



**DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY CADET COMMAND
1ST CAVALRY REGIMENT ROAD
FORT KNOX, KENTUCKY 40121-5123**

ATCC-TOS (145-1b)

DEC 12 2022

MEMORANDUM FOR

**Commanders, All Units Reporting Directly to This Headquarters
Deputy Chiefs of General Staff and Chiefs of Special Staff Offices, HQ USACC**

SUBJECT: Policy Memorandum 9-1 – Campus Evaluation Report (CER)

1. References:

a. USACC Regulation 145-3, (Army Senior Reserve Officers' Training Corps (SROTC) Basic Officer Leader Course-A (BOLC-A)—On-campus Training and Leadership Development).

b. USACC Circular 601-22-1, (Reserve Officers' Training Corps Accessions Fiscal Year 2022).

2. Scope. This policy continues the usage of the USACC Form 1059-1, Campus Evaluation Report (CER). The CER will be completed in CCIMM upon the culmination of the MSIII year, prior to the attendance of Advance Camp, regardless of academic alignment.

3. Purpose. To establish a holistic Cadet assessment model that aligns campus and camp assessments in support of the National Order of Merit List (OML).

4. Applicability. This policy applies to all USACC Brigades.

5. Policy. Brigades/Programs complete MS-III CERs in CCIMM before Cadet departs campus at the end of the MS-III year, prior to the attendance of Advance Camp, regardless of academic alignment.

6. Point of contact for this action is the Chief, Curriculum Development Division, DoLD-E at 502-624-0197.

2 Encls
1. CER Guide
2. USACC Form 1059-1 CER

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Cadre and Staff Development

1-1. Overview

a. The Directorate of Leadership Development and Education (DoLDE), Cadre and Staff Development Division (CSDD) is responsible for the USACC Cadre and Staff Development Program (CSDP). The CSDD manages the CSDP, which encompasses all resident School of Cadet Command (SOCC) courses, cadre and staff qualification and certification policy, and the Army University Faculty Development and Recognition Program (FDRP).

b. CSDD is responsible for developing, implementing, and revising Cadre course content that focuses on adult learning methods and strategies in order to cultivate and sustain an agile, adaptive and innovative faculty.

c. USACC G1, G4, and RMID are responsible for developing, implementing, and revising the HRA, LOG, and ROO courses, respectively.

d. Cadre and Staff are all personnel involved with training, educating, developing, and providing administrative support to SROTC Cadets at the program level.

(1) Cadre is defined as any member of a SROTC Program who is responsible for the ADDIE process, educating and training Cadets. Cadre includes PMSs, APMSs, SMSIs, and MSIs (including contractor and Reserve Component personnel). A SROTC Cadre member is responsible for delivering the Military Science curriculum to Cadets in the classroom environment on campus. Cadre members also perform the role of expert trainer during labs, field training exercises, and Cadet Summer Training (CST).

(2) Staff is defined as any member of a SROTC Program who provides support to the Cadre and Cadets. Staff members include HRAs, ROOs, Logistics Specialists, and Program Assistants.

e. CSDD implements training and education to develop professional competencies and standards based on Staff job requirements and Cadre competencies established by the Center for Teaching and Learning Excellence, Army University in order to support and facilitate Cadet learning.

f. Brigades and Programs must ensure that Cadre and Staff receive training and education to develop competencies required to perform their duties.

g. TRADOC Regulation 350-70, Army Learning Policy and Systems, Chapter 8, Faculty and Staff Development provides a framework for Cadre and Staff Development.

h. The USACC Quality Assurance Division will assist CSDD in evaluating the effectiveness of the CSDP through site visits to SROTC Programs and evaluations of CSDD/SOCC courses.

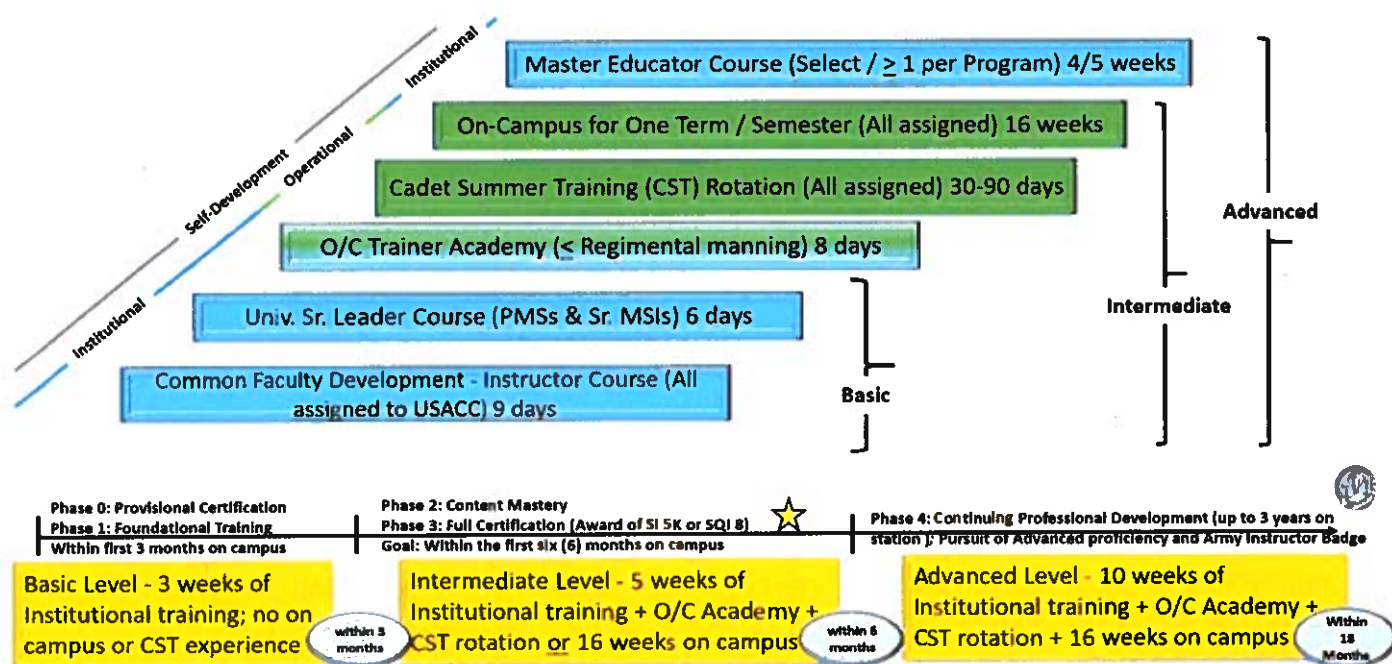
1-2. Cadre and Staff Development Program (CSDP)

a. The CSDP comprises a series of training/education, qualification and certification requirements for SROTC Cadre and Staff. This end-to-end development program provides cadre with critical skills to implement and manage their training and education programs to TRADOC/ Army standards and prepares Staff to perform their support roles.

b. Cadre and Staff members must complete the appropriate resident qualification course for their assigned position in order to begin the CSDP qualification and certification process. Qualification and certification are contingent upon successful completion of resident qualification courses, along with certification phases 2 and 3 for Cadre only.

c. Cadre Tiered Development Model. This model depicts cadre development using a tiered model with three levels of proficiency – Basic, Intermediate, and Advanced. The model also depicts institutional, operational, and self-development domains of cadre development, along with the required phases of Army instructor certification (Phases 0-3) and ongoing professional development (Phase 4).

USACC Cadre / Faculty Tiered Development Model



(1) **Basic Proficiency Level** – Includes completion of one of the instructor foundational courses, CFD-IC or MEC (plus USL for PMSs and SMSIs). This level includes Phases 0&1 of the Army instructor certification requirements (foundational training). This should be completed prior to assignment or not later than 120 days after assignment to SROTC program. The Basic Proficiency Level is **REQUIRED** for all cadre members.

(2) **Intermediate Proficiency Level** – Includes Basic Proficiency Level plus completion of the Observer, Coach, Trainer (OC/T) Academy and a rotation at Cadet Summer Training (CST) or 16 weeks of on-campus experience as a primary cadre member teaching the Military Science curriculum (whichever occurs first). This level may include Phases 2&3 of the Army instructor certification requirements if the cadre member is teaching the MS curriculum on campus as the primary instructor and is evaluated by the PMS (Phase 3 certified by the PMS). If the cadre member rotates to CST prior to teaching on campus, then Phase 3 will be delayed until the semester following the CST rotation. The Intermediate Proficiency Level is **REQUIRED** for all cadre members.

(3) Advanced Proficiency Level – Includes the completion of basic and intermediate levels, plus a semester of on campus teaching as the primary instructor or a CST rotation (whichever was not completed at the intermediate level). Cadre members must complete the Master Educator Course and the OC/T Academy to be considered at the Advanced Proficiency Level. The Advanced Proficiency Level is “NOT REQUIRED” for all cadre members. Cadre members at the advanced level are considered expert trainers/educators.

1-3. Cadre and Staff Development Training and Education

a. Cadre training and education focuses on developing USACC Instructor Competencies. Staff training and education focuses on preparing them to perform their duties at the Program.

(1) Cadre must develop critical skills based on a well-defined set of competencies in order to effectively teach the SROTC curriculum. Annex A contains the 20 Instructor Competencies that form the foundation for USACC Cadre training and education. These competencies are recognized internationally and form the foundation for the Army’s Cadre and staff development program. Cadre must also develop, hone, and maintain their knowledge, skills, and abilities in the individual, squad, and platoon-level tactics required for field training exercises and CST.

(2) Staff competencies are based on their specific position descriptions and may also be determined by respective civilian Career Programs.

b. Cadre and Staff SOCC resident courses are conducted based on annual training calendars. These courses provide foundational qualification for Cadre and foundational knowledge and skills in Staff functional areas.

(1) Cadre resident courses are mandatory for USACC instructors. Cadre members must complete one of the courses listed below based on duty position. These courses are designed to teach critical skills and competencies that are required to effectively teach the SROTC curriculum and manage Programs.

(a) Common Faculty Development – Instructor Course (CFD-IC) is the USACC foundational instructor qualification course for all PMSs, APMSs, SMSIs, and MSIs (including contractor and Reserve Component). CFD-IC meets the TRADOC foundational instructor course requirement for Part I of instructor certification. This course prepares instructors who enter the course at different levels of mastery to manage Cadet learning environments IAW the Army Learning Model (ALM). CSDD/SOCC instructors who facilitate CFD-IC must meet the TRADOC Train the Trainer requirements outlined in TRADOC Pamphlet 350-70-3.

(b) University Senior Leader Course (USL) is designed for Brigade Commanders, Directors of Brigade Operations (DBOs), Brigade Sergeants Major, PMSs, and SMSIs. USACC HQ staff, DBOs, and senior PMSs (mentors) provide instruction to all mentioned above on positive command climate, effective recruiting strategies, scholarship programs, campus resources, enrollment, contracts, retention, disenrollment, accessions, safety, and other topics.

(c) Master Educator Course (MEC) is a mastery level course for PMSs, APMSs, SMSIs, and MSIs that focuses on advanced adult teaching/learning strategies and university organizational leadership. CFD-IC and USL learning outcomes and student assessment rubrics are embedded in MEC, therefore meeting the TRADOC foundational instructor course requirement for Part I of instructor certification and other USACC brigade and program management requirements within the USL. MEC

serves as the USACC premier instructor qualification course for all Cadre (PMSs, SMSIs, APMSs and MSIs). The course awards undergraduate and graduate college credits in adult education and organizational leadership.

NOTE: It is recommended that all SROTC Programs have at least one Master Educator Course graduate to assist with the ongoing professional development of Cadre.

(2) Staff resident courses are mandatory for all USACC Staff members. These courses are designed to prepare cadre to perform their job specific duties at the Programs. Staff resident course instructors may attend the CFD-IC to enhance their facilitation skills if recommended or required by USACC proponent.

(a) The HRA Course provides instruction on the Cadet Command Information Management Module (CCIMM), scholarships, Cadet Pay, scholarship payment process, contracting, accessions packets, enrollment/disenrollment, processing waivers, and other critical skills.

(b) The LOG Course provides instruction on USACC supply processes and procedures, Government Purchase Card (GPC) instruction, Government Services Administration (GSA) vehicles, budget management, Global Combat Support System – Army (GCSS-A), and other critical skills.

(c) The ROO Course provides instruction on USACC operational procedure, market analysis, salesmanship, The Army Interview, formulation of a campus marketing strategy, ROO Zone (recruiting management tool), and methods to achieve the on-campus recruiting mission. The ROO Course proponent recommends that all ROO Course instructors complete the FIFC.

NOTE: Newly hired Program Assistants may have to attend both the HRA and LOG courses based on prior experience and competency levels in both areas.

1-4 Cadre Certification Program

a. CSDD must establish a Cadre Qualification and Certification Program IAW TRADOC Regulation 350-70. All Cadre (PMSs, APMSs, SMSIs, and MSIs) who teach SROTC Military Science curriculum must participate in the program (including contractor and Reserve Component instructors).

b. Cadre Certification Program definitions:

(1) "Qualification" means a Cadre member has successfully completed one of the resident foundational courses (CFD-IC or MEC), which is Phase 1 (Foundation) of the certification process.

(2) "Certification" means a Cadre member, in addition to completing Phase 1 (Qualification) has completed Phases 2 and 3 (Technical and Certification) at the SROTC Program and has been certified by the PMS. Completion of the certification process will certify the Cadre member as a primary instructor/facilitator for the SROTC Military Science curriculum. Certified Cadre members will receive the skill identifier (SI) "5K" (officers) and special qualification identifier (SQI) "8" (noncommissioned officers) in accordance with AR 611-1 and DA Pamphlet 611-21.

c. Cadre Certification Program Phases

(1) "Phase 0" (Provisional Certification) allows a new Cadre member to teach Cadets prior to attending either CFD-IC or MEC (Phase 1 qualification courses) and should not exceed 120 days (unless all efforts have failed in getting a class seat). Brigade Commanders can approve provisional certification when mission requirements at the Programs require PMSs/APMSs/SMSIs/SMLs to teach SROTC Military Science (MS) curriculum prior to attending a Phase 1 qualification course. PMSs should use the "USACC Provisional Cadre Certification Request" form located in Annex B, along with a cover memorandum, to request provisional certification for new Cadre members. Provisional certification should only be granted after the following requirements are met:

(a) Verification that the Cadre member is scheduled for a resident foundational course (CFD-IC or MEC) within 120 days.

(b) Verification that the new instructor has observed experienced instructors teaching MS curriculum, has served as an assistant instructor, has been assigned a mentor (if available), and has attended on-campus, university faculty training (if available).

(c) Verification that a certified PMS or a PMS-designated, experienced and certified SROTC instructor has observed and evaluated the new instructor using CC Form 145-21-5-P (Cadet Command Provisional Certification/Assessment Form) with associated rubric located in Annex B and determined an acceptable level of content knowledge and competence in preparation for and delivery of lesson material, and assessment of cadet learning. There is not a minimum required score for provisional certification. Use the evaluation form as a developmental tool with the new Cadre member.

NOTE: In all cases, new Cadre members must be scheduled for the earliest available training seats in phase 1, foundational training courses (CFD-IC or MEC). Provisional certification should only be used in those exceptional cases where mission dictates. New PMSs may be evaluated by a certified SMSI or another PMS for provisional certification.

(2) "Phase 1" (Foundation) of the certification process requires Cadre to successfully complete one foundational course (CFD-IC or MEC). Phase I addresses adult learning principles articulated in the Army Learning Model, and incorporates Army and USACC faculty competencies.

NOTE: Cadre members who have previously graduated from the CFD-IC, Foundation Instructor Facilitator Course (FIFC), or Faculty Development Phase 1 (FDP1) in the past 5 years and possess an instructor identifier may request a waiver of Phase 1. Waiver requests must be endorsed by the PMS and Brigade S-3. Requests must include evidence of instructor course completion and awarding of the instructor identifier within the past 5 years. Send all foundational instructor course waiver requests to the Chief, CSDD, DoLDE.

(3) "Phase 2" (Technical) is completed on-campus to further develop instructor competencies. Phase II combines foundational educational methodology with technical content mastery. After completing Phase I (Foundation), qualified Cadre members can serve as an assistant instructor with a certified Cadre member to achieve the technical standard/content mastery of the MS curriculum for which they are responsible. The Cadre member must demonstrate knowledge of the assigned content and the ability to apply the instructional methods required before moving to Phase 3, Certification by the PMS.

(4) "Phase 3" (Certification) is completed on campus after one successful evaluation by a certified PMS or a PMS-designated certified Cadre member. The evaluation must be

conducted while the Cadre member is serving as the primary instructor for a MS curriculum lesson or series of lessons, culminating with certification to teach the assigned MS 1, MS 2, MS 3, or MS 4 course. Certification qualifies a Cadre member to serve as the primary or lead instructor for the specific MS content.

NOTE: If the PMS is being certified, he or she should be evaluated by a certified SMSI or another certified PMS. All Cadre must complete Phases 2 and 3 for USACC certification – no waivers.

(a) The written evaluation by the certified PMS or PMS designee will be documented using the CC Form 145-21-5 (Educator Assessment-Certification) with associated rubric located in Annex C. The lesson being evaluated must include MS curriculum classroom instruction and should include a practical exercise or other small group activities. A minimum score of 80 is required. If the minimum score is not attained the evaluator will provide feedback to the Cadre member and a subsequent evaluation will be conducted.

(b) The PMS must submit a certification memorandum to the BDE Headquarters for record keeping and processing of instructor identifiers. BDEs must submit personnel actions (DA 4187 signed by the Soldier) to Soldier Actions Section, Military Personnel Services Branch, Military Personnel Division, Directorate of Human Resources, Fort Knox, Kentucky to ensure certified Cadre members receive the skill identifier (SI) "5K" (officers) and special qualification identifier (SQI) "8" (noncommissioned officers) pursuant to AR 611-1 and DA Pam 61-21.

(5) "Phase 4" (Continued Professional Development) provides the opportunity for certified Cadre to continue to develop professionally. During Phase 4, the PMS is required to conduct semi-annual written evaluations of all certified Cadre. The Observer/Coach Trainer (O/C T) Academy is included in this phase as a requirement for Cadre who serve as Cadet Summer Training Platoon Master O/C Ts. All certified Cadre members should participate in at least one of the following:

- (a) Continuing or higher education
- (b) Attend university faculty workshops
- (c) USACC sponsored professional development (virtual or live)
- (d) Participate in Army University Faculty Recognition Program, including Army Instructor Badge
- (e) Ongoing competency development
- (f) Observer Coach Trainer (O/C T) Academy for Cadet Summer Training
- (h) CULP Mission Commander Course

d. Staff Certification. Staff members at the SROTC Programs are vetted through the civilian hiring process and possess the knowledge, skills, and competencies to perform their assigned duties. Staff certification includes the completion of the respective resident courses. Staff members should also continue to develop through ongoing professional development opportunities offered by the USACC headquarters proponents, the Civilian Education System and other Career Program training and education. USACC Policy Letter #30, Civilian Workforce Development Program, outlines requirements and responsibilities for civilian professional development.

e. Evaluation. The PMS must evaluate certified Cadre members each semester (or twice in an academic year) using CC Form 145-21-5 (Educator Assessment-Certification) with associated rubric located in Annex C. These evaluations should be developmental in nature and provide opportunities to identify areas of strength and areas for continued development. PMSs will evaluate Staff members according to Cadet Command policy related to civilian employee evaluations.

f. Recertification. PMSs must require Cadre to remain knowledgeable of curriculum changes and Staff to remain knowledgeable of business process changes.

(1) Cadre members who serve in an instructor position for more than 5 years will be recertified by PMSs. Recertification may include completion of the Phase 1 foundational course if the PMS deems it necessary to improve or update a Cadre member's competency level. The PMS will evaluate each Cadre member to determine if training in the foundational course is necessary. This requirement also applies to long-term contracted and Reserve Component instructors.

(2) Staff members who serve in support positions for more than 5 years must remain current in the application of policy within their respective duty positions. PMSs will evaluate these Staff members and recommend refresher training if needed. The USACC proponent for each Staff position (HRA, LOG, ROO and PA) may also determine if refresher training is required.

g. Cadre Records (Instructor Portfolios). PMSs must maintain an instructor record for each Cadre member in accordance with TRADOC Pamphlet 350-70-3, Chapter 3, Paragraph 3-2. The record may be in hard copy or in digital format. Instructor records must be current and contain the following documents.

(1) Instructor certification memorandum

(2) Instructor training certificate(s) for foundational instructor training and other instructor training

(3) Copy of orders or request for orders for SI 5K or SQI 8 (instructor identifier)

(4) Valid DA Form 705, when applicable

(5) Copies of instructor evaluations from previous 12 months (CC Form 145-21-5-P and CC Form 145-21-5)

1-5 Cadre Recognition Program

a. The USACC Cadre Recognition Program provides an opportunity to acknowledge superb performance. Brigades and Programs are encouraged to implement their own recognition programs to recognize outstanding members within their organizations quarterly and annually.

b. Certified Cadre members may participate in USACC and TRADOC Instructor of the Year Programs, which recognize instructor excellence. USACC will publish an Operations Order detailing the criteria for Brigades to nominate candidates to compete for USACC Instructor of the Year. The Cadre member selected as USACC Instructor of the Year will be eligible to compete for TRADOC Instructor of the Year.

c. All fully certified Cadre members are eligible to participate in the Faculty Development and Recognition Program (FDRP).

(1) CSDD, DoLDE is the FDRP program manager for USACC. All completed packets must be reviewed by CSDD prior to approval by the approval authority (BDE Commander). CSDD Chief will provide a concurrence/review memorandum to the approval authority.

(2) The FDRP provides guidance for the award of the Instructor Badge, Senior Instructor Badge, and Master Instructor Badge.

(3) The approval authority for all Army Instructor Badges is the ROTC Brigade Commander.

(4) Procedures for administering the FDRP in USACC are addressed in Cadre Instructor Certification & Recognition area under the Resources tab in ROTC Blackboard.

(5) TRADOC Regulation 600-21, Faculty Development and Recognition Program provides guidance on how to administer the FDRP.

ANNEX A – USACC/Army University Instructor Competencies

Domain	Competencies
A. Professional Foundations (C1-C4)	1) Communicate Effectively a. Use language appropriate to the audience and subject matter. b. Use effective verbal, non-verbal, and written communication. c. Encourage and appreciate diverse perspectives d. Actively listen. e. Use appropriate technology to communicate.
	2) Update & improve one's professional knowledge & skills a. Expand one's knowledge of learning principles and instructional strategies. b. Continuously update technology skills and knowledge. c. Establish and maintain professional contacts. d. Participate in professional development activities. e. Document one's work as a foundation for future efforts.
	3) Comply with established ethical & legal standards a. Recognize the ethical and legal implications of instructional practices. b. Comply with organizational and professional codes of ethics. c. Ensure that learners are treated fairly. d. Respect requirements for confidentiality and anonymity. e. Avoid conflicts of interest. f. Respect intellectual property including copyrights.
	4) Establish & maintain professional credibility a. Model exemplary professional conduct. b. Respect the values and opinions of others. c. Demonstrate subject matter expertise. d. Be open to change and improvement. e. Relate instruction to organizational context and goals.

Domain	Competencies
B. Planning and Preparation (C5&C6)	5) Plan instructional methods & materials a. Determine relevant characteristics of learners, other participants, and instructional settings. b. Plan or modify instruction to accommodate learners, instructional settings, and presentation formats. c. Identify and sequence goals and objectives. d. Select appropriate instructional methods, strategies, and presentational techniques. e. Plan or modify lessons, instructor notes, assessment tools and supporting material. f. Create or modify technology-based resources as required.
	6) Prepare instruction a. Anticipate and prepare for learner difficulties and questions. b. Prepare learners for instruction. c. Identify key points, relevant examples, anecdotes, and additional materials. d. Confirm logistical and physical arrangements that support instruction. e. Make instructional resources accessible to all learners. f. Confirm readiness of equipment, technology, and tools.
C. Instructional Methods and Strategies (C7-C15)	7) Stimulate & sustain learner motivation & engagement a. Gain and maintain learner attention. b. Ensure that goals and objectives are clear. c. Foster a favorable attitude toward learning. d. Establish relevance to increase learner motivation. e. Help learners set realistic expectations. f. Provide opportunities for learners to participate and succeed.
	8) Demonstrate effective presentation skills a. Adapt presentations to the learning context. b. Represent key ideas in a variety of ways. c. Provide examples to clarify meaning. d. Involve learners in presentations. e. Adapt presentations to learner needs.

Domain	Competencies
	<p>9) Demonstrate effective facilitation skills</p> <ul style="list-style-type: none"> a. Draw upon the knowledge and experience of all participants. b. Give directions that are clearly understood by all learners. c. Keep learning activities focused. d. Encourage and support collaboration. e. Bring learning activities to closure. f. Monitor, assess, and adapt to the dynamics of the situation.
	<p>10) Demonstrate effective questioning skills</p> <ul style="list-style-type: none"> a. Ask clear and relevant questions. b. Follow-up on questions from learners. c. Use a variety of question types and levels. d. Direct and redirect questions to promote learning. e. Use questions to generate and guide discussion. f. Build on responses to previous questions in subsequent learning activities.
	<p>11) Provide clarification and feedback</p> <ul style="list-style-type: none"> a. Provide opportunities for learners to request clarification. b. Use a variety of clarification and feedback strategies. c. Provide clear, timely, relevant, and specific feedback. d. Be open and fair when giving and receiving feedback. e. Provide opportunities for learners to give feedback. f. Help learners in giving and receiving feedback.
	<p>12) Promote retention of knowledge and skills</p> <ul style="list-style-type: none"> a. Link learning activities to prior knowledge. b. Encourage learners to elaborate concepts and ideas. c. Provide opportunities to synthesize and integrate new knowledge. d. Provide opportunities to practice newly acquired skills. e. Provide opportunities for reflection and reviews.

Domain	Competencies
	<p>13) Promote transfer of knowledge and skills</p> <ul style="list-style-type: none"> a. Use examples and activities relevant to application settings. b. Demonstrate the application, knowledge, and skills in realistic settings. c. Provide opportunities to practice in realistic settings. d. Provide opportunities to plan for future application. e. Explore with learners the conditions that may help or hinder transfer. f. Provide opportunities to autonomous learning. <p>14) Use media and technology to enhance learning and performance</p> <ul style="list-style-type: none"> a. Recognize the capabilities and limitations of media and technology for instruction. b. Apply best practices when using media and technology. c. Represent content in a variety of ways. d. Prepare learners for the use of media and technology. e. Troubleshoot or fix minor technical problems. <p>15) Facilitate life-long learning</p> <ul style="list-style-type: none"> a. Build academic confidence. b. Opportunities for self-learning. c. Professional and learning resources.
<p>D. Assessment and Evaluation (C16-C18)</p>	<p>16) Assess learning and performance</p> <ul style="list-style-type: none"> a. Communicate assessment criteria. b. Monitor individual and group performance. c. Assess learner attitudes and reactions. d. Assess learning outcomes. e. Provide learners with opportunities for self-assessment. <p>17) Evaluate instructional effectiveness</p> <ul style="list-style-type: none"> a. Evaluate instructional materials. b. Evaluate instructional methods and learning activities. c. Evaluate instructor performance. d. Evaluate the impact of the instructional setting and equipment. e. Document and report evaluation data.

Domain	Competencies
	<p>18) Counsel students</p> <p>a. Plans and conducts student performance and event counseling.</p>
<p>E. Management (C19&C20)</p>	<p>19) Manage an environment that fosters learning and performance</p> <p>a. Anticipate and address situations that may impact learning and performance.</p> <p>b. Ensure that learners can access resources.</p> <p>c. Establish ground rules and expectations with learners.</p> <p>d. Employ time management principles during instruction.</p> <p>e. Discourage undesirable behaviors in a timely and appropriate manner.</p> <p>f. Resolve conflicts and problems quickly and fairly.</p> <p>20) Manage the instructional process through the appropriate use of technology</p> <p>a. Use technology to support administrative functions.</p> <p>b. Use technology to seek and share information.</p> <p>c. Use technology to store and reuse instructional resources.</p> <p>d. Use technology to maintain the security and privacy of learner information.</p>

ANNEX B – USACC Cadre Provisional Certification Request, Certification Form and Rubric

Provisional Certification Request

Name of uncertified Cadre Member _____ Program _____

Date Cadre is scheduled to attend SOCC _____ Course# _____

Has Cadre member been assigned a mentor (if available)? Yes No

Mentor's Name _____ Teaching Experience (months) _____

Uncertified Instructor must complete the following requirements to be considered for Provisional Certification:

1. Observed experienced instructors teaching MS Curriculum to be taught

MS Level and Class Name	Date	Primary Instructors Name and Initials

2. Served as assistant instructor teaching MS Curriculum to be taught

MS Level and Class Name	Date	Observer Name and Initials

3. On-campus University Faculty Training Attended (If available)

Training Session	Date	Host Agency (college or university name)

I have completed all Provisional Certification requirements.

Cadre Member's Name and Signature _____ Date _____

I verify that the Cadre member has completed all Provisional Certification requirements and I (or my certified designee) have (has) evaluated the Cadre member using CC Form 145-21-5-P.

PMS (Requestor) Name and Signature _____ Date _____

GRANTING OFFICIAL APPROVAL:

Granting official's Name and Title _____
(BDE CDR, DBO or designee)

Granting Officials Signature:

Provisional Certification Start Date _____ End Date _____
(Date Signed by Granting Official) (Should not exceed 120 days)

Cadet Command Provisional Certification/Assessment Form 145-21-5-P

Cadre Member:

School:

Lesson Title:

Evaluator:

Position:

Evaluator's Overall Assessment:

(Please provide a summary of the Cadre member's overall performance.)

Significant Shortfalls/Needs Improvement Comments:

Additional Comments:

Cadre Signature:

Date:

Evaluator Signature:

Date:

Cadet Command Provisional Certification/Assessment Rubric	Significant Shortfall 5	Needs Improvement 6	Average 7	Good 8	Excellent 9
1. Plan/Prep/Admin Requirements: Administrative elements set conditions for successful learning event (i.e. technology, layout, handouts, etc.).	Lesson is clearly <u>unrehearsed</u> or is delivered with <u>major issues</u> .	Lesson appears unrehearsed or delivered with <u>significant issues</u> .	Lesson appears rehearsed and is delivered with <u>some issues</u> . Slight modification made in lesson plan to improve class.	Lesson is clearly rehearsed and is delivered with <u>minimal issues</u> and has been modified to better meet class needs.	Lesson is clearly rehearsed and is delivered <u>without any issues</u> and has been modified to better meet class needs.
2. Subject Matter Expertise & Influence (Role Modeling): Educator demonstrates mastery of subject matter expertise and articulates aspects of technical and common core course content. Acts as a Profession of Arms role model by demonstrating confidence, enthusiasm, motivation, and positive demeanor. Educator coaches and mentors students by asking probing questions, providing tips, guiding and developing problem solutions.	Instructor demonstrates <u>none</u> of these three (confident, enthusiastic, and demonstrates competency). Frequent use of profanity. Frequent use of jargon. Frequent use of unexplained acronyms.	Instructor achieves <u>one</u> out of these three (confident, enthusiastic, and demonstrates competency). Limited use of profanity. Limited use of jargon. Limited use of unexplained acronyms.	Instructor achieves <u>two</u> of these three (confident, enthusiastic, and demonstrates competency). No use of profanity. No use of jargon. No use of unexplained acronyms.	Instructor is <u>highly</u> confident, highly enthusiastic, and demonstrates a high level competency. No use of profanity. No use of jargon. No use of unexplained acronyms.	Instructor is <u>extremely</u> confident, extremely enthusiastic, and demonstrates very high competency. No use of profanity. No use of jargon. No use of unexplained acronyms.
3. Educator Fundamentals & Technical Proficiency: Educator demonstrates proficiency in the methods and techniques of delivery of quality adult learning educational and training venues.	Instructor <u>did not demonstrate any</u> teaching methods or techniques outlined in the lesson plan.	Instructor <u>did not demonstrate</u> teaching method(s) and techniques outlined in the Lesson Plan, <u>but used at least one</u> teaching technique.	Instructor <u>demonstrated some</u> teaching method(s) and techniques outlined in the Lesson Plan.	Instructor <u>demonstrated all</u> teaching method (s) and techniques outlined in the Lesson Plan.	Instructor <u>demonstrated all</u> teaching method (s) outlined in the Lesson Plan, incorporated additional methods and used advanced teaching techniques.
4. Positive Learning Environment: Educator establishes a positive learning environment to support student interest, inquiry, learning, initiative and questioning.	Learning environment <u>did not support</u> student interest, inquiry, learning initiative and questioning.	Instructor <u>created a</u> learning environment that supported <u>minimal</u> student interest, inquiry, learning initiative and questioning.	Instructor <u>created a</u> learning environment that supported <u>basic</u> student interest, inquiry, learning initiative and questioning.	Instructor <u>created a positive</u> learning environment that <u>facilitated active student interest, inquiry, learning initiative and questioning</u> .	Instructor <u>created a constructive</u> learning environment that <u>facilitated active student interest, inquiry, learning initiative and questioning</u> resulting in maximum student participation.
5. Facilitation of Learning (Student-centric focus): Educator facilitates the learning event by engaging students, summarizing key points, leading discussions, asking thought provoking questions, focusing learning and setting the conditions for critical thinking. Educator places responsibility for learning on students by presenting engaging instruction and encouraging initiative/active participation.	Lesson is <u>entirely lecture based</u> and there are <u>no learning</u> activities.	Lesson is <u>mainly lecture based</u> and there was <u>only one</u> learning activity.	Lesson is <u>divided between instructor-led teaching and student centric learning</u> activities.	Instructor <u>facilitated the</u> learning event with <u>multiple student centric learning</u> activities.	Instructor <u>facilitated the</u> learning event which <u>emphasized student centric learning</u> activities focused on developing critical-thinking skills.
6. Job/Combat Applications: Educator reveals the "why" behind learning to support integration of understanding in both job and combat applications.	<u>No connection</u> made between the lesson material and the "real world".	<u>Minimal connection</u> made between the lesson material and the "real world".	<u>Clear connection</u> made between the lesson material and the "real world".	<u>Clear connection</u> made between the lesson material and the "real world". <u>The students understand the "why" behind the lesson.</u>	Instructor executes either the Publish & Process or Develop steps fully and sets the conditions for the students to get the "Why" of the lesson on their own.
7. Attributes & Soldier Competency Development: Educator integrates positive attribute development within lessons (i.e. development, communication, critical thinking etc.).	<u>No 21" Soldier Competencies</u> reinforced in lesson.	<u>One 21" Soldier Competencies</u> reinforced in this lesson.	<u>Two 21" Soldier Competencies</u> reinforced in this lesson.	<u>Three 21" Soldier Competencies</u> reinforced in this lesson.	<u>Four or more other 21" Soldier Competencies</u> reinforced in this lesson.
8. Outcomes/Objectives: Educator attains the lesson objectives and desired learning outcomes ensuring students can perform the required tasks/objectives/outcomes.	Lesson <u>outcome (s) were not met</u> .	Lesson <u>outcomes were not met, but some learning objectives were completed</u> .	<u>All lesson outcomes were met but not all learning objectives</u> fully achieved.	<u>All lesson outcomes and learning objectives were met and students can perform most</u> required tasks.	<u>All lesson outcomes and learning objectives were fully met and students can perform all</u> required tasks.
9. Academic Rigor/Challenge & Higher Order Thinking: Educator supports critical thinking skill development & practice by asking thought provoking questions, offering problems to solve, asking students to articulate/defend solutions.	<u>Did not ask thought provoking questions</u> related to any of the lesson learning objectives.	Made <u>limited effort to ask thought provoking questions</u> related to <u>at least one</u> lesson learning objective.	Asked <u>several thought provoking questions</u> related to <u>more than one</u> lesson learning objective.	Asked a <u>variety of thought provoking questions</u> related to <u>most of the</u> lesson learning objectives.	Asked a <u>variety of thought provoking questions</u> that lead students to draw conclusions and develop solutions and met <u>all of the</u> lesson learning objectives.
10. Learning Assessments: Educator uses multiple assessments to evaluate student learning/progress and refocuses students and instruction when necessary.	<u>No learning assessment</u> occurs during the lesson.	<u>Minimal learning assessment</u> occurs during the lesson.	<u>Some learning assessment</u> occurs during the lesson (formal or informal).	<u>Significant learning assessment</u> occurs during the lesson (formal & informal).	<u>Thorough learning assessment</u> occurs during the lesson (formal & informal).

Cadet Command Educator Assessment/Certification Form 145-21-5 (20JUL20)

Please rate the following areas
(If Not Observed or Not Applicable enter N/O or N/A in the far right column):

Significant Shortfall 1/2	Needs Improvement 3/4	Average 5/6	Good 7/8	Excellent 9/10	N/O or N/A
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Educator Performance Feedback

1. Plan/Prep/Admin Requirements: Administrative elements set conditions for successful learning event (i.e. technology, layout, handouts, etc.).					
2. Subject Matter Expertise & Influence (Role Modeling): Educator demonstrates mastery of subject matter expertise and articulates aspects of technical and common core course content. Acts as a Profession of Arms role model by demonstrating confidence, enthusiasm, motivation, and positive demeanor. Educator coaches and mentors students by asking probing questions, providing tips, guiding and developing problem solutions.					
3. Educator Fundamentals & Technical Proficiency: Educator demonstrates proficiency in the methods and techniques of delivery of quality adult learning educational and training venues.					
4. Positive Learning Environment: Educator establishes a positive learning environment to support student interest, inquiry, learning, initiative and questioning.					
5. Facilitation of Learning (Student-centric focus): Educator facilitates the learning event by engaging students, summarizing key points, leading discussions, asking thought provoking questions, focusing learning and setting the conditions for critical thinking. Educator places responsibility for learning on students by presenting engaging instruction and encouraging initiative/active participation.					
6. Job/Combat Applications: Educator reveals the "why" behind learning to support integration of understanding in both job and combat applications.					
7. Attribute & Soldier Competency Development: Educator integrates positive attribute development within lessons (i.e. development, communication, critical thinking etc.).					
8. Outcomes/Objectives: Educator attains the lesson objectives and desired learning outcomes ensuring students can perform the required tasks/objectives/outcomes.					
9. Academic Rigor/Challenge & Higher Order Thinking: Educator supports critical thinking skill development & practice by asking thought provoking questions, offering problems to solve, asking students to articulate/defend solutions.					
10. Learning Assessments: Educator uses multiple assessments to evaluate student learning/progress and refocuses students and instruction when necessary.					

Total Score (100)

Demonstrated Proficiency Level: Novice (1-69) Emerging (70-79) Accomplished (80-89) Advanced (90-100)

Instructor/Student Time Ratio (Line 5): _____/_____

General Learning Outcomes (Line 7):

Leadership	1.	Proficiency in creating and sustaining an organizational climate of trust and a shared identity as Army Professionals
	2.	Proficiency in the Army leader attribute and competency categories described in the Leadership Requirements Model
	3.	Proficiency in implementing and sustaining the fundamentals of development
Mission Command	4.	Proficiency in the principles of mission command
	5.	Proficiency in the elements of command and control (C2)
	6.	Proficiency in C2 WfF tasks and system to integrate elements of combat power
	7.	Proficiency in the fundamentals of the operations process to enable leaders to understand, visualize, describe, direct, lead, and assess operations
	8.	Proficiency in critical & creative thinking
Operations	9.	Proficiency in synchronizing all WfFs in Unified Land Operations in support of Joint Operations
	10.	Proficiency in understanding the OE across all domains
	11.	Proficiency in sustainment functions supporting Army Operations
Training	12.	Proficiency in planning, preparing, executing, and assessing training

Blooms Taxonomy Level(s) Achieved (Line 9): Creating Evaluating Analyzing Applying Understanding Remembering

Key Strengths:

Key Improves:

Educator: _____ **Lesson:** _____
Evaluator: _____ **Position:** _____ **Date:** _____

Educator Performance Feedback: CFD-IC Evaluation Rubric – As of 05Jun18	Significant Shortfall 1/2	Needs Improvement 3/4	Average 5/6	Good 7/8	Excellent 9/10
1. Plan/Prep/Admin Requirements: Administrative elements set conditions for successful learning event (i.e. technology, layout, handouts, etc.).	Lesson is clearly unrehearsed or is executed with major issues.	Lesson appears unrehearsed or is executed with significant issues.	Lesson appears rehearsed and is executed with some issues. Slight modification made in lesson plan to improve class.	Lesson is clearly rehearsed and is executed with minimal issues and has been modified to better meet class needs.	Lesson is clearly rehearsed and is executed without any issues and has been modified to better meet class needs.
2. Subject Matter Expertise & Influence (Role Modeling): Educator demonstrates mastery of subject matter expertise and articulates aspects of technical and common core course content. Acts as a Profession of Arms role model by demonstrating confidence, enthusiasm, motivation, and positive demeanor. Educator coaches and mentors students by asking probing questions, providing tips, guiding and developing problem solutions.	Instructor demonstrates none or one of these three (confident, enthusiastic, and demonstrates competency). Frequent use of profanity. Frequent use of jargon. Frequent use of unexplained acronyms.	Instructor achieves <u>two</u> out of these three (confident, enthusiastic, and demonstrates competency). Limited use of profanity. Limited use of jargon. Limited use of unexplained acronyms.	Instructor achieves <u>all</u> of these three (confident, enthusiastic, and demonstrates competency). No use of profanity. No use of jargon. No use of unexplained acronyms.	Instructor is highly confident, highly enthusiastic, and demonstrates a high level of competency. No use of profanity. No use of jargon. No use of unexplained acronyms.	Instructor is extremely confident, extremely enthusiastic, and demonstrates very high competency. No use of profanity. No use of jargon. No use of unexplained acronyms.
3. Educator Fundamentals & Technical Proficiency: Educator demonstrates proficiency in the methods and techniques of delivery of quality adult learning educational and training venues.	Instructor fully and properly used one or less of five steps of the ELM.	Instructor fully and properly used two of five steps of the ELM.	Instructor fully and properly used three of five steps of the ELM.	Instructor fully and properly used four of five steps of the ELM.	Instructor fully and properly used all five steps of the ELM.
4. Positive Learning Environment: Educator establishes a positive learning environment to support student interest, inquiry, learning, initiative and questioning.	10% of students participate in class discussion – “1”. 20% of students participate in class discussion – “2”.	30% of students participate in class discussion – “3”. 40% of students participate in class discussion – “4”.	50% of students participate in class discussion – “5”. 60% of students participate in class discussion – “6”.	70% of students participate in class discussion – “7”. 80% of students participate in class discussion – “8”.	90% of students participate in class discussion – “9”. 100% of students participate in class discussion – “10”.
5. Facilitation of Learning (Student-centric focus): Educator facilitates the learning event by engaging students, summarizing key points, leading discussions, asking thought provoking questions, focusing learning and setting the conditions for critical thinking. Educator places responsibility for learning on students by presenting engaging instruction and encouraging initiative/active participation.	Lesson is entirely Instructor driven lecture and/or facilitation is ineffective.	Lesson is balanced between Facilitator 90% and students 10% - “3”. Lesson is balanced between Facilitator 80% and students 20% - “4”.	Lesson is balanced between Facilitator 70% and students 30% - “5”. Lesson is balanced between Facilitator 60% and students 40% - “6”.	Lesson is balanced between Facilitator 50% and students 50% - “7”. Lesson is balanced between Facilitator 40% and students 60% - “8”.	Lesson is balanced between Facilitator 30% and students 70% - “9”. Lesson is less than 30% Instructor centered – “10”.
6. Job/Combat Applications: Educator reveals the “why” behind learning to support integration of understanding in both job and combat applications.	No contextual connection of the lesson material to the “real world” occurs.	Only minimal contextual connection of the lesson material to the “real world” occurs.	The “why” behind the lesson is given to the students by the instructor	Conditions are set for the students to get the “why” of the lesson on their own.	Through execution of the lesson, students make in-depth connections between the lesson material and the operational environment.
7. Attribute & Competencies Development: Educator integrates positive attribute development within lessons (i.e. development, communication, critical thinking etc.).	No ArmyU General Learning Outcomes (GLOs) reinforced.	One of the following ArmyU GLOs reinforced (Communication, Critical Thinking, Develops Teams)	Two of the following ArmyU GLOs reinforced (Communication, Critical Thinking, Develops Teams)	Three of the following ArmyU GLOs reinforced (Communication, Critical Thinking, Develops Teams)	ArmyU GLOs reinforced beyond Communication, Critical Thinking, Develops Teams are reinforced.
8. Outcomes/Objectives: Educator attains the lesson objectives and desired learning outcomes ensuring students can perform the required tasks/objectives/outcomes.	None of the lesson learning objectives were met	Several lesson learning objectives were not met	All but one lesson learning objective was met	All lesson learning objectives were met, but some not fully	All lesson learning objectives were fully met
9. Academic Rigor/Challenge & Higher Order Thinking: Educator supports critical thinking skill development & practice by asking thought provoking questions, offering problems to solve, asking students to articulate/defend solutions.	Fails to achieve any level of critical thinking.	Fails to achieve the expected level of critical thinking as called for by the lesson.	Marginally achieves the expected level of critical thinking as called for by the lesson.	Fully achieves the expected level of critical thinking as called for by the lesson.	Exceeds the expected level of critical thinking as called for by the lesson.
10. Learning Assessments: Educator uses multiple assessments to evaluate student learning/progress and refocuses students and instruction when necessary.	No learning assessment occurs during the lesson	Minimal learning assessment occurs during the lesson	Some learning assessment occurs during the lesson (formal or informal)	Significant learning assessment occurs during the lesson (formal & informal)	Thorough learning assessment occurs during the lesson (formal & informal)