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Training and Education

STAFF AND FACULTY DEVELOPMENT

FOR THE COMMANDER:

OFFICIAL:

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History. This publication is a new U.S. Army Training and Doctrine Command (TRADOC) pamphlet.

Summary. This pamphlet provides guidance on conduct of the Staff and Faculty Development Program (SFDP), which implements the staff and faculty (S&F) development requirements mandated in TRADOC regulation (TR) 350-70. The program provides the organization and plan for training Soldiers, Army civilians (Career Program 32), and contractor personnel to a standard for duties inherent in developing and implementing training across The Army School System (TASS).

Applicability. This pamphlet applies to TRADOC activities and TASS staff elements, major subordinate commands, centers and schools, and all Active Army (AA), U.S. Army Reserve (USAR), and Army National Guard (ARNG) personnel involved in staff and faculty instruction. It also applies to non-TRADOC agencies and organizations possessing memoranda of understanding, memoranda of agreement, and contracts involving learning product functions.

Proponent and exception authority. The proponent for this pamphlet is the Combined Arms Center — Training (CAC-T), Army Training Support Center (ATSC), Staff and Faculty Development Office (SFDO). The proponent has the authority to approve exceptions or waivers to this pamphlet that are consistent with controlling law and regulations. The commander or

senior leader of the requesting activity will endorse all waiver requests before forwarding them to the policy proponent (SFDO).

Suggested Improvements. Submit changes for improving this publication on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to ATSC, ATTN: ATIC-IS, Fort Eustis, VA 23604-5561. Also, submit suggested improvements using DA Form 1045 (Army Ideas for Excellence Program Proposal). Individuals and organizations may send comments electronically.

Distribution. This TRADOC pamphlet (TP) is available only on the TRADOC Web site http://www.tradoc.army.mil/tpubs/

Summary of Change

TP 350-70-3
Staff and Faculty Development

This new publication, dated 4 February 2013-

o Updates procedures and standards to comply with United States Army Training and Doctrine Command regulation 350-70.

o Integrates education procedures and policies.

o Combines guidance and procedures formerly in United States Army Training and Doctrine Command pamphlets 350-70-4, 350-70-5, and 350-70-6 into one publication.

o Adds guidance and procedures on learning product management.

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Chapter 1
Introduction

1-1. Purpose
This pamphlet establishes guidance and procedures for the Staff and Faculty Development Program (SFDP).

1-2. References
The references for this pamphlet appear in appendix A.

1-3. Abbreviations and terms
Abbreviations and terms used in this pamphlet appear in the glossary.

1-4. Staff and Faculty Development Program (SFDP) overview

a. The SFDP provides training and education (T&E) to prepare Soldiers, Department of the Army (DA) civilians, and authorized contractors to perform their T&E and T&E-development responsibilities to standard. The SFDP consists of three major components: 1) instructor/facilitator certification, 2) staff and faculty common training (SFCT), and 3) Staff and Faculty Local Curriculum (SFLC)/Staff and Faculty Local Training (SFLT).

b. "Staff and faculty" (S&F) is the term given to personnel involved with T&E development and delivery activities. Staff and faculty development (SFD) personnel includes faculty; academic staff; administrators; instructors/facilitators; developers; writers/instructors; training development managers; and support personnel including, but not limited to, technicians, assistants, and authorized contractor personnel.

c. "SFCT" is a series of training requirements that provide critical baseline skills in the conduct, development, and management of T&E. SFCT courses are conducted by certified instructors assigned to the S&F element within the institution. The SFCT standardizes instruction; eliminates duplication of training design and development activity at various institutions; and provides instructor/facilitators, developers, training development managers, and support personnel the basic skills to perform their jobs. "SFLC" is designed and conducted by SFD professionals to support institution-specific requirements (for example, orientation or instructor/facilitator recognition).

d. The Combined Arms Center — Training (CAC-T), Army Training Support Center (ATSC), Staff and Faculty Development Office (SFDO) is the proponent for all SFCT courses and products. The SFDO will conduct SFCT to support U.S. Army Training and Doctrine Command (TRADOC) institutions via blended learning environments using a student-centric approach and 21st century technologies.

e. Commanders/commandants, proponents, and Army Training Centers will establish, staff, and maintain SFDO, Staff and Faculty Branch (SFB), or functional equivalent to conduct SFCT courses required for initial skills development and skill sustainment for all S&F personnel.

f. The CAC-T, ATSC, SFDO will design and develop SFCT courses to meet the professional development requirements of personnel involved in all aspects of the development and implementation of learning products. Courses will be designed to meet operational environment requirements and will include new methods of instruction and emerging technologies, as appropriate, for the overall purpose of increasing instructional effectiveness.

1-5. Army Training and Education (T&E) Policy and Systems overview

a. All Army T&E products support collective and individual training. Army T&E ensures that individual, unit, and organizational learning culminates in operating force readiness that meets operational demands. Unit T&E consists of individual, collective, and joint or combined training, which take place outside the Army's institutional base. Unit T&E follows a systematic process for making collective and individual learning product decisions for the total Army. The process determines whether learning products are needed; what is taught; who receives instruction; and how well and where the instruction occurs. The process also determines the support and resources required to develop, distribute, implement, and evaluate those products. Unit T&E focuses on performing a task to a specific standard under certain conditions. Unit T&E:

(1) Prepares forces for combat.

(2) Ensures training is as realistic as possible.

(3) Conducts training for all types and levels of war.

(4) Gives special attention to training for joint and combined operations.

b. Now that the Army has changed how units train, current and emerging training doctrine requires units to initially achieve proficiency in the core capabilities and mission essential tasks common to all Army formations to prepare for unified land operations. (See field manual 3-0.)

c. Army T&E products prepare Soldiers, Army civilians, leaders, and units to determine, acquire, and practice skills required in all aspects of an operational environment. Developers must determine and develop learning products that prepare individuals and units to complete Army missions adaptively and effectively in today's varied and challenging conditions. (See TRADOC pamphlet (TP) 350-70-6.) Developers must focus on creating learning products that:

(1) Increase unit and individual capability effectively to meet Army standards, laying a foundation for mastery of skills and competencies.

(2) Emphasize the human dimension of Soldiers, Army civilians, and leaders.

d. Army T&E products are a force multiplier. They increase the capability of Soldiers and units to accomplish their missions. Army T&E products must foster 21st century Soldier competencies.

e. The Army recognizes the need to build a leader in all Soldiers. Developers must meet this need by considering not only the technical tasks required for performance but also the intangibles

of the human condition, such as confidence, initiative, and attitude. This holistic approach to developing learning products places responsibility on the developer to create learning products for the adaptive instructor/facilitator in the active learning environment.

Chapter 2
Responsibilities

2-1. Commanding general (CG), Headquarters (HQ), U.S. Army Training and Doctrine Command (TRADOC)

CG, HQ TRADOC:

a. Serves as the Army's proponent for training and leader development and education (LDE).

b. Advises and provides oversight for the establishment, vetting and maintenance of S&F management policy and processes.

c. Serves as manager for the TRADOC Instructor/Facilitator of the Year (I/FOY) Program; working closely with CAC-T, ATSC SFDO and other entities to ensure alignment of 21st century Soldier competencies with S&F T&E objectives.

d. Serves as the Functional Chief for Career Program 32.

2-2. CG, Combined Arms Center — Training (CAC-T)

CG, CAC-T:

a. Evaluates the Army's SFDP and SFCT curriculums in support of the TRADOC Quality Assurance Office Accreditations.

b. Establishes and provides an Army SFDP and SFCT curriculum.

c. Establishes, develops, and provides T&E programs, instructional/facilitating support materials, and criteria for course standardization.

d. Establishes, develops, and provides T&E programs, instruction/facilitation support materials, and criteria for course standardization and accreditation standards for The Army School System.

e. Provides funding of TRADOC institutions in support of the SFDP and the SFCT via the program objective memorandum process.

2-3. Army Training Support Center (ATSC), Education Support Directorate (ESD), Staff and Faculty Development Office (SFDO)

ATSC ESD, SFDO will:

a. Serve as the Army's proponent for the SFDP and the SFCT curriculum. Develop SFDP and proponent instructor/facilitator certification policy and guidance.

b. Provide SFDP T&E policies, programs and training to prepare S&F personnel for the duties and responsibilities of their assigned positions.

c. Recommend to HQDA the experience and education criteria required for award of appropriate instructor/facilitator and developer/writer/instructor skill identifiers (SI) or special qualification identifier (SQI).

d. Serve as proponent for TRADOC Quality Assurance Office Combined Arms Center Standard 32.

e. Coordinate with the American Council on Education to evaluate SFCT for consideration for college credit.

f. Conduct analysis of the individual tasks for each S&F function to identify common T&E knowledge, skills, and abilities to include instructional strategies and approaches and emerging technology performance requirements for learning products.

g. Design, develop, implement and evaluate products and courses to support SFCT. Ensure that SFCT courses and course materials are student-centric, relevant, collaborative, and engaging.

h. Review and update individual task lists for each S&F function not later than the first quarter of each calendar year.

i. Conduct formal taskings and informal dialogue with TRADOC and non-TRADOC institutions for the purpose of verifying instructor/facilitator certification, and sharing best practices such as new and emerging instructional strategies and learning products.

j. Maintain a centralized S&F best practice database.

k. Maintain a comprehensive SFCT Train-The-Trainer (TTT) database.

l. Provide institutions information and guidance related to new instructional strategies and methodology as well as emerging technology.

2-4. TRADOC institution commandants (schools and centers)
TRADOC institution commanders/commandants and proponents using the analysis, design, development, implementation, and evaluation (ADDIE) model will:

a. Establish, staff, and maintain an SFB or functional equivalent to conduct SFCT courses required for initial skill development and skill sustainment for all SFB personnel.

b. Develop local SFB policies and procedures to support policy in TRADOC regulation (TR) 350-70.

c. Provide school personnel to serve as subject matter experts, developers, instructors/facilitators, and writers to collaborate, to develop and to validate SFCT course content and materials.

d. Support SFCT requirements using courses based on the CAC-T, ATSC SFDO course materials.

e. Ensure S&F personnel are provided opportunities to attend any specialized courses required prior to, or immediately after, assuming a new duty position.

f. Approve programs of instruction (POIs) for all locally customized SFCT courses and SFLC prior to sending to ATSC, ESD, SFDO for review.

g. Cancel or postpone the delivery of SFCT courses at least 72 hours before the scheduled time when certified SFD instructors/facilitators are not available.

h. Conduct periodic and comprehensive instructor, facilitator, and developer evaluations and establish remedial programs, as needed.

i. Ensure S&F T&E product requirements are entered into the DA-approved workload database.

j. Ensure all TRADOC SFCT courses are uploaded and reside in the Army Training Requirements and Resources System to maintain a permanent record of student achievement.

k. Establish a local S&F recognition program for assigned certified instructors/facilitators and developers/writer/instructors within each TRADOC and non-TRADOC institution. Select and provide board member(s) for proponent certification boards. At a minimum, at least one of the following should be represented as a member: Chief, S&F or their appointed representative; Chief, SFB or their appointed representative; director of training (DOT) or their appointed representative; Commandant or their representative; and deputy director of training (DDOT) or their appointed representative. TRADOC institutions do not have to develop a new recognition system if they currently have an existing recognition program. However, those TRADOC institutions that do not have a recognition program in place for their instructors/facilitators and writer/instructors will need to implement a recognition program.

l. Coordinate with the Department of Public Works Master Plan and associated National Environmental Policy Act documents to ensure any environmental impacts to mission are mitigated.

m. Ensure personnel have equal opportunity to participate and represent their respective organizations for I/FOY.

2-5. TRADOC institution commandants (schools and centers using Accountable Instructional System (AIS)

TRADOC institution commanders/commandants and proponents using the AIS model (Education) will:

a. Establish an SFD designed to qualify and certify instructors/facilitators.

b. Determine the availability of instructor/facilitator and developer recognition board members who are familiar with S&F roles, responsibilities, and procedures.

c. Establish availability of a certification board familiar with roles, responsibilities, and procedures.

d. Establish course-specific instructor/facilitator and developer/writer certification requirements for each proponent course.

e. Develop instructor/facilitator recertification requirements for those personnel who have not taught in a military learning environment within the last 5 years of their assignment to the institution.

f. Develop a process with their aligned reserve component (RC) schools to validate and verify certification of instructors/facilitators. This includes monitoring and maintaining certification requirements, quality assurance oversight, and maintaining appropriate instructor/facilitator documentation.

Chapter 3
Management

3-1. Overview
This chapter provides guidance in managing recordkeeping, development of local S&F policies and procedures, SFDP assessment, and the waiver/exception to policy process. The purpose of S&F management is to ensure that efficient and effective S&F strategies are developed and executed in a manner that promotes instructor/facilitator development and improvement in delivering instruction.

3-2. Military, Civilian Instructor/Facilitator and Developer Records management
Managers ensure that learning product documentation and records management is a priority. This includes documentation for all phases of development, regardless of whether the learning product is developed in-house or by contract. It is particularly important to maintain detailed documentation of contractor-assisted efforts because of potential legal ramifications should contract disputes arise.

a. Military and civilian instructor/facilitator records. Instructor/facilitator records include qualification credentials, written performance evaluations, certification, recertification, and information stored in personnel databases that verify military and civilian instructors/facilitators are in compliance with regulatory guidance; military must be within Army regulation (AR) 614-200 guidelines and have passed their record Army physical fitness test (APFT). Civilian instructors/facilitators must be in compliance with AR 350-70, this pamphlet and their job descriptions.

(1) Military standards documentation verifies that the instructor/facilitator meets the published body fat standards. Verification must also include DA Form 705 (Army Physical Fitness Test Scorecard) with a passing score IAW AR 350-1." (See AR 350-1, paragraph 1-24e(7). Soldiers are required to be in compliance with height, weight, and body fat standard IAW AR 600-9, table 3-2, and AR 614-200.

(2) Qualification credentials consist of documentation indicating completion of the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course; the current, CAC-T, ATSC-provided small group instructor/facilitator course or CAC-T, ATSC-approved equivalent course; and any other required qualifications. It does not, however, mean that the student is certified to teach an SFCT or any other course. In order to become certified to teach an SFCT course, the student must complete the SFDO's Train-the-Trainer (TTT) three-part process.

(3) Military standards documentation verifies that the instructor/facilitator meets the published height/weight standards and the passing APFT score (when last tested).

(4) Commanders provide instructors/facilitators written evaluations quarterly or as allowed by TR 350-10 and maintain those evaluations in official instructor/facilitator records/files as directed by AR 25-400-2. The official record/file should include a copy of all written evaluations for the past 12 months.

(5) Specific records include:

(a) An updated record from the Electronic Total Officer Personnel Management Information System or Electronic Military Personnel Office, as appropriate.

(b) A copy of the current APFT scorecard, DA Form 705 (Army Physical Fitness Test Scorecard) for military instructors/facilitators.

b. Student records. Student academic records are created and maintained IAW TR 350-10. The T&E organization maintains student academic records per AR 25-400-2. Managers and instructors should consult the regulation for specific guidance on how long to maintain these records and disposition to the Army's permanent records holding. Each student record file should contain:

(1) Evaluations.

(2) Counseling records.

(3) Test/assessment scores (do not include answer sheets in student record).

(4) DA Form 1059 (Service School Academic Evaluation Report), if applicable.

(5) DA Form 1059-1 (Civilian Institution Academic Evaluation Report), if applicable.

(6) Copy of student's course attendance pre-execution checklist, if applicable.

(7) Copy of any approved waivers the student needs to attend the course, signed by the appropriate approving authority.

(8) Certificates of course attendance and completion, including standard form (SF) 182 (Authorization, Agreement, and Certification of Training).

(9) DA Form 87 (Department of the Army Certificate of Training) including authorization, agreement and certification of training.

(10) Other student performance evaluation records supporting documentation listed in TR 350-18.

c. Course records. Course records are important tools in course management. Course records provide important information to S&F about the course history and student completion data for the conduct and improvement of courses.

(1) 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. The CMP and all its components will be available at the school or organization. Refer to appendix B for a sample CMP.

(2) 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. Refer to appendix B for a sample course critique. Recommendations for change by over 10 percent of students in the same class iteration will be sent to SFDO for review and possible revision to SFCT courses, no later than 10 days after conduct of course.

(3) After-action reviews (AARs). AARs are conducted at the end of every training event or major block/module of instruction in order to assess student mastery of course content and to improve and continually refine T&E products. (Refer to appendix B for a sample AAR).

(4) Course roster. The course roster is created and maintained by the designated S&F member.

d. Automated record system (AR 25-400-2). AR 25-400-2 provides life cycle management instructions for the systematic identification, maintenance, storage, retrieval, retirement, and destruction of Army information recorded on any medium (paper, microforms, electronic, or any other). Additionally, AR 25-400-2 establishes the Army Records Information Management System as a portion of Army Information Management (see AR 25-1). Other CAC-T-approved automated development systems include Army Training Requirements and Resources System, Resident Individual Training Management System, and Blackboard.

(1) The automated system is a Web-based application that runs in any approved browser. It provides an Internet-based application that helps instructors manage course- and student-related data. The data is arranged in several functional areas that focus on different levels of data management. System functional areas include:

(a) Class management.

(b) Student management.

(c) Course management.

(d) Events management.

(e) Unit management.

(2) The data stored and managed in the Combined Arms Center-approved automated development system is available through a complete range of reports, as well as a commander's dashboard that provides a graphical view of training results and statistics.

(3) The interface is an easy-to-learn graphic user interface that is designed with common Internet elements and procedures. Familiar online tools, such as dropdown boxes, filters, and tree-structured lists make selecting and displaying data simple. Data is readily available on any computer with a browser and the appropriate security setup.

3-3. Requirements

All SFDOs, SFBs, or functional equivalents at TRADOC and non-TRADOC institutions must develop their own local policies and procedures in accordance with this pamphlet. These local policies and procedures may be captured in a regulation, standing operating procedure (SOP), or policy memorandum. Refer to Department of the Army pamphlet (DA Pam) 25-40, TR 25-30, and AR 25-50.

3-4. Program evaluations

Continual growth and development of the SFDP is maintained and improvements are identified through both formal and informal program evaluations. These program evaluations include levels 1, 2, 3, and 4; they also include, but are not limited to:

a. Evaluation of all SFD instruction by each student completing the course. Evaluations are in writing and provide the opportunity to evaluate content, accomplishment of course objectives, conduct of instruction, instructors, and instructional support. An analysis of student comments is compiled from the results and focuses on recommendations for improvements. These materials are provided to managers, supervisors, and instructors for review and action, and they are filed for future reference for other iterations of the course. (See TR 350-70, chapter 6).

b. Observation and preparation of informal evaluations of the course during execution by students, instructors, course managers, and supervisors. Included are on-the-spot student comment sheets and informal evaluations (supervisory personnel and classroom visitor).

c. Conduct of AARs for classrooms using multiple instructors/facilitators to present instruction. Where appropriate, AARs are also conducted among and between instructors/facilitators and students.

d. Conduct of SFDP needs analysis periodically to identify the adequacy and appropriateness of current instruction. This evaluation helps determine areas for program adjustment and change.

e. Post-course surveys, which may be used to provide feedback to developers and instructors/facilitators to ensure that course objectives were met, and that students were able to apply the presented material. Post-course evaluations validate T&E transferred from the learning environment to the operational environment.

f. Internal analysis. Determine instructional requirements based on emerging technologies, competencies, and skills (via, for example, surveys, in-house self-assessments via knowledge management team gap analysis, coaching/mentoring, and systematic analysis) to ensure relevant, current T&E is being provided in support of 21st century Soldier competencies and operational environment. At a minimum, SFDOs will conduct an annual internal analysis or assessment of their current skills and competencies. Based on specific gap analysis, professional development training will be provided to S&F personnel.

g. Gap analysis plan. SFDOs will conduct institutional professional development to enable mastery of fundamental competencies that foster critical-thinking and problem-solving skills in support of the life-long learning continuum. Developers should identify tasks that are performed routinely (near-transfer) and those that often require modification (far-transfer) to apply learning designs that maximize adaptation. Instructors/facilitators should tailor instruction to the individual student's experience and competence level (be learner-centric); utilize 21st century competencies as an integral part of all learning outcomes; and establish a decisive action frame of mind in all students, while maintaining flexibility to adapt instructional content to meet operational demands.

3-5. Waiver/exception to policy process

a. Waivers are used to waive a requirement pertaining to a specific SFDP course or certification. Waivers may be granted on a case-by-case basis.

(1) Course. Any course requirement designated as non-waivable will not be waived under any circumstances. Course substitutions are considered per formal request. As a minimum, requests for course substitutions should include an analysis and crosswalk of the applicable content of the courses under consideration.

(2) Certification. Certification requirements stated in TR 350-70 are generally non-waivable. An exception to policy may be granted, in relation to length of time served as an instructor/facilitator in training, or if pre-assessment indicates existence of required skill.

b. To request a waiver, use the waiver format found in appendix B. Waiver forms must be endorsed by the center of excellence (CoE) - or school-designated authority. Submit S&F waiver requests through CAC-T, to the Commander, U.S. Army Training Support Center, ATTN: ATIC-CO, to Education Support Director (ESD), Staff and Faculty Development Office (SFDO), ATTN: ATIC-ED, Fort Eustis, VA 23604-5166.

c. Waiver process. Waiver requests are prepared via memorandum IAW AR 25-50. See appendix B for a sample waiver memorandum. Minimum required information from proponent school/center requesting waiver/exception to policy is as follows:

(1) Requestor information. The requesting school must provide the following information when requesting a waiver: full name of the point of contact (POC), school name, position title, mailing address, e-mail address, telephone numbers (facsimile, commercial and Defense Switched Network (DSN) and alternate contact information. Waiver requests must be submitted through CAC-T, to the Commander, U.S. Army Training Support Center, ATTN: ATIC-CO, to Education Support Director (ESD), Staff and Faculty Development Office (SFDO), ATTN:

ATIC-ED, Fort Eustis, VA 23604-5166, from the CoE- or school- designated authority via official correspondence.

(2) Type of waiver request.

(a) Initial: agency is requesting the waiver for the first time.

(b) Extension: waiver was previously approved and agency is requesting an extension.

(c) Modification: agency is requesting a change to a previously approved waiver.

(d) Appeal: agency is requesting that a denied waiver request be reconsidered.

(e) Cancellation: agency is requesting that an existing waiver request be cancelled prior to the review period due to obsolescence.

(3) Regulatory requirement(s). Describe the requirement that is to be waived. For example, TR 350-70 requires certification candidates complete the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course; master the specific course content requirements in the content area, as defined by the institution; and demonstrate proficiency in the methods of instruction and delivery techniques while student teaching as an assistant instructor/facilitator under a certified instructor/facilitator.

(4) Proposed alternative(s). Describe in detail the proposed alternative(s) the agency plans to follow in lieu of the regulatory requirement(s).

(5) Justification. Explain the purpose of the waiver and how it meets the criteria of the regulation(s) to include reason for approval, extension, modification, or reconsideration.

(6) Impact statement. Explain what would happen if the request for exception to policy is not granted.

(7) Anticipated implementation date. State date that waiver needs to become effective or expire.

(8) Waiver period of time covered. State period of time waiver covers.

3-6. Request for training

a. SFDOs requesting instructor/facilitator training and certification from ATSC, ESD, SFDO must verify course eligibility for attendance at SFCT courses. SFDOs are to use the following criteria IAW AR 614-200 (for example, for military personnel, body composition is met, record APFT passed within 6 months IAW AR 350-1, paragraph 1-24e(2).

(1) Submit a copy of orders assigning person as an instructor/facilitator or confirm the requirement for those skills in that duty position.

(2) For military, submit copy of current DA Form 705.

(3) Submit certificates of completion of training for course prerequisites.

(4) For civilians, submit a copy of Standard Form (SF) 50 (Notification of Personnel Action) assigning person as an instructor/facilitator.

(5) Submit copy of officer record brief and enlisted records brief for verification of assignment to an instructor/facilitator or writer/instructor slot. Military personnel must not be flagged for any adverse action.

b. Requests for training can be via e-mail, memorandum, or telephone.

c. Military personnel must hold the rank of staff sergeant (SSG)/E-6 or higher to serve as an instructor/facilitator. The fact that a sergeant has been to the promotion board does not justify a waiver to serve as an instructor/facilitator. E-4s serving as assistant instructors will not be granted a waiver to attend the Army Basic Instructor Training course or its CAC-T, ATSC-approved equivalent and will not be approved to receive the skill identifiers.

Chapter 4
Staff and Faculty Development (SFD) Personnel

4-1. Overview
"Staff and faculty" is the term given to personnel involved with T&E development and delivery activities. SFD personnel include faculty; academic staff; administrators; instructors/facilitators; writers/instructors; developers; training development managers; support personnel including, but not limited to, technicians and assistants; and approved contractor personnel.

4-2. Instructor/facilitator certification
Certification refers to criteria specified by proponent for instructors working in given disciplines. Instructors/facilitators not using the AIS model must meet all certification requirements prior to conducting SFCT/SFLT courses. This requirement includes both military and civilian personnel.

a. Instructor/facilitator certification ensures that the instructor/facilitator has met all criteria specified by the SFDP and proponent schools or centers prior to assuming teaching duties for a specified course. Personnel seeking instructor/facilitator certification should be assigned to instructor/facilitator or equivalent positions.

b. Instructor/facilitator certification is a three-part process encompassing:

(1) Part 1. To become qualified to teach at their prospective schools, students must complete the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course. Completion of Part 1 qualifies the student to teach/facilitate, but does not satisfy the certification requirement.

(2) Part 2. Demonstrate subject matter expertise/mastery of the proponent course content requirements as defined by the institution. Instructor/facilitator candidates serve as an assistant instructor/facilitator and instruct/facilitate, at a minimum, one or two lessons of the proponent's course they will teach. Instructor/facilitator candidates will be observed by a certified SFCT

instructor/facilitator of the same course. The certified instructor/facilitator will provide verbal feedback and a written evaluation of the instructor/facilitator candidate's performance at the end of each part. The instructor/facilitator candidate's evaluation will remain on file for a period of 5-years. In addition, the instructor/facilitator candidates must successfully master the proponent school's specific requirements as defined by the institution.

(3) Part 3. Demonstrate subject matter expertise and proficiency in the methods and techniques for delivery of instruction. Instructor candidates instruct/facilitate the proponent course as an assistant instructor/facilitator under a certified instructor/facilitator of the same course for a period of 30 days or less as determined by the institution. The certified instructor/facilitator assesses the instructor candidates using evaluation guidelines and institution requirements for instruction.

c. Those instructor/facilitator candidates who do not successfully complete the three-part instructor/facilitator certification process are not qualified or certified to teach/facilitate SFCT/SFLT/SFLC courses. Instructor candidates failing Part 2 and/or Part 3 are required to repeat the Part they failed within a one calendar year. For Active Army (AA) instructor candidates not completing Part 2 and/or 3 during the 1-year timeframe, the CoE/school-designated authority will reassign instructor candidate to a different duty position. RC instructor candidates not completing Part 2 and/or Part 3 during the 13 month timeframe will no longer have priority for training with the recommendation to retake Part 1.

d. U.S. Army military instructors/facilitators must satisfy the following requirements:

(1) Possess required military occupational specialty (MOS), additional skill identifier (ASI), SQI, and subject matter expert qualifications for courses to be taught.

(2) Successfully complete the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course.

(3) Hold the rank of SSG/E-6 or higher or be a qualified SGT/E5 with a waiver.

(4) Complete the current CAC-T, ATSC-provided small group instructor/facilitator course, or complete an equivalent CAC-T, ATSC-approved course (when instructing/facilitating instruction using a small group instruction (SGI) method of instruction).

(5) Be in compliance with AR 600-9 Army weight control standards.

(6) Pass the APFT, as outlined in AR 350-1, AR 614-200, and training circular (TC) 3-22.20.

(7) Hold a certification from the Instructor Certification Board (ICB), as applicable.

(8) Receive instructor/facilitator certification approval by the DOT, DDOT, commander, S&F chief, or designated authority.

e. The following considerations apply to interim certification:

(1) The institution's DOT, DDOT, commander, S&F chief, or designated authority may certify, on an interim basis, any instructor/facilitator who has met certification criteria. The certification is valid for not more than 90 days or until the next regularly scheduled ICB, whichever is sooner.

(2) An uncertified instructor/facilitator (apprentice instructor/facilitator) may perform assistant instructor/facilitator duties while in the accompaniment of a certified instructor/facilitator. A copy of the interim certification for the instructor/facilitator teaching the class will be kept in the visitor's folder until the instructor/facilitator has successfully passed the ICB and received certification approval from the DOT, DDOT, commander, S&F chief, or designated authority.

f. All qualification and certification requirements for RC instructors/facilitators (U.S. Army Reserve (USAR) instructors/facilitators and National Guard Bureau (NGB) instructors/facilitators) must be achievable within 13 months (for example, one training year under The Army Training System (TATS). The RC must initiate processing of skill classification upon completion of the CAC-T, ATSC-approved equivalent course. Before an RC instructor/facilitator is fully certified, the institution will determine the instructor/facilitator demonstrates proficiency and mastery of the subject content, and has exhibited effective use of learning approaches and techniques, within the TATS training year. RC units will provide qualification and certification documentation as described in paragraph 4.5.e of this pamphlet.

g. All instructors/facilitators must recertify every 5 years from the date of their previous certification or recertification date if they have not conducted a class within 5 years. TRADOC institutions may abbreviate recertification from the three-part process (delineated previously) requiring the returning instructor/facilitator to successfully complete one instructor evaluation. Additionally, TRADOC institutions may impose new requirements based upon changing technology and approaches.

h. Recertification requirements will be in accordance with those of the institution (for example, company, battalion, or organization) to which the instructor/facilitator is assigned (where they receive the evaluation to complete the three-tier certification), and where the paperwork is processed for the SQI request.

i. In addition to general instructor certification, successful completion of all three parts of the SFDO'S TTT process is required before an instructor/facilitator is awarded certification to instruct/facilitate courses for S&F. Figure 4-1 depicts the three-part process that leads to instructor/facilitator certification to teach S&F.

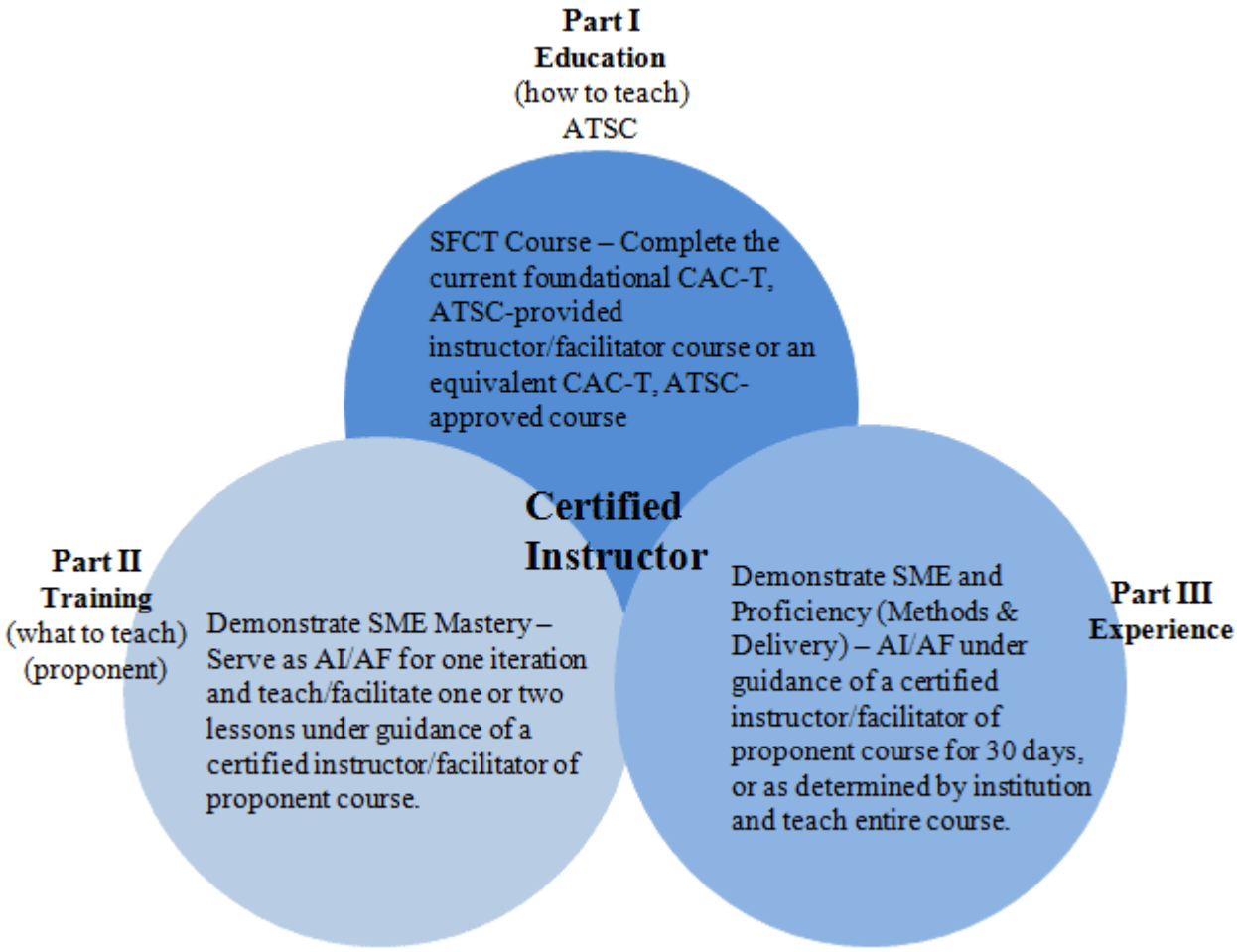

Figure 4-1. Three parts required for certification to instruct/facilitate courses for S&F

Note: The certified instructor/facilitator will provide the instructor candidate verbal feedback and a written evaluation of what worked, needed improvement areas, and procedures for re-do's, within five (5) business days, at the end of each part.

Acronym Key
ATSC – Army Training Support Center CAC-T – Combined Arms Center – Training SFCT – Staff and Faculty Common Training

(1) Through the SFDO's TTT process, personnel seeking instructor/facilitator certification to instruct/facilitate courses for S&F must have completed the required:

(a) Education. Must pass the required SFCT.

(b) Training. Must pass the specified course for which certification is being sought.

(c) Experience. Must teach the specified course under supervision of a certified instructor/facilitator for a minimum of 30 days or as determined by commander/commandant.

(2) The certified instructor/facilitator or board who observes the instructor/facilitator seeking certification must validate that the candidate has successfully taught the course under their guidance/supervision before certification can be awarded.

(3) Certifications may be awarded for specific portions of a course. For example, time and money may prevent the instructor/facilitator seeking certification from taking the entire course. The instructor/facilitator may take a portion of the course (for example, specific modules or lessons), and then teach that portion under the guidance of a certified instructor/facilitator. Once the certified instructor/facilitator signs off on successful completion, the instructor/ facilitator seeking certification becomes certified to teach the specified portion of the course.

(4) To reduce certification time or to gain efficiency, TRADOC institutions may conduct performance assessments to verify proficiency. Additionally, TRADOC institutions may use other techniques to determine the instructor/facilitator skill sets and provide certification. Other certification options include submitting a digital video disk (DVD) or portfolio of previous work; or deliver training via video teleconference learning management system, or net meeting.

(5) Military personnel in grades Staff Sergeant (E-6) and above seeking instructor/facilitator certification must comply with AR 614-200, AR 600-9, TC 3-22.20, TR 350-70, and this pamphlet.

j. Once certified to teach one course, the instructor/facilitator may seek certification for another course. The institution identifies the technical qualifications required to teach the course; these requirements are specified in the CMP.

4-3. Qualification

Qualification is the process for an individual to become an instructor/facilitator who instructs/facilitates courses for S&F. "Qualification" means that the instructor/facilitator candidate has enrolled in and completed the SFCT course requirement (Part I, take a SFCT course). In contrast, "certification" means that the student instructor/facilitator has successfully completed Parts I, II, and III of the SFDO's TTT process to instruct/facilitate a specific SFCT course to S&F.

a. The instructor/facilitator qualification program standardizes the qualification process. The CMP for TATS course specifies the unique qualification requirements for instructors/facilitators. Managers must ensure that the institution's faculty fully meets those requirements.

b. Components of an instructor qualification program include:

(1) The current Army instructor/facilitator qualification course and any other course-specific requirements. TRADOC instructor/facilitator courses provide standardized instructor performance outcomes needed to develop adaptive, thinking Soldiers and civilians capable of incorporating self-development, institutional instruction/facilitation, and operational experiences.

The instructor/facilitator qualification program must provide a learning environment that fosters 21st century Soldier and civilian competencies with instructional strategies, expert instructors/facilitators, and technologies that support the student. Institutions may require personnel to complete additional instruction based upon local requirements.

(2) Ensuring that instructors/facilitators possess the skills, knowledge, and abilities needed for the position in order to be certified in the implementation of learning products and qualified in the technical/tactical content of the course. The course documents for the learning product to be implemented will specify all technical and experience requirements the instructor/facilitator must meet. Table 4-1 provides instructor/facilitator qualification guidelines.

Table 4-1
Instructor/facilitator qualification requirements

Requirements:
a. The student instructor/facilitator attends the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course as required by TR 350-18, TR 350-70, and the AR 600 series. (1) During course, the student instructor/facilitator uses materials from the course he or she will be presenting. (2) The student instructor/facilitator completes instruction on any special equipment or devices he or she will use during implementation of the course. (3) The student instructor/facilitator observes an expert instructor/facilitator delivering course. (4) The student instructor/facilitator completes instruction on how to minimize the learning product's impact on the environment, covering environmental issues in AARs, and identifying environmental lessons learned. (5) The student instructor/facilitator adequately uses the risk management process to identify and assess potential hazards, properly implements adequate controls to reduce or eliminate those hazards, and completes instruction on significant safety concerns. AR 385-10, paragraph 1-6 directs all personnel to apply composite risk management procedures in each phase of the training management cycle to identify hazardous conditions and correct shortcomings responsible for these conditions. (6) The student instructor/facilitator will be able to analyze the elements of the operational environment and incorporate them into the course. (7) The student instructor/facilitator is provided a reasonable time based upon the institution's guidelines (normally less than 90 days) to rehearse, using actual materials and equipment (or mockups), until the student feels confident and prepared.

Table 4-1
Instructor/facilitator qualification requirements, continued

Requirements:
b. Upon completion of the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course, the instructor/facilitator candidate presents instruction to a certified instructor/facilitator or review board. Review board composition can include some or all of the following: (1) Training/education division chief. (2) Other qualified instructors/facilitators. (3) Special subject matter or content experts. (4) Developer. *Note:* If possible, conduct review board on all T&E products the instructor/facilitator candidate will present. If the instructor/facilitator candidate is working in a small method of instruction scenario and is responsible for a large amount of instruction, randomly select modules for presentation. Instructor/facilitator candidates should receive little notice of the modules to be observed.
c. Monitor subsequent "live" instruction delivered by the instructor/facilitator on a random basis. If all instruction was not observed, monitor a module or lesson that was not observed previously.
d. Ensure instructor/facilitator candidates successfully satisfy their local S&F requirements.

(3) Providing instructor/facilitator and developer professional development. Managers will establish a local instructor/facilitator sustainment training program. The program will provide T&E products to correct identified performance deficiencies, enhance knowledge of current technologies and practices, expand performance capabilities, and meet institution-directed requirements. Investment of resources in an instructor/facilitator sustainment training program will build a cadre of implementation professionals capable of providing quality T&E products to Soldiers, leaders, and civilians.

(4) Satisfaction of the following requirements by U.S. Army military instructors/facilitators:

(a) Possess required MOS, ASI, SQI, and subject matter expert qualifications for courses to be taught.

(b) Successfully complete the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course.

(c) Hold the rank of SSG/E-6 or higher, as outlined in AR 614-200.

(d) Complete current, CAC-T, ATSC-provided small group instructor/facilitator course or an equivalent, CAC-T, ATSC-approved course (when instructing/facilitating using an SGI method of instruction).

(e) Be in compliance with AR 600-9 weight control standards.

(f) Pass the APFT, as outlined in TC 3-22.20.

(g) Hold a certificate or memorandum of certification from the proponent or training institution.

(h) Receive instructor/facilitator certification approval by the DOT, DDOT, commander, S&F chief, or designated authority.

(5) Satisfaction of the following requirements by U.S. Army civilian instructors:

(a) Have been an MOS graduate during his/her military career. If not, the candidate will be required to successfully complete the course in which he/she is to be certified.

(b) Complete the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course.

(c) Complete current, CAC-T, ATSC-provided small group instructor/facilitator course or an equivalent, CAC-T, ATSC-approved course (required when facilitating with SGI methods of instruction).

(d) Be recommended for instructor/facilitator certification by the ICB.

(e) Receive instructor/facilitator certification approval by the DOT, DDOT, commander, S&F chief, or designated authority.

4-4. Skill identifiers (SIs)/skill qualifications identifiers (SQIs)
Upon successful completion of SFDP instructor/facilitator certification or recertification requirement, local S&Fs will prepare a request for an SI packet. The SI packet will be submitted through the local school's DOT/DDOT or authorized personnel to the local personnel, S-1 for action. All requests for award of an SI (instructor/facilitator and writer/instructor) will comply with AR 611-1 and DA Pam 611-21. (See table 4-2.)

Table 4-2
SI/SQI

Category	ASI/SQI	Instructor	Writer/Instructor
Officer	ASI	5K	7Q
Enlisted/Warrant Officer	SQI	8	2

4-5. The SFDO TTT process

a. The TTT program is specifically for instructors/facilitators seeking certification to deliver SFCT courses at their respective institutions. Upon successful completion of SFDP instructor/facilitator certification or recertification requirement, local S&Fs will prepare a request for award of the appropriate SI (5K, 7Q, 8 and 2) for military personnel. The SI packet will be

routed through the local school's DOT, DDOT, or authorized personnel, to the local personnel, S-1 for process and forwarding to HQDA. The appropriate SI (5K, 7Q, 8 and 2) will be granted only to those Soldiers having orders assigning them to an instructor/facilitator, writer/instructor slot and meeting the requirements of AR 600-9, AR 611-1, AR 614-200, DA Pam 611-21, and TC 3-22.20.

b. Soldiers must hold an instructor/facilitator duty assignment/position. Assistant instructor/facilitators' duty assignment/position titles do not meet the requirement for award of an ASI/SQI/SI.

c. All SFCT TTT candidates seeking certification to teach/facilitate SFCT courses must complete all three parts of the TTT process as delineated in figure 4-2. The SFCT TTT candidate will be observed and evaluated (verbally and in writing) by a certified SFCT instructor/facilitator or board for the course in which the SFCT TTT candidate is seeking TTT certification. The certified SFCT instructor/facilitator or board will validate that the TTT candidate has successfully completed the requirements for certification of that particular SFCT course using the Basic Instructor/Facilitator Evaluation Checklist. For example, the instructor/facilitator seeking certification to teach the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course must first pass the course as a student. The next requirement is to sit through an iteration of the course and teach/facilitate at least one or two lessons of the foundation course under the guidance of a certified instructor TTT foundation course instructor/facilitator. The number of lessons taught will vary based upon institution requirements. Finally, the instructor/facilitator seeking TTT certification will teach/facilitate the entire foundation course under the guidance of a TTT-certified certification course instructor/facilitator or board, who validates that the instructor/facilitator candidate has completed the three-part process for TTT certification to teach/facilitate the foundation course.

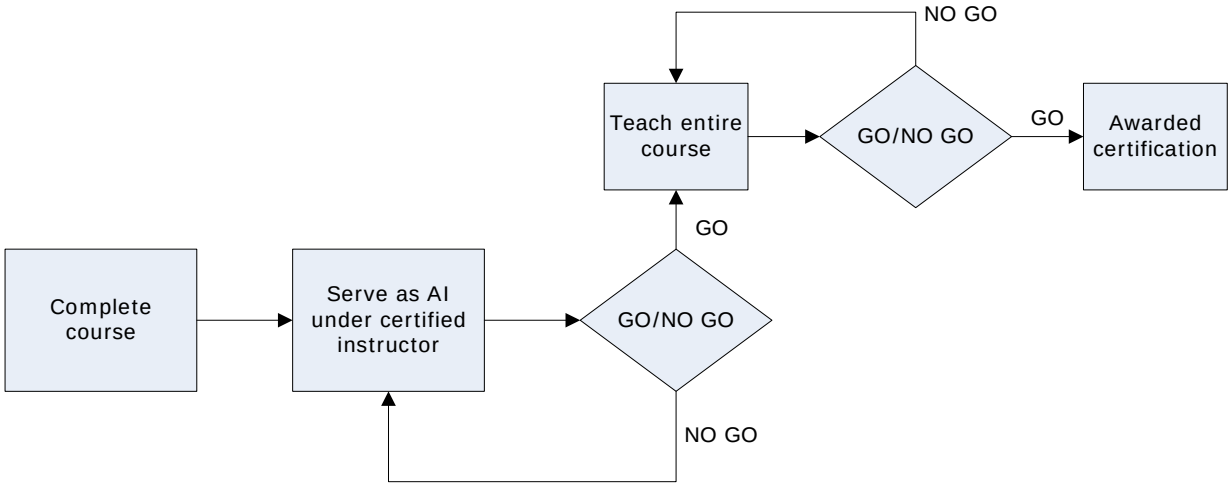

Figure 4-2. TTT process

d. For information on the TTT process, contact ATSC, ESD, SFDO, ATTN: ATIC-ED, Fort Eustis, VA 23604-5166.

e. Upon completion of SFCT TTT process, institution Commander/commandant, S&F Chief or designated authority will send by official correspondence a memorandum to ATSC, ESD, SFDO, ATTN: ATIC-ED, Fort Eustis, VA 23604-5166 certifying completion of SFCT TTT certification requirements. The memorandum will include the name, rank, duty phone number, duty position title, name of SFCT course TTT-certified to teach, TTT completion date, and name of SFCT-certified course observer.

4-6. Continuing professional development

a. The development of S&F personnel 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.

b. To aid in the continuing professional development process, TRADOC institutions will ensure that an individual development plan (IDP) is developed for each S&F employee. The IDP benefits both the organization and the employee. The IDP will be revised annually and align with the organization's mission, goals, and objectives.

c. Developmental opportunities include, but are not limited to:

(1) Attending formal SFCT and SFLT courses.

(2) Enrolling in college/university courses, seminars, workshops, and degree or certificate programs.

(3) Attending locally sponsored and funded contractor-conducted learning programs.

(4) Participating in Web seminars and reading Web-based resource/reference materials.

(5) Reading DA and HQ TRADOC training regulations, pamphlets, and other materials.

(6) Reading professional books and trade magazines.

(7) Participating in Army-sponsored leadership and management seminars and related programs.

(8) Participating in pilot assessments, sandbox exercises, and other related learning activities.

(9) Obtaining peer evaluations, critiques, suggestions, and other performance feedback; providing the same support to peers.

(10) Attending refresher/enhancement courses. Institutions will specify when instructors/facilitators must attend a refresher course. The refresher/enhancement notification will be annotated on the instructor/facilitators' IDP with a specified date of completion. A copy of the IDP will be provided to instructor/facilitators for their personal files, and a copy of the IDP will be maintained by the DOT, DDOT, commander, S&F chief, or designated authority.

4-7. Contracted instructors/facilitators

a. Contracted instructors/facilitators must meet the same certification requirements covered in table 4-1.

b. The contractor is responsible for providing personnel with the correct capabilities to perform a contract. Unless approved by the U.S. Government, a contractor is not allowed to charge the salary of a contracted instructor/facilitator to the contract while he/she is attending certification instruction; this includes all S&F qualifying courses. Contractor instruction must be in compliance with Defense Finance and Accounting Service, Instruction Regulation 37-1, chapter 13.

Chapter 5
Staff and Faculty (S&F) Curriculum

5-1. Overview
The S&F curriculum is comprised of SFCT and SFLC.

5-2. S&F common training (SFCT)

a. SFCT is a collection of common courses and professional development activities that addresses critical tasks and supporting skills and knowledge that SFD personnel must exhibit throughout the ADDIE process and in support and management of learning products. Current courses may be found at: http://www.atsc.army.mil/itsd/s&f/corecurr.asp

b. To minimize duplication of SFCT courses, institutions developing SFCT courses and course materials must submit a copy of their needs analysis and course objectives to ATSC, SFDO prior to development. Institutions will send completed course materials to ATSC, SFDO to facilitate the sharing of best practices among the S&F community. Submit aforementioned SFCT documents to ATSC, ESD, SFDO, ATTN: ATIC-ED, Fort Eustis, VA 23604-5166. For assistance, call DSN 826-3096 extension 4081 or (757) 878-3096 extension 4081.

5-3. Staff and faculty local curriculum (SFLC)
SFLC includes SFCT courses and professional development activities that address the specific requirements of TRADOC institutions.

a. Additional TRADOC institutional content may be added to the SFCT curriculum, but elements of the SFCT curriculum may not be subtracted.

b. To capture and share best practices with the S&F community of practice, all institutions must submit their SFLC to ATSC, ESD, SFDO, ATTN: ATIC-ED, Fort Eustis, VA 23604-5166. For assistance, call DSN 826-3096 extension 4081 or (757) 878-3096 extension 4081.

5-4. SFDO course scheduling, enrollment, and cancellation

a. SFDO course scheduling, enrollment, and cancellation procedures are the same for both SFCT and SFLC.

b. The course manager for the SFCT is ATSC, ESD, SFDO, Fort Eustis, VA 23604-5166. For information regarding scheduling, enrollment, or cancellation, please call (757) 878-3096 extension 4093 or DSN 826-3096 extension 4093.

c. Refer to local policies and procedures for SFLC course scheduling, enrollment, and cancellation information.

Chapter 6
Staff and Faculty Recognition Program

6-1. Overview
ATSC, ESD, SFDO develops ITPs for its SFCT courses. Local TRADOC institutions have the responsibility to develop ITPs pertaining to their courses. All ITPs developed at TRADOC institutions related to SFCT courses will be submitted to ATSC, ESD, SFDO for review.

6-2. Instructors/facilitators

a. Local instructor/facilitator recognition programs employ policies and programs that align with the TRADOC instructor/facilitator recognition program and are used to recognize outstanding individuals and promote excellence in instruction.

b. The TRADOC I/FOY award program is designated to promote and recognize excellence in instruction. The program is used to recognize outstanding individual instructors/facilitators and to promote excellence in instruction. The most outstanding instructors/facilitators from all TRADOC instructional elements compete for the designations of commissioned officer, noncommissioned officer, warrant officer, USAR, National Guard and civilian I/FOY.

Note: Nomination procedures may change from year to year; a sample is provided in appendix C. A copy of the TRADOC I/FOY evaluation criteria sheet are provided in appendix C.

6-3. Local awards

a. All TRADOC and non-TRADOC institutions may set policy, responsibilities, and procedures governing local instructor/facilitator competition programs. The competition must be open to military instructors/facilitators and to Army civilians serving as instructors/facilitators within the institution. Contract instructors/facilitators are not eligible to participate in the local instructor/facilitator competition program.

b. Each TRADOC institution will determine competition dates, nomination procedures, and selection criteria for each local instructor/facilitator competition program. The local instructor/facilitator competition program procedures will be included in the local institution's SOPs and be available for Quality Assurance Office evaluation.

Appendix A
References

ARs, DA Pams, field manuals, and DA forms are available at www.apd.army.mil. TRADOC publications and forms are available at http://www.tradoc.army.mil/publications.htm.

Section I
Required Publications

AR 611-1
Military Occupational Classification Structure Development and Implementation (Cited in paras 4-4, 4-5a.)

TR 350-10
Institutional Leader Training and Education (Cited in paras 3-2b, 3-2b.)

TR 350-18
The Army School System (Cited in para 3-2b(10), table 4-1a.)

TR 350-70
Army Learning Policy and Systems (Cited in paras 2-4b, 3-2a, 3-4a, 3-5a (2), 3-5c (3), 4-2i (5), C-2, table 4-1a.)

Section II
Related Publications

A related publication is a source of additional information. The user does not have to read a related reference to understand this publication.

AR 25-50
Preparing and Managing Correspondence

AR 25-400-2
The Army Records Information Management System

AR 350-1
Army Training and Leader Development

AR 600 series
Personnel — General

AR 600-9
The Army Weight Control Program

AR 614-200
Enlisted Assignments and Utilization Management

DA Pam 25-40
Army Publishing: Action Officers Guide

DA Pam 611-21
Military Occupational Classification and Structure

Department of Defense 5500.7-R
Joint Ethics Regulation (Available at http://www.dtic.mil/whs/directives/corres/pub1.html.)

Defense Finance and Accounting Service, Instruction Regulation 37-1
Finance and Accounting Policy Implementation (Available at http://asafm.army.mil/offices/BU/Dfas37100.aspx?OfficeCode=1200.)

Field Manual 3-0
Operations (Available at https://atn.army.mil/.)

National Environmental Policy Act of 1969 (42 United States Code Sec 4321) (Available at http://uscode.house.gov/search/criteria.shtml.)

TC 3-22.20
Army Physical Readiness Training (Available at http://armypubs.army.mil/doctrine/tc_1.html.)

TP 350-70-6
Analysis, Design, Development, Implementation, and Evaluation (ADDIE)

TP 525-8-2
The U.S. Army Learning Concept for 2015

TR 25-30
Preparation, Production, and Processing of Army-wide Doctrinal and Training Literature

Section III
Prescribed Forms
This section contains no entries.

Section IV
Referenced Forms

DA Form 87
Certificate of Training

DA Form 705
Army Physical Fitness Test Scorecard

DA Form 1045
Army Ideas for Excellence Program Proposal

DA Form 1059
Service School Academic Evaluation Report

DA Form 1059-1
Civilian Institution Academic Evaluation Report

DA Form 2028
Recommended Changes to Publications and Blank Forms

SF 50
Notification of Personnel Action (Available at http://www.gsa.gov/portal/forms/type/SF.)

SF 182
Authorization, Agreement, and Certification of Training (Available at http://www.gsa.gov/portal/forms/type/SF.)

Appendix B
Sample Staff and Faculty Documents

B-1. Course management plan (CMP) format
Use the CMP format shown in figure B-1.

Course Management Plan (CMP)

for the course [course number, name], [date]

TABLE OF CONTENTS

	PAGE
* Course Structure	CMP-1
* Course Map (Mandatory Training Sequence)	CMP-2
* Training Sequence	CMP-3
Course Manager Qualifications	CMP-4
Course Manager Guidance	CMP-5
* Instructor Certification Requirements	CMP-5
Instructor/Facilitator Guidance	CMP-6
Student Guidance	CMP-7
* Assessment Administration Guidance	CMP-8
Required References	CMP-9
Trainer Guidance	CMP-10

[*Note:* Mandatory components are marked with an asterisk. Record any differences between Active Army (AA) and USAR/Army National Guard (ARNG) instructor/facilitator and/or student implementation guidance.]

COURSE STRUCTURE

This course is structured in phases, modules, and lessons. [Include graphic display of course structure and supporting narrative.]

(1) Graphic display:

(2) Narrative description:

Figure B-1. Course Management Plan (CMP) format

COURSE MAP

This course shows the mandatory training sequence for this course. Each lesson that is shown as a prerequisite for another lesson must be taught before that follow-on lesson is presented. This mandatory training sequence cannot be violated. Failure to follow it means students will receive training for which they have not received the prerequisite training.

[Place lesson course map here. There may be a course map for phase sequencing and module sequencing in addition to the required lesson course map.]

TRAINING SCHEDULES

[Provide some possible training schedules based on the course map mandatory training sequence.]

COURSE MANAGER QUALIFICATIONS

Course managers will have the following qualifications:

COURSE MANAGER GUIDANCE

The course manager is responsible for ensuring the training is presented as designed. Specifically, course manager(s) will:

(1) Ensure required training resources are available for presenting the training as scheduled (or are available when required by the student taking distributed learning (DL).)

(2) Ensure instructors/facilitators receive support, materials, and equipment required for presenting this training.

(3) Ensure staff and faculty are trained to present and manage this training.

(4) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the T&E proponent.

(5) Ensure staff, faculty, and students comply with all safety, risk management, environmental protection rules, regulations, laws, guidance, and course requirements.

(6) Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained.

(7) Obtain required reference materials.

(8-n) [Include DL management guidance as required. Add other guidance as needed. Provide all the information necessary for managing and implementing the course, including resource and graduation requirements.]

Figure B-1. Course Management Plan (CMP) format, continued

INSTRUCTOR CERTIFICATION REQUIREMENTS

Instructors presenting this training will meet the following certification requirements:

(1)

(2)

Special instructor qualifications are: [If applicable.]

[*Note*: See chapter 4.]

INSTRUCTOR/FACILITATOR GUIDANCE

Instructors/facilitators are directly in contact with the students and represent the command in the presentation of instruction. They serve as the role model for the students. They will be technically competent and professional in demeanor.

Each instructor/facilitator will:

(1) Thoroughly study and be well-versed in the material prior to presenting the lessons.

(2) Manage the instruction and maintain an environment conducive to student learning.

(3) Supervise and guide the learning process.

(4) Provide immediate feedback on student performance.

(5) Be alert to students having difficulty and intercede as appropriate.

(6) Hand out the student guide (if applicable) and student assessment plan (SAP) to the students before instruction begins.

(7) Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements.

(8) Explain the graduation criteria and requirements to the students prior to start of course.

Figure B-1. Course Management Plan (CMP) format, continued

(9) Maintain the following records: [List those appropriate for this course.]

(10) Counsel students.

(11) Provide appropriate remediation.

(12) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the T&E proponent.

(13) Ensure the network is up and functional for video teletraining (VTT), as appropriate.

STUDENT GUIDANCE

It is the responsibility of the student to learn to perform the lesson's learning objective(s) of this training. This includes completing the home assignments, completing practical exercises, and participating in training activities.

(1) The student is to be provided the student guide (if applicable) and SAP before instruction begins. The use/importance of these items and student responsibilities will be thoroughly explained to the students.

(2) Students need to provide constructive criticism concerning the efficiency and effectiveness of the training and training materials.

ASSESSMENT ADMINISTRATION GUIDANCE

Administer the assessment(s) IAW the guidance in the enclosed training material. Special guidance and instructions (if any) follow:

Figure B-1. Course Management Plan (CMP) format, continued

REQUIRED REFERENCES

[List, as required, all references required to teach this course.]

(1) Military references

Publication Number	Title	Publication Date

Note: Verify whether military references are up-to-date via the Internet: http://www.apd.army.mil/

(2) Civilian references

Title	Author	Date	Publisher	ISBN #

TRAINER GUIDANCE

[Provide detailed guidance for training in the unit if part of this course is conducted in a unit.]

Figure B-1. Course Management Plan (CMP) format, continued

B-2. Sample end-of-course critique
Figure B-2 is a sample end-of-course critique.

Course Critique Sheet

Course number:
Course name:
Course completion date:

Administrative Guidance:

- This document is a quality control tool that helps us improve the instruction we provide.
- The completion of this critique is not mandatory. As a student, you have valuable information and ideas that can help us improve the instruction for students who follow you. We appreciate your taking the time to provide your input.
- For each question, put an X in a box under one of the numbered columns.

The number	Means that:
0	This question is not applicable.
1	You strongly disagree.
3	You disagree.
5	You agree.
7	You strongly agree.

No.	Question	0	1	3	5	7
1.	**In processing**					
	Guidance was easy to follow.					
	Process was easy and relatively fast.					

Figure B-2. Sample end-of-course critique

No.	Question	0	1	3	5	7
2.	**Lesson presentation**					
	The learning objective for each lesson was clearly stated.					
	I knew exactly what I was expected to do.					
	Graphics used were clear and appropriate for the required learning.					
	Read-aheads and homework assignments allowed sufficient completion time.					
	Reading assignments were specific to the lesson.					
	The risk management process was utilized to minimize all risks. Safety was stressed and practiced throughout the course.					
	Environment protection was stressed throughout the course.					
	Presentations were effective.					
	Lessons were too long for amount of material covered.					
	Lessons were too short to adequately cover the material.					
	The learning activities in the lessons gave me sufficient opportunities to practice and receive feedback.					
	The lessons included activity-oriented practical exercises.					
	My instructional time was protected (in other words, neither the student nor the instructor/facilitator was called away to perform other functions).					
	The materials provided sufficient information so I felt confident that I could perform to standard.					

Figure B-2. Sample end-of-course critique, continued

No.	Question	0	1	3	5	7
3.	**Assessments**					
	I received a student assessment plan (SAP) (or a posted one was available).					
	The SAP told me what I had to do and the standard of performance I had to achieve to complete the course.					
	At the beginning of the course, the instructor/facilitator explained that the SAP told me what standard of performance I had to achieve to complete the course and the grading scheme for each assessment.					
	I was told the process for challenging an assessment answer.					
	Assessments only covered the material presented in the lesson or on homework assignments.					
	Assessment reviews were conducted.					
4.	**Facilities**					
	The facilities were conducive to learning.					
	Classrooms were appropriate for the number of students.					
	Library materials were adequate.					
	The library was available for my use when needed.					
5.	**Transportation**					
	Transportation to and from learning sites was efficient.					
6.	**Equipment/materials**					
	Equipment and materials (such as ammunition and spare parts) required to complete the course were available when needed.					
	Equipment and materials provided were in good condition.					
	Computers provided were in good working condition.					
	All necessary software was installed on the computer (if applicable).					

Figure B-2. Sample end-of-course critique, continued

No.	Question	0	1	3	5	7
7.	**Instructors/staff**					
7a.	**Instructors:**					
	Served as mentors.					
	Provided constructive feedback (negative and positive) that helped me learn.					
	Motivated me to improve my performance.					
	Provided effective academic counseling (as needed).					
7b.	**Facilitator/advisor:**					
	Monitored my progress.					
	Provided constructive feedback (negative and positive) that helped me learn.					
8.	**Distributed learning (DL) (all types)**					
8a.	**Presentation:**					
	Learning materials were readily available and accessible.					
	Course references were readily available, accessible, and relevant.					
	Guidance on accessing the materials was easy to understand.					
	Guidance on completing the materials was easy to understand.					
	The advisor was available and accessible to answer questions.					
8b.	**Interactive multimedia instruction (IMI):**					
	The IMI was effective.					
	The IMI enhanced my learning.					
	The IMI was easy to navigate.					
	The instructional sequence in the IMI was easy to follow.					
	The lesson activities, content, and procedures motivated me to learn.					
	The difficulty level of this lesson was appropriate.					

Figure B-2. Sample end-of-course critique, continued

No.	Question	0	1	3	5	7
8c.	**Audiovisuals:**					
	Graphics were clear and appropriate for the required learning.					
	Audio (if provided) was clear and appropriate for the required learning.					
	Neither audio nor video distracted from the learning experience.					
8d.	**Administrative:**					
	Instructions for installing the IMI were clear.					
	I could study the material at my unit during work hours.					
	I was able to enter and exit the lesson without problems.					
	I could bookmark my location in the lesson and it was easy to return to where I stopped.					
[You may add course-specific questions in the following section.]						
No.	**Additional questions [examples]**	**0**	**1**	**3**	**5**	**7**
9.	Transportation to the mess hall was efficient.					
10.	Transportation to site number 5 was effective.					
Additional remarks or name and contact information.						

Figure B-2. Sample end-of-course critique, continued

B-3. After-action review (AAR) performance checklist
Figure B-3 is an AAR performance checklist.

AAR PERFORMANCE CHECKLIST	
	Put a check in all boxes that were completed for the AAR.
Before the AAR	The instructor/facilitator completed these actions before conducting the AAR**:** ☐ Instructor/facilitator prepared an AAR outline. ☐ The room (or training area) was appropriate.
During the AAR	The instructor/facilitator did the following AAR steps: ☐ Began the AAR: stated the purpose of the AAR, restated the training objective, listed the training events to be discussed, and explained any ground rules. ☐ Had students discuss their strengths and wrote the strengths on the flip chart. ☐ Had students discuss their weaknesses and possible causes, and wrote them on the flip chart. ☐ When all strengths and weaknesses were discussed, added his own observations, insights, and lessons ☐ Had students discuss what to do differently and wrote the ideas on the flip chart. ☐ When all had finished, added his own suggestions. ☐ Specifically told students what to do next: more practice, more training, etc. ☐ Summarized the AAR.
Overall	Overall observations, insights, and lessons of the AAR: ☐ Students talked 75% of the time. The instructor/facilitator did not lecture the students. ☐ Ninety percent of the students participated in the AAR. ☐ Instructor/facilitator asked questions to clarify and to get students to consider the consequences of what they said or did, etc. ☐ Instructor/facilitator made the students' actions visual: drew diagrams, had students reenact what they did, etc. ☐ Instructor/facilitator kept discussion focused on things relating to the training objective. ☐ The "what to do differently" ideas were consistent with Army standards.

Figure B-3. AAR performance checklist

B-4. Waiver memorandum format

Figure B-4 is an example of a waiver memorandum format.

DEPARTMENT OF THE ARMY
ORGANIZATION
CITY, STATE ZIP+4

REPLY TO
ATTENTION
OF:

Office Symbol Date

MEMORANDUM FOR Commander, U.S. Army Training Support Center (ATIC-CO)

SUBJECT: Request for Waiver/Exception to Policy

1. Requestor information.
2. Type of waiver request.
3. Regulatory requirement.
4. Proposed alternative procedures
5. Justification.
6. Impact Statement.
7. Anticipated implementation date.
8. Waiver period of time covered.
9. POC for this action is _____.

Encl // SIGNATURE //

Figure B-4. Waiver memorandum format

B-5. Critical task list

a. Learning product development and instructor/facilitator task list introduction. This paragraph covers the developer and instructor/facilitator task list.

b. Task categories. Tasks in this appendix are grouped into six categories:

(1) Learning product development management.

(2) Analysis.

(3) Design.

(4) Development.

(5) Implementation.

(6) Evaluation.

c. Learning product development management. Table lists task numbers and titles for learning product development management tasks.

Table B-1
Learning product development management tasks

Task Number	Task Title
157-100-0100	Manage training development workload identification.
157-100-0120	Prepare a project management plan.
157-100-0140	Compile the proponent's learning product development plan.
157-100-0160	Control the training development process.
157-100-0200	Determine training development/training budget requirements.
157-100-0300	Manage developer identification and use.
157-100-0500	Manage contracted training development.
157-100-0600	Manage development of a TC.
157-100-0720	Reproduce training products.
157-100-0740	Distribute training products.

Note: This is a sample of tasks but is not a complete list.

d. Analysis. Table B-2 lists task numbers and title for analysis tasks.

Table B-2
Analysis tasks

Task Number	Task Title
157-210-0100	Identify collective training development/training requirements.
157-210-0200	Identify individual training development/training requirements.
157-210-0300	Identify collective critical tasks for a specific unit.
157-210-0400	Identify collective critical task performance specifications for a specific task.
157-210-0500	Identify individual critical tasks for a specific job.
157-210-0600	Identify individual critical task performance specifications for a specific task.

e. Design. Table B-3 lists task numbers and titles for design tasks.

Table B-3
Design tasks

Task Number	Task Title
157-230-0120	Determine the long-range unit training strategy.
157-230-0140	Determine the short-range unit training strategy.
157-230-0160	Determine the long-range individual training strategy.
157-230-0180	Determine the short-range individual training strategy.
157-230-0220	Design a training exercise.
157-230-0240	Provide training development portion of a system training plan
157-230-0300	Design a resident training course.
157-230-0320	Compile a POI.
157-230-0340	Design a correspondence subcourse.
157-230-0360	Design an on-the-job training course.
157-230-0420	Design a multimedia training product.
157-230-0440	Design an ICW training product.
157-230-0460	Design a job aid.

Table B-3
Design tasks, continued

Task Number	Task Title
157-230-0480	Design a graphic training aid.
157-230-0500	Establish requirements for a training aids, devices, simulators, and simulations (TADSS).
157-230-0520	Design a single user individual simulation.
157-230-0530	Design a simulation for a small multiple user group.
157-230-0540	Design a simulation for a large multiple user group.
157-230-0800	Design a criteria-referenced assessment.
157-230-0820	Create a student evaluation plan.

f. Development. Table B-4 lists task numbers and titles for development tasks.

Table B-4
Development tasks

Task Number	Task Title
157-260-0220	Develop a training exercise.
157-260-0240	Develop a drill.
157-260-0300	Develop resident training materials/products.
157-260-0320	Develop an exportable training course module.
157-260-0340	Develop a correspondence subcourse.
157-260-0350	Compile a correspondence course.
157-260-0360	Prepare a course management plan.
157-260-0420	Develop a multimedia training product.
157-260-0440	Develop an ICW training product.
157-260-0460	Develop a job aid.
157-260-0480	Develop a graphic training aid.
157-260-0500	Develop a simulation.
157-230-0700	Compile a Soldier's training publication.

g. Implementation. Table B-5 lists task numbers and titles for implementation (instructor/facilitator) tasks.

Table B-5
Implementation (instructor/facilitator) tasks

Task Number	Task Title
157-280-0100	Present traditional classroom instruction using discussion, demonstration, and exercises.
157-280-0200	Lead small group instruction.
157-280-0300	Counsel students.
157-280-0400	Facilitate self-paced instruction.
157-280-0500	Present a VTT lesson.
157-280-0550	Facilitate remote VTT site.
157-280-0600	Manage simulation presentation.
157-280-0700	Control simulated exercises.
157-280-0800	Administer criterion-referenced assessments.
157-280-0900	Conduct an AAR.

B-6. Instructor/facilitator competencies
Army instructor/facilitator competencies include accepted competencies in the greater T&E field. Table B-6 lists Army instructor/facilitator competencies.

Table B-6
Army instructor/facilitator competencies

Category	Competency	Performance Statement
1. Core competencies	Cultural sensitivity.	
	Conceptual knowledge/skills.	a. Problem analysis b. Judgment c. Conceptual thinking
	Self-management skills.	a. Self-responsibility b. Self-control c. Flexibility d. Professional standards/ethics
	Information management.	
	Basic computer skills.	
2. Intern/trainee (apprentice instructor)	a. Fulfills the SFCT instructor requirement. b. Meets the proponent course content qualification requirements specific to the performance related position.	
3. Intermediate (journeyman)	a. Proficiency with the specific course content. b. Familiar with the scope of the assigned activity's mission. c. Has breadth of experience to routinely perform with minimal guidance.	
4. Master (specialist)	a. Demonstrated mastery in the methods and techniques for delivery of instruction. b. Fully knowledgeable of the activity's mission. c. Serves in an advisory/consultant capacity.	

Table B-6
Army instructor/facilitator competencies, continued

Category	Competency	Performance Statement
5. Online Instructor Competencies	Administrative	
	Facilitation	
	Technical	
	Evaluation	

Appendix C
Staff and Faculty Awards

C-1. Sample nomination procedures for Instructor/Facilitator of the Year (I/FOY)

1. This enclosure explains procedures for nominating TRADOC I/FOY for FYXX. The categories are: commissioned officer, noncommissioned officer, warrant officer, civilian, USAR, and National Guard.

2. TRADOC service schools and Cadet Command may submit one nominee for each applicable AA category to HQ TRADOC, ATTN: ATTG-TRI-IT, 950 Jefferson Avenue, Fort Eustis, VA 23604. See the complete address at the end of this enclosure.

3. The USAR Command, Cadet Command, and NGB will initially review their individual nominations, select the top three candidates and forward those three selections to this Headquarters no later than 31 October to compete in their respective categories, regardless of rank/grade. All Reserve Officers' Training Corps (ROTC), Reserve, and National Guard units should contact their respective HQs for an internal suspense for candidate submissions. Customarily, submissions from ROTC, USAR and NGB units should be sent to Cadet Command or USAR/NGB Headquarters a minimum of one month prior to final submission (in September), so that their internal review groups can select the top three candidates for submission to HQ TRADOC in October. Submissions sent directly to TRADOC HQ from ROTC, USAR, or NGB units will not be considered.

4. Use the following criteria to select your nominees:

a. Only individuals will be considered.

b. Military nominees must have passed their latest APFT and meet Army height and weight standards IAW AR 600-9. Military personnel from other services must pass the physical fitness test and meet the height and weight standards required by their service.

c. Each nominee must have served as an instructor/facilitator a minimum of 6 months.

d. Each nominee must be a certified graduate of the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course, to include Cadet Command's School of Cadet Command.

e. Personnel assigned as drill sergeants are not eligible for this competition. They are eligible for recognition through the Drill Sergeant of the Year competition.

f. According to the TRADOC Judge Advocate General's office, civilian contractors (even those serving as uniformed instructors) are not eligible. In other words, Command and General Staff College small group leaders and Cadet Command assistant professors of military science are not eligible for participation, per Department of Defense 5500.7-R Joint Ethics Regulation.

5. Instructor/facilitator performance is the focus. Enclosure 2 is a copy of the TRADOC I/FOY evaluation score sheet, with accompanying explanation of the criteria. Please use the latest version of the score sheet when preparing materials for submission. The TRADOC I/FOY evaluation criteria sheet explains all criteria included (see score sheet and criteria sheet which follow these procedures). When preparing nomination packages, use this guide to evaluate instructor/facilitator performance and consider the following:

a. Tactical and technical knowledge.

b. Communications skill and ability.

c. Appearance and military bearing.

d. Learning product materials development.

6. Each school will establish its own local procedures to select nominees using the above criteria. Nomination format is:

a. Memorandum for record or Letter of transmittal from the nominating headquarters that includes school I/FOY POC's name, mailing address, DSN telephone number, and statement that nominee(s) meets requirements outlined in paragraphs 4b-d.

b. At Tab A, the nominating headquarters should categorically detail how nominee(s) excels in instructor/facilitator performance, tactical and technical knowledge, communications skill and ability, and appearance and military bearing. This information should also address additional instructor/facilitator achievement in course/POI/lesson plan development and/or professional development.

c. At Tab B, include a single-spaced, one-page, typewritten response from the nominated instructor, answering the following questions:

(1) What is your greatest contribution as an instructor?

(2) What is your greatest challenge as an instructor?

d. The nominating headquarters should also include a new DVD or ½-inch videotape (minimum 12 minutes, maximum 20 minutes) of each nominee teaching a regularly scheduled class. The competition authorizes editing of the DVD/videotape to ensure candidate covers the criteria on the score sheet. Please ensure that each POC reviews all taped material and nomination packets prior to submission to the Headquarters, checking for timing, accuracy, and comprehensiveness, as well as audio and visual quality. Ensure that both DVD/videotapes and packets address the criteria covered on the TRADOC I/FOY evaluation score sheet.

7. This Headquarters will not be responsible for defective recordings or incomplete packets. Incomplete nomination packets will not be reviewed or scored. Poor quality tapes (sound, camerawork) will be graded accordingly.

8. Package nominations in a file folder with a label centered on the front of the folder. The label should contain the standard name line of the nominee, competition category, and installation/service school represented. DVD/videotape cases, as well as the DVD/videotape itself, should be labeled with the same information. Please spell the candidate's name correctly on all submitted items.

9. Use the following address to send your nomination packets:

HQ, TRADOC, G-3/5/7, Training Integration Directorate
Training Development Staff Management Division
ATTN: ATTG-TRI-IT
Bldg. 950, 2098-M
950 Jefferson Ave.
Fort Eustis, VA 23604

10. POC for this program: 757-501-5720, DSN 501-5720, fax 501-5434.

C-2. TRADOC I/FOY evaluation criteria sheet

Introduction

ATTENTION/GREETING: Gaining student attention by giving the proper greeting of the day, introducing self and the lesson unit. Capturing the audience's attention — calling the block of instruction to begin. "Good morning," or "Good afternoon, Officer Advanced Course 5/03," are examples.

INTRODUCTION/MOTIVATOR: Informing the students why the lesson is important, the need to know, and the consequences for nonperformance. Preparing the students for learning through some specific vehicle, such as query, humor, personal narration, analogy, film clip, or enacting a scene. Instructor/facilitator should include the benefits of the course, and the risks to job performance if they don't complete the training. There should be an overview of the position and importance of the lesson in the overall training environment, and potential instructional strategies that will be used in the course. (The motivator is the most important part of the introduction.)

TERMINAL LEARNING OBJECTIVE (TLO): Describes exactly what the students must be capable of performing under stated conditions to the prescribed standard on lesson completion. This should be stated in language the students will understand. Instructor/facilitator should relate what the students should be able to do following the training (action), the setting in which they will be able to do it, both in the learning environment and in the transfer setting (condition), and the 80 percent mastery and proficiency with which they will be required to perform, both during and after the training (standard). The TLO is clearly articulated (achieved by directing camera to a slide, vocally by the instructor, or calling on students to read the TLO).

ACTION: Describe what the students must be able to do after completing a specific part of the training. The action in the statement is performance-oriented and will be observable and measurable. The action statement begins with an action verb, in accordance with (IAW) TR 350-70.

CONDITION: Identify anything that has pertinent influence upon objective performance, including environment, equipment, manuals, assistance, or supervision. The statement is written to training conditions, not actual wartime conditions, and will relate to the action only IAW TR 350-70.

STANDARD (MEASURABLE): Establish the criteria for how well the action described must be performed. The standard statement must be observable, measurable, and written in the present tense. The standard statement specifies how well, completely, or accurately a process must be performed or a product produced, IAW TR 350-70.

SAFETY REQUIREMENTS: Inform the students of the general safety factors and requirements for the lesson. Use instructor "Notes" to make specific safety points, as appropriate, during the actual class presentation. If there are none, so state.

RISK ASSESSMENT LEVEL: Identify potential hazards associated with the training. It is an expression of potential loss in terms of hazard severity, accident probability, and exposure to hazardous materials. The levels of risk are: low, moderate, high, and extremely high. The instructor/facilitator should assess the risk for the block of instruction, and convey that risk to the students.

ENVIRONMENTAL CONSIDERATIONS: Inform students of the general environmental factors and considerations. These factors include training considerations as well as task performance considerations. They focus on protecting the environment in which students train and perform their jobs, not on how the environment can affect the performance of the task.

The instructor/facilitator should assess the training environment for the block of instruction, and convey those considerations to the students (such as adequate lighting, ventilation, use of hazardous materials, and information related to disposing of chemicals.)

EVALUATION: Inform the students how, when, and where performance of the lesson TLO will be assessed. (Refer students to the student evaluation plan for additional evaluation information.)

Provide a statement asserting whether or not the block can be assessed.

INSTRUCTION RELATED TO PREVIOUS/FUTURE CLASSES: Information to the student detailing how this block "fits" into the course plan ("During our last class we covered…," or "This block will prepare you for_____, which will be covered in the upcoming week."). Relate the content to the students' course-relevant prior knowledge.

Presentation

ENABLING LEARNING OBJECTIVES (ELOs): Point given here for providing ELOs specifically, or stating the learning points which support the TLOs.

MOVEMENT/MANNERISMS: Use of body language which is natural and appropriate for the spoken word — for example, hand gestures to emphasize points, facial expressions, or animation, and no use of stilted or exaggerated gesticulation or rocking, playing with change in pockets or things in hands, or pacing.

USE OF TRANSITIONS THROUGHOUT THE LESSON: Providing a verbal segue between teaching points — not simply stating "next slide" or "on the next slide we have…" Relating the content to the student's course-relevant prior knowledge is an important strategy in transitioning from one point to the next. Pointer words for steps or stages such as "first," "second," "third," or "as a result" help with transitioning.

LITTLE RELIANCE ON NOTES: Instructor/facilitator actually knows material being presented — not excessively "reading a script," or dependent on the lesson plan to frame teaching points.

FREQUENT INTERACTIONS W/CLASS: Using the true conference method as opposed to lecture. During lesson presentation, there must be a minimum of three instructor-generated

student interactions. Instructor-student dialogue (developmental questions) and student hands-on activities are examples of student interactions. Instructor-generated interactions should occur approximately every 3–6 minutes.

The instructor/facilitator should engage the students mentally by, for example, group discussion, asking questions, or prompting. Relating the content to the student's course-relevant prior knowledge, pointing out new or unusual elements of what students are learning, getting students to demonstrate, and asking for participation are a part of lesson interaction.

CHECK-ON-LEARNING/SUMMARIZE: Instructor/facilitator specifically determines whether students understand — and more importantly, able to apply the learning. Instructor/facilitator asks students questions related to the lesson material just covered, asks them to apply what was learned, and provides review of teaching points before moving on to the next topic area. This is not the same as the lesson summary.

QUESTIONING TECHNIQUE: In classrooms, shop areas, or training areas, the optimum questioning technique is a series of logical instructor-generated questions which follow the ask, pause, and call technique in group situations. The instructor/facilitator should use the direct questioning technique in 1:1 training area situations. Fielding questions refers to how comprehensively and accurately an instructor/facilitator can provide a response to a question.

CLARIFICATION/FEEDBACK: Overall presentation should show at least three examples of the instructor/facilitator performing any of the following: defining unclear concepts, providing examples from the job or mission environment, practicing identification of examples and non-examples of concepts, providing visual models with narrated descriptions in job-relevant terms, and explanations of how actions at each stage lead to the next stage and final outcome. Through feedback, students should also understand whether or not they are performing the task correctly. Feedback should be frequent, so that errors don't accumulate. When students make mistakes, feedback: (1) acknowledges correct use of strategies or steps; (2) doesn't focus on mistakes; (3) provides opportunity to correct; and (4) provides opportunity to review the relevant parts of the demonstration.

EYE CONTACT: Self-explanatory.

ENTHUSIASM/SELF CONFIDENCE: Self-explanatory.

PRONUNCIATION: Instructor/facilitator pronounces words clearly and can be understood by students. Words will be appropriate for the student population. Regional, linguistic, or colloquial variations will not be considered adversely against the instructor. Clear articulation of the spoken word (for example, "ask" instead of "ax," "fiscal" instead of "physical," "specific" instead of "pacific," "credit" instead of "credick") is the standard.

GRAMMAR, SYNTAX, USAGE: Correct use of third-person verb forms, subject-verb agreement, use of possessive case, adjectival/adverbial forms, idiomatic language, and regionalisms. The use of subvocals and "like" is also evaluated in this section.

ENGAGEMENT/REINFORCEMENT: Teaching points must be reinforced through practice which provides a clear, step-by-step how-to demonstration based on authentic job/mission

related scenarios including decisions and actions needed by students to accomplish the task. When teaching decisions, the instructor/facilitator should include consideration of alternatives and criteria used to choose the best alternative in routine situations. The instructor/facilitator should engage the students mentally by group discussion, fielding questions, prompting, etc., throughout lesson content by providing correct information, examples, and analogies.

MORE "USE" VERSUS "REMEMBER" KNOWLEDGE: The lesson selected for presentation should showcase application knowledge for full credit in this area.

Sufficient concept information and teaching points must be presented during the lesson so that degradation of training does not occur. The instructor/facilitator should provide the full range of information related to the topic. This is "remember" knowledge. All training, however, should include practice, or "use" knowledge. Part task practice should be followed by whole task practice, which should mirror the job environment. Practice should begin with the simple, moving to more complex and/or increasingly novel situations.

SEQUENCE/ORGANIZATION: Lesson/learning step sequence will enhance student learning. Subelements of topics, which are necessary to support the TLO and/or ELO, must be included in the lesson plan and taught. The instructor/facilitator should relate the material to the students in the correct order (either in the order in which the job or mission relevant tasks are accomplished, or if there is no necessary sequence, in an order beginning with less difficult tasks, progressing to more difficult), not move around from point to point or become sidetracked.

VARIED ACTIVITIES: Creating a learning environment which involves more than students simply listening to instructor/facilitator lecture, with a periodic question or two interspersed. Some examples include having students write on the board, breaking into discussion groups or teams, performing hands-on activity, having the student summarize a teaching point, etc. (see previous information on interactions).

STUDENT EQUIPMENT: All required tools, technical manuals and actual equipment will be available, serviceable (as required), and readily accessible to students. Utilizing items such as pens, pencils, paper, the blackboard, compasses, overhead projectors, chart paper, markers, or computers constitutes use of student equipment.

TRAINING/JOB AIDS USED: Training or actual job aids will support the learning situation and will be used in a manner that will not create a distraction for the student. The instructor/facilitator will practice the instructional techniques taught in their instructor/facilitator training course when utilizing training aids, or materials used to facilitate learning (see TR 350-70).

CLASSROOM MANAGEMENT: Instructor/facilitator must state, observe, and practice all safety/environmental standards and regulations, ensuring that students are not placed at risk of injury or in an endangered situation, such as wearing protective equipment or gloves. Additionally, the instructor/facilitator must remain mindful of the learning environment, ensuring control over pacing, preventing student control of lesson sequencing and learning activities, and minimizing distractions.

Summary

REVIEW/SUMMARY OF LESSON: A review will comprehensively highlight the lesson ELOs and/or learning steps/activities which support the lesson. The instructor/facilitator provides a complete review/recapitulation of all information presented: "So we have learned today that…"

SUMMARY CHECK-ON-LEARNING: Determine whether students have learned the material presented by asking questions related to the material, soliciting student questions and explanations, correcting student misunderstandings, and/or having students demonstrate a concept application. This is not the same as periodic check-on-learning.

TIME: Staying within the 15–20 minute time limit for presentation.

VISITOR'S FOLDER SHOWN: A camera scan of the visitor's table, which shows the POI, prior to the beginning of the lesson, not at the end.

Narrative Review (Points Awarded During the Packet Assessment)

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

EXCELS IN INSTRUCTOR/FACILITATOR PERFORMANCE? Based on clearly written information presented in the narrative packet, is there evidence that supports the instructor's ability to train Soldiers above and beyond average instructor/facilitator performance?

REVISION/DEVELOPMENT OF TRAINING LITERATURE? Examples: POIs, lesson plans, SOPs, instructional pamphlets, etc., any material which relates to the instructor's expertise in a given area.

PREPARED TRAINING MATERIALS? Self-explanatory.

TACTICAL/TECHNICAL KNOWLEDGE:

COMMUNICATIVE SKILL/ABILITY: Evaluated by reading the instructor's written narrative of the rewards and challenges of being an instructor.

INSTRUCTOR/FACILITATOR NARRATIVE: Creativity, comprehensiveness, above adequate development, appropriate language reviewed in this section.

OVERALL COMMENTS: See ratings. Broad range of responses, from "missing material" and "poorly written," to "comprehensive," "well-rounded," etc.

ADVICE: Provided by reviewer.

NOTE: All points in each section provide a total score of 95. In addition, each reviewer can give additional points (up to 5) in the scoring section, and has space in the "Notes" section for

substantive commentary relative to any given criteria area in each category (introduction, presentation, summary, or narrative folder).

For example, if an instructor/facilitator does an exceptional job of summarizing the lesson (beyond the standard 3 points awarded) or clarifying the terminal learning objective (beyond the standard 1 point awarded), a reviewer has the discretion to award extra points in that section.

C-1. Sample master instructor/master facilitator (MI/MF) cover letter
Figure C-1 is a sample MI/MF cover letter.

DEPARTMENT OF THE ARMY
ORGANIZATION
CITY, STATE ZIP+4

REPLY TO
ATTENTION
OF:

Office Symbol Date

SUBJECT: Master Instructor/Facilitator Nomination

1. The Engineer School, (full address) proudly nominates (LAST NAME, FIRST NAME MI.,) SSG, (MOS and job title), for Master Instructor/Master Facilitator.

2. A nomination packet with documentation required in accordance with TRADOC pamphlet 350-70-3 is the reference used to prepare this nomination packet.

3. POC for this action is (full name, e-mail, commercial and DSN).

Encl 1 // SIGNATURE Block //

Figure C-1. Sample MI/MF cover letter

Glossary

Section I
Abbreviations

AA	Active Army
AAR	after-action review
ACCP	Army Correspondence Course Program
ADDIE	analysis, design, development, implementation, and evaluation
APFT	Army physical fitness test
AR	Army regulation
ARNG	Army National Guard
ASI	additional skill identifier
ATSC	Army Training Support Center
ATTN	attention
CAC-T	Combined Arms Center — Training
CAI	computer-aided instruction
CBI	computer-based instruction
CBT	computer-based training
CG	commanding general
CMP	course management plan
CoE	center of excellence
DA Pam	Department of the Army pamphlet
DA	Department of the Army
DDOT	deputy director of training
DOT	director of training
DSN	Defense Switched Network
DVD	digital video disk
ELO	enabling learning objective
ESD	Education Support Directorate
HQ	headquarters
HQDA	Headquarters, Department of the Army
I/FOY	Instructor/Facilitator of the Year
IAW	in accordance with
ICB	Instructor Certification Board
ICW	interactive courseware
IDP	individual development plan
IMI	interactive multimedia instruction
ITP	individual training plan
MOS	military occupational specialty
NGB	National Guard Bureau
POC	point of contact
POI	program of instruction
RC	reserve component
ROTC	Reserve Officers' Training Corps
S&F	staff and faculty
SAP	student assessment plan
SF	standard form
SFB	Staff and Faculty Branch

SFCT	staff and faculty common training
SFD	staff and faculty development
SFDO	Staff and Faculty Development Office
SFDP	Staff and Faculty Development Program
SFLC	staff and faculty local curriculum
SFLT	staff and faculty local training
SGI	small group instruction
SI	skill identifier
SOP	standing operating procedure
SQI	skill qualifications identifier
SSG	staff sergeant
T&E	training and education
TADSS	training aids, devices, simulators, and simulations
TC	training circular
TLO	terminal learning objective
TP	TRADOC pamphlet
TR	TRADOC regulation
TRADOC	U.S. Army Training and Doctrine Command
TSP	training support package
TTT	Train-the-Trainer
USAR	U.S. Army Reserve
VA	Virginia
VTT	video teletraining

Section II
Terms

Analysis, design, development, implementation, and evaluation (ADDIE) process
The process that supports the Army's mission by providing mission-focused, task-based Army T&E to Soldiers and Army civilians. It determines whether T&E is needed; what is instructed; who receives the instruction; how, how well, and where the instruction is presented; and the support and resources required to produce, distribute, implement, and evaluate those learning products. The process involves five T&E -related phases: analysis, design, development, implementation, and evaluation. In the past, ADDIE was called the Systems Approach to Training process.

Note: Do not confuse the overall development process with the particular ADDIE phase called "development," which is related specifically to the development of Army learning products following analysis and design.

Army Correspondence Course Program (ACCP)
An overall program supported by AR 350-1. The ACCP is a formal non-resident extension of the TRADOC service schools. It offers individual and group study enrollments in correspondence courses. Based on course eligibility requirements, individuals enroll at their own discretion and determine their own course of study for either correspondence courses or subcourses. The ACCP offers courses and subcourses free of charge to members of the U.S. military (both active and reserve components), ROTC and military academy cadets, authorized federal civilian employees, and non-U.S. citizens who are employed by the Department of Defense. Correspondence materials are also available for foreign military students through the foreign military sales program. AA and USAR Soldiers in grades E4 and E5 can accrue promotion points, and USAR Soldiers can accrue retirement points through the ACCP.

Blended learning
Combines face-to-face classroom approaches with technology-delivered instruction that can be delivered either in a resident or non-resident environment to form an integrated instructional approach.

Computer-aided instruction (CAI)
A type of IMI. CAI, also referred to as "computer-assisted instruction," involves the use of computers to aid in the delivery of instruction. CAI exploits computer technology to provide for the storage and retrieval of information for both the instructor/facilitator and student. CAI usually refers to the use of computers to support instructor/facilitator-led classroom instruction. Using computers as a presentation medial for slides, audio, or motion pictures which support large- or small-group instruction is an example of CAI.

Computer-based instruction (CBI)
A type of IMI. CBI usually refers to course materials presented or controlled by a computer which use multiple requirements for student responses as a primary means of facilitating learning. It is essentially individualized self-paced or group-paced interactive instruction combined with multimedia presentations.

Computer-based training (CBT)
A type of IMI. CBT usually refers to course materials presented or controlled by a computer and that use multiple requirements for student responses as a primary means of facilitating mastery of a skill or task.

Computer-managed instruction
A type of IMI. Computer-managed instruction involves the use of computers and software to manage the instructional process. Functions of computer-managed instruction can include a management administration system designed to track student performance over time, provide information concerning performance trends, record individual and group performance data, schedule training, and provide support for other training management functions. Computer-managed instruction functions may be used with CBT, CBI, CAI, or IMI based on need.

Correspondence course
A formal, centrally managed, series of self-study, self-paced instructional material prepared by TRADOC proponents; identified by a course title and course number; and administered to non-resident students. A course may include phases, but usually consists of subcourses presented in a logical, progressively sequenced, and directed toward specific learning objectives. (See Army correspondence course program.)

Course management plan (CMP)
A document that tells the course manager and instructors how to manage the course. It is part of a TSP.

Courseware
An actual instructional package (including content and technique) loaded in a computer, training device, or other delivery technique.

Critical task
(See task.)

Developer
The individual whose function is to analyze, design, develop, and evaluate learning products, to include development of training strategies, plans, and products to support resident, non-resident, and unit training. Any individual functioning in this capacity is a developer regardless of job or position title.

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.

Individual training plan (ITP)
A document prepared for each enlisted MOS, warrant officer MOS, commissioned officer specialty code, or separate functional training program that describes the overall plan to satisfy T&E requirements for an individual's entire career.

Interactive courseware (ICW)
A type of IMI. Computer-controlled courseware that relies on trainee input to determine the pace, sequence and content of training delivery using more than one type medium to convey the instruction. ICW can link a combination of media, including but not limited to programmed instruction, video tapes, slides, film, television, text, graphics, digital audio, animation, and up-to-full motion video to enhance the learning process.

Interactive instruction
Student/group-centered performance-based training that requires students/groups to practice what they learn, receives immediate feedback, and is assessed. Students receive rapid feedback on their progress, and their performance is measured using built-in criterion reference assessments. Interactive instruction can be used to:

a. Maximize individual or group learning by multiple methods of instruction.

b. Practice activities without damaging personnel or equipment. Students and instructors/facilitators can use IMI at their own pace, repeating the lessons until mastery is achieved within the established completion criteria.

Interactive multimedia instruction (IMI)
A group of predominantly interactive, electronically delivered learning products and learning support products. IMI products include instructional software and software management tools used in support of instructional programs. A hierarchical representation of IMI products is provided as follows:

a. ICW

b. Electronic publications.

(1) Electronic guides.

(2) Interactive electronic technical manuals.

c. Electronic assessments.

d. Simulation and gaming.

e. Electronic management tools.

(1) Electronic performance support systems.

(2) CAI.

(3) Computer-managed instruction.

(4) Electronic job aids.

Learning management system
A software application or Web-based technology used to plan, implement, and assess a specific learning process. It usually provides an instructor/facilitator with the ability to create and deliver course content, monitor student participation, and assess student performance.

Learning objective
A precise three-part statement describing what the student is to be capable of accomplishing in terms of the expected student performance under specific conditions to accepted standards. Learning objectives clearly and concisely describe student performance required to demonstrate competency. Learning objectives focus the training development on what needs to be trained and focuses student learning on what needs to be learned. Both terminal and enabling objectives are learning objectives.

Learning product development plan
A generic name for a master planning document. Different proponent schools may have used different titles in the past. It functions as a top-level plan covering all resourced requirements (reflected in learning product development plans) and unresourced requirements. It includes all required learning products (such as resident courses, non-resident courses, and TSPs) and all ADDIE phases. It shows what T&E workload must be accomplished during the execution, budgeting, and programming years; and it increases in detail up to the execution year. It does not have to be a formal plan. The requirements can be in a database and not formalized in a report. The plan is for internal proponent school use.

Program of instruction (POI)
A POI covers a course/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.

Self-development
A proponent-produced strategy that enables Soldiers and Army civilians 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. Self-development strategies are created for each enlisted and warrant officer MOS, officer Army occupation code, or civilian career field. They are published as Part 2 of the professional development model. The self-development strategy consists of structured and self-guided components.

a. The structured component identifies training required (or suggested) by the Army for promotion or performance improvement.

b. The self-guided component focuses on general recommendations that address skills and knowledge successful individuals have found beneficial to their professional development. It consists of the training individuals personally select to improve their performance, gain new or additional capabilities, or prepare for a new job prior to being assigned.

Simulation

a. A method for implementing a model(s) over time.

b. Any representation or imitation of reality, to include environment, facilities, equipment, mechanical and maneuver operations, motion, role playing, and/or leadership. It is the representation of salient features, operation, or environment of a system, subsystem, or scenario.

c. Simulations enable the proponent to:

(1) Replace live training.

(2) Provide the means to safely practice an action or activity under any condition.

(3) Provide individual training (such as "repair of equipment") or group training (such as "fighting a tank or tank company").

Simulator

a. A device, computer program, or system that performs simulation (for training). A device that duplicates the essential features of a task situation and provides for direct practice.

b. A physical model or simulation of a weapons system, set of weapons systems, or piece of equipment which endeavors to replicate some major aspect of the equipment's operation.

Student assessment plan (SAP)
A plan that details how the proponent school will determine whether the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or GO/NO GO) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable), and specific assessments that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons assessed in each assessment are identified. Counseling and retesting policy are delineated. Other evaluations that impact on graduation, such as the Army Weight Control Program and APFT, are identified, and their requirements are included.

Sustainment training
Individual and collective training conducted in the unit or resident schools, units, and organizations to ensure continued expertise on the operations, employment, and logistics support of fielded systems or equipment.

Task
A clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; has only one action and, therefore, is described using only one verb; generally is performed in a relatively short time (however, there may be no time limit or there may be a specific time limit); and must be observable and measurable. The task title must contain one action verb and an object, and may contain a qualifier. Types of tasks include:

a. Collective task. A clearly defined, discrete, and measurable activity, action, or event that requires organized team or unit performance and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher level collective tasks. Task accomplishment requires performance of procedures composed of supporting individual or collective tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions.

b. Common task.

(1) Common skill level task. An individual task performed by every Soldier in a specific skill level regardless of MOS or branch (for example, a task performed by all captains).

(2) Common Soldier task. An individual task performed by all Soldiers, regardless of grade.

Example: All Soldiers must be able to perform the task *Perform mouth-to-mouth resuscitation*.

Note: There are common Soldier tasks that apply to all Army civilian employees as well.

Example: Maintain security of classified information and material.

c. Critical task. A task a unit/organization/individual must perform to accomplish their mission and duties and survive in the full range of Army operations. Critical tasks must be trained. Types of tasks that can be identified as critical include:

(1) Common skill level task.

(2) Common Soldier task.

(3) Individual task.

(4) Shared task.

d. Individual task. The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; it usually supports another individual task. Types of individual tasks include:

(1) Common Soldier task.

(2) Leader task.

(3) Common skill level task.

(4) Organizational level task.

(5) Staff task. An individual task that is performed by a staff member at unit staff level.

e. Organizational level task. Common skill level task shared by other skill levels. Example: company captains and first sergeants may perform the same tasks.

f. Shared task.

(1) Organizational. (See organizational level task.)

(2) Shared individual task. An individual task performed by Soldiers from different jobs and/or different skill or organizational levels. Shared tasks are usually identified when conducting an analysis of a specific job. For example, the lieutenant and sergeant in the same platoon perform some of the same tasks.

(3) Shared collective task. A shared collective task applies to or is performed by more than one type unit; for example, units which have different proponents, or different echelon units within a single proponent's authority. Since the task, conditions, standards, task steps, and performance measures of shared collective tasks do not change, the collective task is trained and performed in the same way by all units that "share" the task.

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 aids, devices, simulators, and simulations (TADSS)
Includes Combat Training Center and training range instrumentation; tactical engagement simulation; battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. TADSS are categorized as system and nonsystem.

a. System training devices. System training devices are designed for use with a specific system, family of systems, or item of equipment, including subassemblies and components. System training devices may be designed/configured to support individual, crew, collective, or

combined arms training tasks. They may be stand-alone, embedded, or appended. Using system-embedded TADSS is the preferred approach where practical and cost effective.

b. Nonsystem training devices. Nonsystem training devices are designed to support general military training and nonsystem-specific training requirements.

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).

Video teletraining (VTT)
Video training delivered via communication links such as satellite or cable links. There are two types of VTT: broadcast and desktop.

Section III
Special Abbreviations and Terms
This section contains no entries.

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