorder's signature (blue ink or digitally signed).

Item 3.d: Date of the MISB (Note: TF 600-21-3, must be completed, signed, and dated, the same day of the board execution).

Section 4: TF 600-21-3, President of the Board Recommendation/s, Signature and Date

Item 4.a: President of the board indicates whether the candidate is or is not recommended for the Master Army Instructor recognition and badging level by the voting board members.

Item 4.b: Signature of MISB president (blue ink or digitally signed).

Item 4.c: Enter the date of signature (Note: TF 600-21-3, must be completed, signed, and dated, the same day of the board was executed).

Master Instructor Selection Board Recommendations								
Instructions: The board recorder will complete this form for each master instructor candidate. The recorder will enter the ratings from each board member's appraisal worksheet on this form and total the scores. The completed form should be provided to the board president for review and signature.								
Section 1. Administrative Data.								
1.a. Master Instructor Candidate's Last, First, MI: Smith, Joseph A.						1.b. Rank/Grade: SFC/E-7		
1.c. Training School / Institution Name: 183rd REGT (RTIVA), NG Unit/SPEC Schools-VA								
1.d. Training School / Institution Location: Bldg 1311, Fort Pickett, Virginia								
Section 2. Voting Board Members and Scores.								
2.a. Voting Board Member's Name (Rank, Last, First, MI)	2.b. Domain	2.c. Recommended		2.d. Points Awarded				2.e. Total Points
		Yes	No	2.d. 1	2.d. 2	2.d. 3	2.d. 4	
2.a.1. Dr. Gamble, Angie M.	Professional Development	Yes		17	18	18	33	86
2.a.2. Dr. Bailey, Liston A.	Planning and Preparations	Yes		17	17	18	36	88
2.a.3. SGM Griffin, Kevin A.	Instructional Methods and Strategies	Yes		18	17	19	30	84
2.a.4. Dr. Green, Sabrina L.	Assessments and Evaluations	Yes		19	18	18	34	89
2.a.5. Dr. Smith, Wesley L.	Management	Yes		19	19	18	30	86
2.a.6. CSM Davenport, David S.	President of the Board (Only if he/she is a voting member)	N/A						0
2.f. Add all of the voting member scores together to calculate the total board points. Total Board Points								433
2.g. Divide total board points in block above by the number of voting board members to calculate the average points awarded. Average Points								87
Note. The minimum passing average score is 80 percent and all voting and non-voting board members recommended the candidate for master Army instructor recognition and badging level.								
Section 3. Recorder's Administrative Information.								
3.a. Typed or Printed Name of Recorder: Clemans, Mary A.						3.b. Rank/Grade: SFC/E-7		
3.c. Signature of Recorder: <i>Clemans, Mary A.</i>						3.d. Date: 05/06/2016		
Section 4. President of the Board Recommendation/s, Signature and Date.								
4.a. Master Instructor Candidate is <input checked="" type="checkbox"/> or is not <input type="checkbox"/> recommended for the Master Instructor recognition and badging level.								
4.b. President of the Board Signature: <i>CSM David S. Davenport</i>						4.c. Date: 05/06/2016		

TRADOC Form 600-21-3-R-E, May 2016 For use of this form see TRADOC Regulation 600-21; the proponent agency is INCOPTD

Figure H-2. Sample TF 600-21-3-R-E

Appendix I

Instructor Self-Assessment, TRADOC Form 600-21-4

The Instructor Self -Assessment tool is not intended for use as part of the instructor's formal evaluation. The intent of this tool is to provide the instructor with performance measures to assess an instructor strengths and weaknesses, along with planning activities necessary for self – improvement using six domains. The instructor self-assessment is divided into four sections named:

Section 1. Administrative data.

Item 1.a: Enter instructor's Name (Last, First, Middle Initial (MI)).

Item 1.b: Enter instructor's Grade/Rank.

Item 1.c: Enter instructor's Duty position title.

Item 1.d: Enter instructor's training school/institution name.

Section 2. Domains.

Section 2 is divided into six domains named 1) Domain # 1: Professional Development; 2) Domain # 2: Preparing and Planning; 3) Domain # 3: Instructional Methods and Strategies; Domain # 4: Assessment and Evaluation; Domain # 5: Management; and Domain # 6: Counseling. There are a total of 56 questions and the self-assessment uses the 'Strongly Disagree' rating scale to indicate if you do not perform the action at all; 'Disagree' rating scale if behavior is performed incorrectly or incompletely; 'Agree' if you perform such actions in a satisfactorily manner and 'Strongly Agree' if you perform an action with proficiency/skill. The goal is to help the instructor to identified and assess which domains he/she needs improvement and which one he/she is the most proficient.

Section 3. Instructor developmental needs.

Item 3.a. Areas to Develop. Instructor identifies deficient areas and possible solutions to resolve such actions/behaviors.

Item 3.b. Most proficient areas (domains). Instructor identifies the area that he/she is most proficient. This will help as the instructor progresses from the basic Army instructor badge level to the senior Army instructor badge level etc.

Item 3.c. The instructor will identify an action plan for further professional development based on his/her findings in items 3.a. and 3.b.

Section 4. Instructor's Signature and date.

Item 4.a. Enter instructor's signature (note: the instructor self-assessment is a document that is required for inspections and must be part of an instructor packet).

Item 4.b. Enter date of signature (day/month/year) (blue ink or digitally signed)

Instructor Self-Assessment				
Section 1. Administrative data.				
1.a. Instructor's Name (<i>Last, First, MI</i>): Smith, Joseph, A.	1.b. Grade/Rank: SFC/E-7	1.c. Duty Position Title: Small Group Leader/Instructor		
1.d. Training school/institution name: 183rd REGT (RTIVA), NG Unit/SPEC Schools-VA				
Section 2. Domains.				
Instructions: Place a check mark under the appropriate rating that reflects your performance.				
Domains/Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Domain # 1: Professional Development</i>				
1. I use appropriate verbal and non-verbal language for my audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. I paraphrase student comments to show I understand them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. I seek and acknowledge different perspectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I use technology appropriately to communicate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. I have a sincere enthusiasm for learning that shows in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. I understand and update my knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. I am respectful and fair in my responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. I show respect for the students' right to privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. I respect intellectual property rights (trademarks, designs, copyrights for drawings, videos, articles, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. I am an expert in the subject matter I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. I participate in professional development activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I act in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Domain # 2: Preparing and Planning.</i>				
13. I thoroughly plan and coordinate resources (equipment, personnel, and course materials) before the start of my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. I thoroughly plan and prepare my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. I make instructional resources available to all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. I consider learner difficulties and questions and modify instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Domain # 3: Instructional Methods and Strategies.</i>				
17. I motivate students by making the content meaningful and relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18. I help students set realistic expectations of how they will use the training when they get back to their units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Figure I-1. Sample TF 600-21-4-R-E

19. I provide opportunities for students to participate and succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20. I provide examples to help clarify meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. I demonstrate procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. I keep the instruction focused on the learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. I encourage and manage collaboration between students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. I involve the students in discussions, questions, and reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. I ask clear, varied, and relevant questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
26. I direct and redirect questions that promote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. I provide clear, timely, and specific feedback to students' questions or concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. I am fair when receiving and giving feedback to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. I encourage peer-to-peer feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. I draw on student experiences and knowledge during instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
31. I use stories, analogies, and anecdotes to reinforce teaching points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. I provide opportunities to practice new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
33. I provide time for reflection and review.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
34. I increase the complexity of exercises as the student progresses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
35. I use visual aids that are simple and easy to read and understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
36. I can troubleshoot or fix minor technical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Domain # 4: Assessment and Evaluation.				
37. I provide clear objectives and instructions on use of assessment criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
38. I respond to questions or concerns about the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
39. I monitor individual and group performance during practice and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
40. I provide opportunities for self-assessment by the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
41. I provide constructive feedback and opportunities for remediation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
42. I regularly conduct after action reviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
43. I evaluate instructional materials for effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
44. I evaluate instructor performance (senior and master instructors).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
45. I evaluate the impact of the instructional setting and equipment (senior and master instructors).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
46. I document and report evaluation data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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For use of this form see TRADOC Regulation 600-21; the proponent agency is INCOPI

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Figure I-1. Sample TF 600-21-4-R-E, continued

Domain # 5: Management.				
47. I provide clear expectations and ground rules for learning and interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
48. I effectively address inappropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
49. I manage instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
50. I provide a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
51. I use technology to support learning and administrative functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Domain # 6: Counseling.				
52. I schedule one-on-one counseling sessions with students at the beginning, mid-way and end of training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
53. I establish performance goals with each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
54. I discuss the student's strengths and weaknesses and provide guidance for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
55. I document counseling sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
56. Total Instructor Agreement by Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section 3. Instructor developmental needs.				
3.a. Areas to Develop/Overall Improves: Professional Development: Is very difficult for me to seek and acknowledge different perspectives from learners. Professional Development: Due to the school battle rhythm I have not participated in professional development activities. Preparing and Planning: I usually consider learner difficulties but I do not modify my questions or instruction. I don't believe I have knowledge or skills to do this. I usually address course modifications with the training developers.		3.b. Most proficient areas (domains)/Overall Strengths: Assessment and Evaluation Instruction Methods and Strategies Counseling		
3.c. Action plan for further professional development: - To improve the Preparing and Planning domain I will anticipate students needs and potential questions, along with using different types of examples and additional information for students. According to appendix E. to improve the Preparing and Planning domain I need to be schedule for SGITC/FIFC and see if I can request to attend a workshop focus on how adults learn and how to plan, develop and evaluate training. - To improve the Professional Development domain: I will use the TQI-M tool to conduct a self-assessment and attend SATBC/FTDC/TEDMMC				
Section 4. Instructor's Signature and date.				
4.a. Instructor's Signature: <i>Joseph A. Smith</i>		4.b. Date <i>MMDYYYY</i> : 05/06/2016		

Figure I-1. Sample TF 600-21-4-R-E, continued

Appendix J

Course/Lesson Design Checklist, TRADOC Form 600-21-5

The purpose of the Course/Lesson Design/Redesign project is for instructors to use a single lesson from a current and validated school/institution training support package (TSP) to meet the Course/Lesson Design/Redesign requirement for award of the SAIB. The proposed design/redesign submitted for review, will be compared to the current lesson plan (if applicable). Course/Lesson Design/Redesign raters will evaluate the drafted lesson for its use of evidenced-based instructional design strategies, and principles. Instructors seeking the senior recognition and badging level must first complete the online or face-to-face IDBC. Lessons submitted for evaluation will be reviewed using the checklist. The checklist is divided into four sections consisting of: (1) administrative information, (2) checklist, (3) score and recommendations, and (4) signature and date. Instructions for filling out the form are below:

Section 1: Administrative data.

Item 1.a: Enter the Instructor's rank/last/first/middle initial

Item 1.b: Enter course/lesson title in accordance with the training school/institution TSP

Item 1.c: Enter the Course/Lesson Design/Redesign rater's name/last/first/middle initial

Item 1.d: Enter the Course/Lesson Design/Redesign rater's rank or series position.

Section 2: Checklist.

Section 2 contains the content in support of the Course/Lesson Design/Redesign project and is separated into five domains named Domain # 1: Instructional Media Selection, Domain # 2: Evaluating Course/Lesson Introductions, Domain # 3. Evaluating Conceptual, Process, and Procedural Knowledge Design, Domain # 4. Practice, Feedback, and Assessment Design, and Domain # 5. The five domains are comprised of a total of 44 rating areas.

Section 3: Total score and rater recommendations.

Item 3.a: Total number of ratings evaluated GO, NO GO, N/A (Note: All of the 44 rating areas on the checklist will not apply to every lesson; however, no more than five rating areas can be not applicable (N/A).

Item 3.b: A score will be computed by dividing the number of rating areas rated as "GO" by the total number of rating areas evaluated. Instructors seeking the SAIB should score at least 80 percent.

Item 3.c: The Course/Lesson Design/Redesign rater will provide instructor with remarks and recommendations to improve the course/lesson redesign.

Section 4: Course/lesson design/re-design signature and date (blue ink or digitally signed).

Items 4.a. – 4.b: Course/Lesson Design/Redesign rater signs/dates checklist (Note: the rater will signed the form regardless of whether or not the instructor receives a passing score (80% or more or not) (blue ink or digitally signed).

Course/Lesson Design/Redesign Checklist				
Section 1: Administrative data.				
1.a. Instructor's Rank / Name (Last, First, MI): SFC Smith, Joseph A.		1.b. Lesson Title: Management Post-Trial process from adjournment to Army Court of Criminal Appeals (ACCA)		
1.c. Course/Lesson Design/Redesign Rater Rank / Name (Last, First, MI): Reed, Tito D.		1.d. Course/Lesson Rater / Rank/Grade/Series position: GS14/GS-1750		
Section 2: Checklist.				
Instructions: Use the following checklist for the lesson re-design (Senior Army Instructor Badge (SAIB) requirement). There are a total of five domains and 44 rating areas. All of the rating areas on the checklist will not apply to every course/lesson; however, no more than five rating areas can be not applicable (N/A). A score will be computed by dividing the number of items rated as "GO" by the total number of rating areas evaluated. Instructors seeking the SAIB should score at least 80 percent out of 100 percent.				
Guidelines	Meets Guideline			Remarks
	GO	NO GO	N/A	
Domain #1: Instructional media selection.				
Rating Area 2.a.1 If any part of the training requires the student to taste, smell, or touch something while performing the learning objectives, does the training delivery platform permit the student to taste, smell or touch the necessary objects?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TRADOC Form 600-21-5-R-E, May 2016

For use of this form see TRADOC Regulation 600-21; the proponent agency is INCOPD

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Figure J-1. Sample TF 600-21-5-R-E

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Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.a.2 Does the delivery platform simulate all the necessary elements of the environment in the job setting where the students will apply their knowledge and skills?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conference/Discussion.
Rating Area 2.a.3 Does the delivery platform have the capacity to provide immediate corrective feedback to students when they are practicing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provided activities that do not allow for individual assessment beyond ensuring participation.
<i>Domain # 2: Evaluating Course/Lesson Introductions.</i>				
Rating Area 2.b.1 Are the learning objectives of the lessons stated in words that all students will understand and be able to do following the training? (ACTION or other location in the lesson introduction)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Introduction - TLOs. The TLO describes exactly what the student is capable of performing (the action/behavior), under the stated conditions, to the prescribed standard on lesson completion. There is only one TLO per lesson, regardless of presentation method or media, and it has only one verb.
Rating Area 2.b.2. The transfer setting in which they will be able to do it? (CONDITION or other location in the lesson introduction).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is no environment described in condition statement. Does the delivery platform simulate all the necessary elements of the environment in the job setting where the students will apply their knowledge and skills?
Rating Area 2.b.3. The speed and accuracy with which they will be required to perform it after the training? (STANDARD or other location in the lesson introduction).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.b.4. Are the reasons for the lessons stated in words that all students will understand: The personal benefits of the lessons to the students and risks the students take if they do not learn what is in the training?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The motivator states that the information is important, but it fails to impart a sense of urgency or consequences for not knowing the material. Although you can use text to state lesson importance, you can also use visuals aids, relevant data, an in-class activity, or a discussion that makes the benefits salient.

TRADOC Form 600-21-5-R-E, May 2016

For use of this form see TRADOC Regulation 600-21; the proponent agency is INCOPD

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Figure J-1. Sample TF 600-21-5-R-E, continued

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.b.5. Do the lesson overviews relate the content to the students' prior knowledge and experiences?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.b.6. Do the lesson overviews point out new or unusual elements of what students are learning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.b.7. Does each lesson provide an overview of the position of the lesson in the overall training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.b.8. Does each lesson describe the instructional strategies that will be used in the lesson?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain #3. Evaluating Conceptual, Process, and Procedural Knowledge Design.				
Rating Area 2.c.1. Does the instruction provide a definition of the concept?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A concept is a mental representation or prototype of objects or ideas that include multiple specific examples. All concepts represent a general class of "things", containing many examples.
Rating Area 2.c.2. Does the instruction provide examples and non-examples from the job or mission environment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.c.3. Does the instruction provide practical exercises requiring students to identify examples and non-examples of each concept?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In the classroom you can use a variety of paper-and-pencil formats or performance-type classification exercises. A performance exercise presents real objects that are classified by the learner.

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For use of this form see TRADOC Regulation 600-21; the proponent agency is INCOPD

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Figure J-1. Sample TF 600-21-5-R-E, continued

Guidelines	GO	NO GO	N/A	Remarks
<p>Rating Area 2.c.4. If the course teaches a process (how something works), does the instruction provide a visual model with a narrated description stating the sequence of events in the process in job or mission relevant terms?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Processes inform learners how something works.
<p>Rating Area 2.c.5. If the course teaches a process, does the instruction explain how actions at each phase lead to the next phase and to the final outcome of the process?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Three types of processes were presented: 1. Business systems depicting organizational work flows 2. Technical systems depicting stages in mechanical system 3. Scientific systems depicting how natural phenomena occur
<p>Rating Area 2.c.6. If the course teaches a process, does the instruction provide practical exercises requiring the students to describe a list of phases in the process?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To demonstrate a process, an instructor can use a table to present an Army process or use a flow diagram either on its own or in conjunction with a descriptive table.
<p>Rating Area 2.c.7. If the course teaches a process, does the instruction provide practical exercises requiring the students to describe the actions that occur at each phase?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Rating Area 2.c.8. If the course teaches a process, does the instruction provide practical exercises describing how the consequences of events at each phase contributes to the next phase and the final outcome?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Figure J-1. Sample TF 600-21-5-R-E, continued

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.c.9. If the course teaches a principle (a cause and effect relationship with predictable outcomes), does the instruction provide a definition of the principle and the cause and effect relationship?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not Applicable.
Rating Area 2.c.10. If the course teaches a principle does the instruction provide examples that show the effect of the principle from the job or mission environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not Applicable.
Rating Area 2.c.11. If the course teaches a principle does the instruction provide practical exercises requiring students to troubleshoot a problem or predict an outcome using the principle?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not Applicable.
Rating Area 2.c.12. When teaching procedures (how to knowledge), does the course provide clear step-by-step instruction (or how to demonstrations), of decisions and actions needed by students to accomplish the task?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A procedure is a series of clearly defined steps that result in the achievement of a routine job task.
Rating Area 2.c.13. When teaching procedures, does the course provide a demonstration(s) based on job or mission relevant scenarios?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Some typical examples include logging onto a computer and taking a customer order. Procedures are done more or less the same way each time and can be clearly specified in a step-by-step format.

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Figure J-1. Sample TF 600-21-5-R-E, continued

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Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.c.14. When teaching procedures, did the instructor include alternatives that must be considered and the criteria that should be used to choose the best alternative in routine situations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.c.15. When teaching procedures, did the instructor provide a practical exercise requiring students to perform the procedure?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Domain # 4. Practice, Feedback, and Assessment Design.</i>				
Rating Area 2.d.1. Do all lessons include practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.2. Do all the lessons include a practical exercise as part of a task practice followed by the whole-task practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.3. Does the whole-task practice mirror the mission environment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.4. Does practice begin with simple problems and progress to more complex problems?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.5. Does practice require students to solve increasingly novel problems?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.6. Is there consistency between the practical exercises and the learning objectives?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Figure J-1. Sample TF 600-21-5-R-E, continued

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.d.7. Are there at least two practical exercises to master each skill (part-task and whole-task)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.8 During practice, is feedback provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.9. Is feedback frequent, so that errors do not accumulate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.10. When students make mistakes does the instructor provides feedback?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.11. Does the instructor acknowledge/correct student's use of strategies or steps?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Task is accomplished through questioning and guiding students. This is also a form of feedback and helps with checking assumptions.
Rating Area 2.d.12. Does the instructor provide students the opportunity to review the relevant parts of the demonstration?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.13. Do some practice exercises allow for peer critique?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.d.14. Do the lessons provide a method of assessing (testing) student learning by asking them to apply what was learned?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is one type of assessment presented which is the checks on learning (informal type of assessment/formative assessment). However, the lesson failed to reiterate and/or acknowledge the formal/summative assessment.
Rating Area 2.d.15. Are the assessments aligned with the learning objectives and practical exercises?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The checks on learning questions were link with the PE and overall learning.

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Figure J-1. Sample TF 600-21-5-R-E, continued

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Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.d.16. Do the assessments reflect the performance of the learning objectives in the mission environment as closely as media will permit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain # 5. Evaluating Lesson Summaries.				
Rating Area 2.e.1. Do all lessons promote integrating what was learned into students' everyday life by providing opportunities for students to reflect on or discuss what they learned?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Rating Area 2.e.2. Do all lessons create or discuss personal ways to use what they learned?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 3: Total score and rater recommendations.				
3.a. Total # Areas Evaluated:	35	5	4	
3.b. Total Score:	35/40 x 100 = 87.5			
3.c. Lesson Design/Redesign Rater Recommendations/Remarks:				
Recommend for the instructor to take the Instructional Design Basic Course available via ALMS. The lesson redesign depicted a lack of understanding concerning the different content types. The content you teach can be classified as declarative knowledge, concepts, processes, procedures/psychomotor, or principles.				
Section 4: Signature and date.				
<i>STP Smith, Joseph A.</i>			05/06/2016	
4.a. Course/Lesson Design/Redesign Rater Signature			4.b. Date	

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Figure J-1. Sample TF 600-21-5-R-E, continued

Glossary

Section I Abbreviations

AA	Active Army
ABIC	Army Basic Instructor Course
AdLIC	Asynchronous Distributed Learning Instructor Course
AFSC	Advanced Facilitator Skills Course
AGR	Active Guard/Reserve
AIB	Army Instructor Badge
ALMS	Army Learning Management System
APFT	Army Physical Fitness Test
AR	Army Regulation
ARNG	Army National Guard
ATDC	Advanced Training Developer Course
BAIB	Basic Army Instructor Badge
CSM	Command Sergeant Major
DA	Department of the Army
EIC	Evaluating Instructor Course
ERB	enlisted record brief
FDP-1	Faculty Development Program - Phase I
FIFC	Foundation Instructor Facilitation Course
FTDC	Foundation Training Developer Course
IBSTPI	International Board of Standards for Training, Performance and Instruction
IDBC	Instructional Design Basic Course
IDRP	Instructor Development and Recognition Program
IFSC	Intermediate Facilitation Skills Course
INCOPI	Institute for Noncommissioned Officer Professional Development
MAIB	Master Army Instructor Badge
MFR	Memorandum for Record
MISB	Master Instructor Selection Board
NCO	Noncommissioned Officer
NCOA	Noncommissioned Officer Academy
NCOES	Noncommissioned Officer Education System
PDSI	Personnel Development Skill Identifier
PRT	physical readiness training
SAIB	Senior Army Instructor Badge
SATBC	Systems Approach to Training Basic Course
SdLIC	Synchronous distributed Learning Instructor Course
SGITC	Small Group Instructor Training Course
SRB	Soldier record brief
TCC	Test Construction Course
TEDMMC	Training and Education Developer Middle Manager Course
TF	TRADOC Form
TPU	troop program unit

TQI-M	Teacher Quality Index-Military
TR	TRADOC Regulation
TRADOC	United States Army Training and Doctrine Command
U.S.	United States
USAR	U.S. Army Reserve

Section II

Terms

Adult Learning

Understanding differences teaching across all age groups, and relating the characteristics of adult learners to planning instruction.

After Action Reviews (AARs)

AARs are conducted at the end of every training event or major block/module of instruction in order to improve and continually refine learning products. The type of AAR used in the IDR is an informal AAR (see Leaders Guide to After Action Reviews or TRADOC Pamphlet 350-70-3).

Blended setting

Blended setting is an integrated instructional approach that combines face-to-face classroom methods with technology delivered instruction provided in either a resident or nonresident environment. Blended setting includes both adaptive and learner-centric learning properties. You'll find that it is adaptive in that it transforms the learner from a passive participant to an involved collaborator by leveraging technology to support collaboration. You'll also find that it is learner-centric in that it uses instructional strategies that include learner-centered methods of instruction.

Classroom hours

Scheduled periods when students are in a designated place under the guidance of an instructor. Classroom hours normally consist of formal classroom sessions.

Course critiques

End-of-course critiques are issued to students to provide them with the opportunity to provide anonymous input to help improve the course.

Course management plan (CMP)

The CMP is a document that provides course managers and instructors/facilitators the information required to manage and conduct the course. It is required for courses, phases, and modules. Its development starts upon completion and approval of the course design.

Course roster

The course roster is created and maintained by the designated SDFO member.

Distributed Learning (DL)

The delivery of standardized individual, collective, and self-development training to Soldiers, civilians, units, and organizations at the right place and time through the use of multiple means and technology. DL may involve student-instructor interaction in real time (synchronous) and non-real time (asynchronous). It may also involve self-paced student instruction without benefit of an instructor.

Enabling learning objective (ELO)

A learning objective that supports the TLO. It must be learned or accomplished to learn or accomplish the TLO. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. ELOs are optional. When ELOs are used, there must be a minimum of two.

Evaluating Instructor Course (EIC) Evaluator/s

EIC certified personnel who are required to evaluate instructors using TF 600-21-1.

Face-to-Face educational setting

Include classroom and professional development situations such as evaluations. Furthermore, negotiating between instructors and evaluators can be conducted efficiently. A face-to-face evaluation setting allows the same message to be delivered to instructors who can then ask for clarification and listen to each other's responses.

Instructor professional development

The development of instructor is a continuous process focused on improving performance and building skills. It includes both formal and informal instruction, internal and external learning opportunities, professional development programs, performance assessments, developmental counseling, and recognition and awards.

Learner-Centric

Learner-centric learning is the process whereby the learner is able to create his or her own learning by appropriating and then implementing solutions to suit their own needs. The ALM learner-centric learning environment is characterized as a career-long learning process supported by instructors, facilitators, coaches, and mentors, and includes a composite of resources that support learner-centric learning.

Lesson

The basic building block of all training. The level at which training is designed in detail. The lesson is structured to facilitate learning. A lesson normally includes telling or showing the Soldiers what to do and how to do it, an opportunity for the Soldiers to practice, and providing the Soldiers feedback concerning their performance. For the purpose of IDRPs, a lesson may take the form of an instructor presented lesson and/or a SGI-presented lesson.

Primary instructor (PI)

A PI is an instructor who meets the qualification standards established in AR 350-1, AR 600-9, AR 614-200, TR 350-70, TR 350-10 and the proponent school instructor certification program.

Program of Instruction (POI)

A POI covers a course or phase. It is a requirements document that provides a general description of course content, duration of instruction, and methods and techniques of instruction. It lists resources required to conduct peacetime and mobilization training.

Program of instruction: A document following a TRADOC format that contains:

- a. The course administrative data.
- b. The terminal learning objectives.
- c. The units of instruction.
- d. The duration of each unit and the enabling learning objectives.

Proponent

Army organization or agency assigned primary responsibility to analyze, design, develop, implement, and evaluate training, instructional materials, and training support products related to its doctrinal, combat, or logistical training responsibility and that is presented at one or more Army schools or training centers.

Questioning Techniques

Asking clear and pertinent questions relevant to the learning environment: ensuring questions from learners are answered and followed appropriately; using a variety of question types and levels i.e., Ask, Pause, Call Evaluate Technique or Socratic Questioning Skills Techniques).

Self-assessment

Self-assessment is a formative assessment strategy used to provide learners with the opportunity to identify their own strengths and weaknesses. Self-assessment occurs when learners evaluate the gap between their own performance and desired performance.

Self-development

A strategy that enables instructors to supplement their professional growth in the skills and competencies they need as leaders and technical specialists. Self-development is continuous and takes place during institutional instruction and the operational assignments.

Skill

The ability to perform a job-related activity that contributes to the effective performance of a task performance step.

Small group leader (SGL)

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGL.

Technical Instructor

An instructor who is not assigned to a NCOA as an instructor/writer but directly supports a NCOA commandant's academic mission by teaching military occupational specialty-specific courses.

Terminal learning objective (TLO)

The main objective of a lesson. It is the performance required of the student to demonstrate competency in the material being taught. A TLO describes exactly what the student must be capable of performing under the stated conditions to the prescribed standard on lesson completion. There is only one TLO per lesson regardless of delivery technique or method of instruction and it has only one verb. The TLO may cover one critical task, part of a critical task (for example, a skill or knowledge), or more than one critical task. The TLO may be identical to the critical task being taught, or there may be a disparity between them. Where there is a disparity, it is the TLO standard that the student must achieve to demonstrate competency for course completion. See learning objective and ELO.

Training support package (TSP)

A complete, exportable package integrating training products, materials, and information necessary to train one or more critical tasks. It may be very simple or complex. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more individual critical tasks. A TSP for collective training is a package that can be used to train critical collective and supporting individual critical tasks (including leader and battle staff).

Transfer of Learning

Facilitating transfer of learning by employing examples and activities, and providing opportunities to demonstrate application of knowledge or skill in realistic environments.

Video Tele-training (VTT)

Training delivered via communication links such as satellite or cable links.

Visitor's Folder

Participating IDRPs will have at least one visitor folder at a table or desk in the classroom or field training area. These folders will include, as a minimum:

- a. Visitor sign-in log.
- b. Class roster (ATRRS R2 report minus social security numbers (SSNs)).
- c. The current training schedule.
- d. The course POI/CMP and current lesson plan.
- e. Instructor credentials:
 - (1) Instructor certification certificate or a memorandum for record signed by the school

commandant.

- (2) Appropriate operator's permit, as necessary.
- (3) Instructor biography
- f. Instructor Observation Rubric (TF 600-21-1)
- g. Feedback/observation forms for class visitors.

Section III

Recommended Reading List

- Alias, N. (2012). *Instructional technology research, design and development: Lessons from the field*. Hershey, PA: Information Science Reference.
- Ambrose, S. A. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, Mass.: Harvard University Press.
- Beard, Colin (2010). *The experiential learning toolkit*. Kogan Page Publishers.
- Brockbank, A., & McGill, I. (2006). *Facilitating reflective learning through mentoring & coaching*. London: Kogan Page.
- Connor, Mary (2012). *Coaching and mentoring at work: developing effective practice*. McGraw-Hill International.
- Illeris, K. (2009). *Contemporary theories of learning*. London-Routledge. Chicago.
- Klein, J. (2004). *Instructor competencies standards for face-to-face, online, and blended settings ([Rev. 3rd ed.)*. Greenwich, Conn.: IAP-Information Age Pub.