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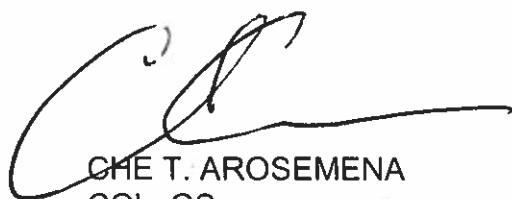
Junior Reserve Officers' Training Corps (JROTC)

JROTC Program for Accreditation

FOR THE COMMANDER:

OFFICIAL:

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History. This publication is a revision of USACC Regulation 145-8-3 dated 29 September 2021.

Summary. This regulation provides criteria for the Brigades to use when performing a JROTC Program for Accreditation (JPA) visit.

Applicability. This regulation applies to U.S. Army Cadet Command (USACC), USACC Brigade Headquarters, and major overseas commands having Department of Defense Dependent Schools (DoDDS) JROTC units within their jurisdictions. In any situation where this regulation directly conflicts with Department of the Army (DA) regulations or policies, the DA directives will govern.

Proponent and exception authority. The proponent for this regulation is the Director, JROTC. The Director, JROTC has the authority to approve exceptions or waivers to this regulation, consistent with controlling law and regulations.

Army Management Control Process. This regulation does not contain internal control provisions.

Supplementation. Supplementation of this regulation is prohibited.

Suggested Improvements. Users are invited to send comments and suggested improvements on a Department of the Army (DA) Form 2028 (Recommended Changes

to Publications and Blank Forms) directly to USACC, ATTN JROTC, Fort Knox, KY 40121.

Distribution. Distribution of this regulation is intended for HQ USACC and its subordinate units. Distribution is in electronic format only.

SUMMARY OF CHANGES

CCR 145-8-3
JROTC Program for Accreditation (JPA)

This revision:

- Updates Appendix B-3 Cadet Interview
- Removes Table B-3-1 Cadet Portfolio Criteria (replaced by Appendix B-3 Cadet Interview)
- Removes Appendix C-3 Cadet Portfolio Checklist (replaced by Appendix B-3 Cadet Interview)
- Removes Appendix C-4 JROTC Instructor Portfolio and Interview Guide (replaced by Appendix B-8 Instructor Interview)
- Updates Appendix C-3 Program Compliance (previously Appendix C-5 Supply and Program Criteria)
- Updates Appendix B-4 Cadet Drill
- Updates Appendix B-5 In-Ranks
- Created Appendix B-8 Instructor Interview
- Removes Appendix B-9 Instructor Portfolio and Interview Guide (replaced by Appendix B-8 Instructor Interview)
- Updates Appendix B-9 JPA School Visit Point Summary Worksheet (previously Appendix B-10 JPA School Visit Point Summary Worksheet)
- Updates Appendix B-10 JROTC Program for Accreditation Report (previously Appendix B-11 JROTC Program for Accreditation Report)
- Updates Appendix B-11 Glossary (previously Appendix B-13 Glossary)
- Remove Appendix B-12 Instructor Portfolio Artifact Examples
- Updates Table 2-1. JPA Cycle and Unit Designations

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Chapter 1 – Introduction

1-1. Purpose

Since 2005, the Army JROTC program has been accredited by a national accrediting agency known as AdvancEd rebranded in 2019 as Cognia (www.cognia.org). To maintain accreditation, JROTC must adhere to Cognia's Standards for Quality. Although JROTC had received favorable reviews on most standards, Cognia consistently noted our program needed to develop a comprehensive evaluation program emphasizing continuous improvement in teaching and learning. To achieve and sustain the Standards for Quality, JROTC had to transition from the previous Cadet Formal Inspection as outlined in the Organizational Inspection Program to a program emphasizing continuous improvement.

In 2012, JROTC organized a tiger team consisting of Brigade Chiefs, Brigade staff, Directors of Army Instruction (DAIs), Instructors, and academia. The tiger team's charter was to design a comprehensive evaluation program which provides a holistic review of Cadets and Instructors' performance with emphasizes on continuous improvement. The tiger team's recommendations endured unparalleled scrutiny, generating multiple iterations. The current iteration laid the foundation to transition to a comprehensive evaluation program. After receiving approval from Cadet Command's Commanding General in 2013, Director JROTC began training Brigades and Instructors on the new evaluation program, JROTC Program for Accreditation (JPA).

The purpose of JPA is to gather data and information at a point in time to inform the Army JROTC program at large of the improvements made over the period of time from the last school visit to the current visit. It is not intended to be an inspection or a snapshot of a single point in time. The intent is to review what has or is occurring and create a plan for improvement for the future, it is not intended to issue a go- or no-go response.

JPA will gather information and evidence to support the continuous improvement of teaching and learning in the JROTC program. Staff members from the Brigade will use the framework of the *JROTC Program for Accreditation (CCR 145-8-3)* to guide their observations, evidence collection, analysis, and action planning and reporting.

1-2. References

- a. Cognia Accreditation Performance Standards and Rubrics, K-12 and Postsecondary Institutions
- b. AR 145-2, Organization, Administration, Operation, and Support
- c. AR 670-1, Wear and Appearance of Army Uniforms and Insignia
- d. CCR 145-2, Organization, Administration, Operation, Training and Support
- e. TC 3-21.5, Drill and Ceremonies

1-3. Explanation of Terms

Education terms and abbreviations used in this regulation are listed in the Glossary.

1-4. Responsibilities

- a. Director, JROTC will administer the JROTC Program for Accreditation (JPA) and approve changes to this regulation.
- b. Brigades will use this regulation to conduct formal evaluations and Assist Visits on their Units and Directors of Army Instruction (DAI) Offices.

Chapter 2 – Evaluations

2-1. Director of Army Instruction (DAI) Evaluation Criteria

The DAI Evaluation Criteria will be used to assess the DAI Offices and assigned personnel as defined by public laws, contracts, Army Regulations, and USACC policies.

a. Brigades will conduct a formal evaluation of DAI offices every three years. An Assist Visit may be conducted when no formal evaluation is scheduled. The Brigade will notify the district superintendent and all JROTC personnel affiliated with the school, in writing, of the scheduled evaluation.

b. Brigade evaluation team will use the DAI Evaluation Criteria to evaluate DAI Offices in the following areas:

- (1) Personnel and administration
- (2) Education and training
- (3) Operations
- (4) School logistics and supply

c. DAI Evaluation Awards:

- (1) Gold Level Support (100- 95 points)
- (2) Silver Level Support (94-85 points)
- (3) Bronze Level School Support (84-80 points)
- (4) Unsatisfactory (79.9 points and below)

d. If the minimum passing score is not attained, the DAI office will be placed in a probationary status and a follow-up evaluation must be conducted within 12 months. If the DAI office does not attain a minimum score within 12 months from the follow-up evaluation, the DAI and staff may be decertified.

e. Using the DAI evaluation criteria in Appendix A, Brigades will determine the award based on the score the DAI Office receives. Brigades will present awards to DAI Offices performing above unsatisfactory.

2-2. JROTC Program for Accreditation (JPA)

The JROTC Program for Accreditation (JPA) will be used to evaluate secondary educational institutions and JROTC Instructors, as defined by public laws, contracts,

Army Regulations, and USACC policies to ensure compliance with minimum program criteria. School districts and Instructors will receive a JPA visit at least once every three years. Brigades have the option to request their DAIs conduct JPA visits at schools within the DAI's area of responsibility. Conduct JPA visits no later than 1 May. An Assist Visit occurs when no JPA is scheduled, or as needed.

a. Notification. Brigades will appoint trained JROTC personnel to conduct JPA and Assist Visits. Brigades will notify units, superintendents, and principals in writing at least 30 days prior to a JPA. Cadets will wear uniforms in accordance with AR 670-1. This notification process does not preclude spot-checks or unscheduled visits to the JROTC unit.

b. JPA criteria. Brigade personnel will use the following documents:

- (1) Battalion Staff Continuous Improvement Briefing and Interview
- (2) Service Learning Briefing
- (3) Cadet Interview
- (4) Instructor Interview
- (5) Unit Report
- (6) In-Ranks or Drill (evaluate one or the other, not both)
- (7) Color Guard
- (8) JROTC Program for Accreditation School Visit Point Summary
- (9) JROTC Program for Accreditation Report

c. Brigades should encourage their Instructors to manage their JCIMS and JUMS files. Items should be accessed before arriving at the school to include JUMS, JCIMS data and/or screen shots of relevant data submitted by Instructors.

d. JPA Submission and Retention. JPA submission consists of two parts, the JPA School Visit Point Summary Worksheet and the JPA Report itself. Units will receive an out brief on the JPA School Visit Point Summary Worksheet immediately following the JPA visit. The Brigades will submit the JPA Report to the school, Instructors, and Cadet Command/JROTC no later than 14 calendar days after the TDY in which the JPA is conducted. Brigades should retain a copy of the JPA Report and the JPA School Visit Point Summary Worksheet until the school's next accreditation visit.

e. Units shall maintain their current unit award status until they receive their next JPA. The Instructor Interview is a contributing factor for the overall accreditation score.

f. Newly established units will not receive a formal JPA until being operational for at least three years. Assist visits may be conducted by brigade personnel at any time.

g. Schools may receive the following designations:

SCORE	JPA CYCLE & UNIT DESIGNATION	Rounding Factor
95-100 percent	Distinguished - JROTC Honor Unit with Distinction (HUD) – Gold Star – JPA visit within 3 years	94.5  = 95
85-94 percent	Proficient – JPA visit within 3 years	84.5  = 85
70-84 percent	Emerging – JPA visit within 3 years	69.5  = 70
69 ↓ percent	Needs Improvement – JPA visit within 1 year and Performance Improvement Plan required	

Table 2-1. JPA Cycle and Unit Designations

h. Probation.

(1) If the unit receives an unsatisfactory on a JPA, the school will be placed in a probationary status and a follow-up JPA must be conducted within a year. The Brigade will notify the superintendent, principal, and Instructors in writing of the rescheduled JPA. If the school does not attain a proficient or above within 12 months from the unsatisfactory JPA, the Instructors may be decertified. If the school does not attain a proficient or above within 36 months from the unsatisfactory JPA, the program may be disestablished. Schools on probation are ineligible for the JROTC HUD designation.

(2) If the Instructor Interview receives a score below the minimum, the instructor will be placed on a Performance Improvement Plan (PIP). If it is an Army Instructor (AI) interview, the Senior Army Instructor (SAI) will initiate the PIP. If it is an SAI interview, the Brigade Chief or designated representative will initiate the PIP. Brigade personnel will return for an Assist Visit within 12 months to review the instructor's progress on the PIP. If no improvement is shown, the instructor may be placed on probation. Units having an instructor on probation are ineligible for the HUD designation.

i. Awards for Excellence. HQ USACC or Brigade Commanders may use the results of this evaluation program to provide other awards or designations to units.

2-3. Assist Visits

a. An Assist Visit is **not** a JPA visit. It is designed to provide assistance in any specific area deemed necessary by the Brigade. The Brigade will coordinate in advance on what the JROTC unit will need.

b. Brigades may request a DAI or SAI from another school district to conduct an Assist Visit. In accordance with the Commanding General's guidance, SROTC personnel may participate in Assist Visits and the JPA.

Appendix A. DAI Evaluation

The DAI is responsible for overseeing the operations of five or more Army units in the same school district. Each office will be evaluated in matters pertaining to personnel and administration, education and training, operations, and school logistics and supply.

Minimum Passing Score – 80 points. If the minimum passing score is not attained either in total or in any individual area, the DAI will be placed on a PIP and follow-up evaluations will be conducted within 12 months of the initial evaluation. DAI's placed on a PIP are not eligible for a DAI award.

Category	Max	Min	Awarded
Personnel and Administration	35	28	
Education and Training	45	36	
Operations	20	16	
School Logistics and Supply	0	0	
TOTAL	100	80	

Table A-1. DAI Evaluation Point Summary

DAI Evaluation

School
District: Date:
Location: (City/State)

Period covered:

1. Period covered: _____
2. DAI Name: _____
3. MPS Name: _____
4. DAI Staff: _____
5. MPS Cost-shared by Army: (Yes) _____ (No) _____
6. Number of Units: _____
7. Number of Cadets Enrolled: _____
8. Number of Units on Probation: _____
9. Probation. If yes, state reason: _____

Brigade team members:

_____ Printed name	_____ Signature
_____ Printed name	_____ Signature
_____ Printed name	_____ Signature

Figure A-1. DAI Evaluation

Section 1: 35 Points				
Personnel and Administration	Remote	On-Site	Pts.	Score and Comments
Is the DAI office staffed IAW <u>CCR 145-2</u> ?	X		2	
Does the DAI office have the required number of units?	X		1	
Does the DAI Office check JCIMS database for accuracy at least semi-annually?	X		1	
Are the school/district contract changes for JROTC personnel submitted through the BDE?	X		2	
Does the DAI office have a current list of trained and certified interviewers?	X		2	
Is performance counseling being maintained and reviewed for all JROTC personnel assigned to the DAI office?		X	5	
Are copies of all personnel actions on file for SAI/AI?		X	5	
Are exceptions to policy letters on file for all NCO's in SAI position?	X		1	
Are recommendations for JROTC cadre exceptional achievement awards submitted to Brigade?	X		3	
Are recommendations for Cadet awards submitted to Brigade?	X		3	
Are annual HT/WT being conducted on DAI Staff, AI/SAIs?	X		3	
Are personnel enrolled in the weight control program and are body fat worksheets on file?	X	X	2	
Explain procedures for Serious Incident Reports in accordance with <u>CCR 145-2</u> , Chapter 2. Provide reports.	X	X	3	
Explain the tracking system the DAI office uses to notify Brigade IMD to terminate cost share.		X	2	

Table A-2. DAI Evaluation Criteria

Section 2: 45 points				
Education and Training	Remote	On-site	Pts.	Score and Comments
Can the DAI provide evidence of keeping apprised of the latest educational trends?		X	3	
Does the DAI plan professional development workshops related specifically to the JROTC curriculum at least once a year?	X		3	
Is there evidence the DAI office's instructors have attended required school/district training?	X		2	
Does DAI maintain an OML and/or a certificate of completion for instructor certification and professional development in accordance with <u>CCR 145-2</u> , Chapter 8?	X		3	
Have the DAI and staff personnel attended the certification course within the last 5 years (or are scheduled to attend)?	X		2	
Does the DAI office use the coaching rubric to evaluate at least one JROTC instructor per school once a year?		X	2	
Does the DAI maintain a record of degree completion for all assigned instructors?	X		4	
What evidence does the DAI have to influence the district office to support JCLC?	X	X	3	
Does the DAI office organize district competitions?	X		3	
If applicable, are command policy and guidance for the air rifle marksmanship program followed?	X		1	
Is a list of schools from the district participating in JCLCs provided to Brigade?	X		1	

Table A-2. DAI Evaluation Criteria, Cont'd

Section 2: 45 points				
Education and Training	Remote	On-site	Pts.	Score and Comments
Are consolidated JROTC Annual JCLC Opening Report/Closing Report/After Action Review submitted?	X		1	
How does the DAI office use each school's Curriculum Plan to assure effective teaching in accordance with the JROTC Curriculum Guide?		X	5	
Provide examples of school visits, integrated activities, community service, and service learning projects the DAI staff were involved in.		X	2	
Explain how the office advocates for the JROTC program at the State and/or National level (e.g. does the DAI volunteer for boards & workgroups, initiate actions to promote the program, etc.).		X	4	
Explain how the office is proactively working at the state level to support credit and certification issues?		X	4	
Provide evidence of DAI work with school districts to ensure the support of Cadet rides, service learning projects, consolidated military balls/awards ceremonies, and other relevant activities.		X	2	

Table A-2. DAI Evaluation Criteria, Cont'd

Section 3: 20 points				
Operations	Remote	On-site	Pts.	Score and Comments
Show how the DAI office is actively collecting data to show Cadet progress, unit actions, and comparison data to help poor performing units achieve success.	X		4	
Has the DAI identified schools not meeting contractual and regulatory guidance to Brigade?	X		2	
If a school is probated, are files maintained?		X	1	
How has the DAI office acknowledged exceptional units and/or Cadets?		X	3	
Is the DAI office actively monitoring schools during the establishment and disestablishment process in accordance with <u>CCR 145-2</u> , Chapter 3?		X	2	
Are requests for Distinguished Unit Insignia and School Patches for JROTC units submitted to Brigade?	X		1	
Does the DAI verify JCIM's data to review each school's Opening Enrollment, Intentions of Grads, Ethnic Information for accuracy?	X		3	
Does the DAI Office meet all BDE suspenses?	X		3	
Are instructor vacancies advertised within the school district and on the JROTC website?	X		1	

Table A-2. DAI Evaluation Criteria, Cont'd

Section 4: 0 points				
School Logistics and Supply	Remote	On-site	Pts.	Score and Comments
Does the DAI office maintain their unit supplies in accordance with CCR 145-2, Para 4-11 (10) and (11); 4-12 (6); 6-5 through 6-7, and 6-11?		X	0	

Table A-2. DAI Evaluation Criteria, Cont'd

Appendix B. JPA School Visit

The JPA School Visit is designed to assess the unit primarily in the areas of teaching and learning. This visit is comprised of accreditation criteria which includes Cadet's participation and the assessment of the Instructor Interview. The Instructor Interview is designed to show evidence of effective teaching and learning, assessment, professional development, collaborative activities, and continuous improvement efforts. The points assigned during the accreditation activities should guide and inform the Brigade team as they complete the JPA Final Report. The points are not aligned directly with the JPA Final Report.

Scoring worksheets are provided for the following accreditation activities:

School Visit Point Summary:

Accreditation Activities	Maximum Points	Minimum Points**
Battalion Staff Continuous Improvement Briefing & Interview	35	25
Service Learning Briefing	20	14
Cadet Interview	20	14
Unit Report	35	25
Drill <u>or</u> In-Ranks (evaluate one or the other, not both)	15	Color Guard plus Drill must equal at least 21 points <u>or</u> Color Guard plus In-Ranks must equal at least 21 points
Color Guard	15	
1st Instructor Interview	30	21
2nd Instructor Interview	30	21

Table B-1. JPA School Visit Point Summary

** In the event the minimum score is not attained for an accreditation activity, Brigade personnel should indicate improvement actions within the JPA Final Report.

JROTC Program for Accreditation (JPA) Coversheet

School:
Date:
Location: (City/State)

1. School enrollment: _____
2. JROTC Unit enrollment: _____
3. Principal Name: _____
4. SAI Name: _____
5. AI Name(s): _____
6. Probation (Unit). If yes, state reason. _____

7. Telephone/Fax: _____
8. E-mail address: _____

Brigade team members:

_____ Printed name	_____ Signature
_____ Printed name	_____ Signature
_____ Printed name	_____ Signature

Figure B-1. JPA Coversheet

Appendix B-1. Battalion Staff Continuous Improvement Project Presentation

All JROTC program activities should be interrelated to the program's student learning outcomes; they are initiated, planned, led, executed, and documented by Cadets. The Battalion Staff Continuous Improvement Project is meant to guide where your Cadet battalion goes, emphasizing what is important to Cadets. Cadets begin by reviewing JROTC program mission, vision, values, and outcomes and discuss how these relate to their battalion. Following a review of data (unit report, Cadet feedback, and/or school initiatives) battalion goals and desired outcomes are established, and an action plan is developed and executed. The goals are continuously measured, documenting desired outcome accomplishment. The ability of the Cadets to do all this is not gained overnight and must be taught and mentored by the instructors. Mid-course changes may be needed to accomplish what Cadets set out to accomplish.

Successful implementation of this process documents Cadets understand the processes of continuous improvement, problem solving, planning, goal setting and how to use them to guide the organization throughout the year. This is an outstanding leadership tool. JROTC leadership, education, and training are demonstrated in a real-life, project-based learning experience, and is clearly evidence of Cognia Performance Standards:

- Characteristic 1: Culture of Learning: Standards 2 - 4
- Characteristic 2: Leadership for Learning: Standards 11 and 12
- Characteristic 3: Engagement of Learning: Standards 16, 21, and 22
- Characteristic 4: Growth in Learning: Standards 27, 28, and 30

Directions: For this presentation the entire battalion staff has identified an area needing improvement and will deliver a presentation. Presentation should not exceed 30 minutes. Their plan for improvement will state the issue, how they developed a continuous improvement strategy, their implementation process, and continuous improvement results.

Cadet teams will gather data and complete research thereby demonstrating evidence of critical thinking, problem solving, and decision-making. Program Instructors will provide Cadets a copy of **Appendix C-1: Battalion Staff Continuous Improvement Project Presentation Checklist** as criteria they will be evaluated on. This checklist will serve as a self-assessment tool for Cadets. The *Battalion Staff Continuous Improvement Rubric* below will help guide you in evaluating their presentations. Using the rubric will also inform the JPA Report you will complete and discuss with your instructors.

The following outlines the Continuous Improvement Process for Leadership:

Plan

- (1) At the start of a new school year, Cadet staff plans their activities for the year, assuring each activity supports the JROTC mission, vision, program outcomes and their Battalion goals. If they are not addressing one of the program goals with an activity, they may need to plan something else or rethink the importance of the goal.

Do/Act

- (2) The Cadet Battalion Commander, assisted by the battalion staff, begins by establishing a mission and vision for the school year. SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) goals are established based on unit data from years past. Desired outcomes or measures of success are established, and each Cadet battalion staff member is assigned as a project officer for each goal. This Cadet leader executes the plan for goal achievement, measures, and document progress. Cadets should do all the work of the planning, establish the funds or resources needed, finding volunteer Cadets to help setup, clean-up, publicize, execute the project, and send reports to their supervising Instructor. When an activity supporting a goal is accomplished, progress towards goal achievement and measurements of success should be recorded.
- (3) A regularly scheduled, special staff meeting (a self-check-up) is conducted where each staff officer responsible for a goal, presents to the staff how the unit is doing in relation to accomplishing the goal. Depending on success or lack thereof on each goal, the staff discusses changes or corrections they may need to make to complete the organizational goal by year 's end. This process, along with quantifying data, is also documented in a notebook or computer spreadsheet.

Evaluate

- (4) If the program desires to compete for any unit award, the Cadet project officers write and submit impact statements for each of their goals into the unit report. The instructor should allow the Cadet leadership to write these impact statements and then edit them before submitting the impacts as final.
- (5) The validation of the Continuous Improvement Process will be briefed to Brigade personnel as part of the JROTC Program for Accreditation process.

Figure B-1-1. Continuous Improvement Process for Leadership

Battalion Staff Continuous Improvement Project Presentation Rubric

There are 35 points possible for this presentation. Use the rubric below to evaluate the battalion staff presentations. This briefing should include presentations by all staff members. The battalion staff includes the battalion commander, CSM, XO, S1 – S5, or as determined by the SAI. The presentations will include:

- (1) Overview of the purpose of the Continuous Improvement Project.
- (2) Introduction of all Cadet staff and their role in this project.
- (3) Details of the problem, improvement plan, implementation, evaluation, and reflection.
- (4) Conclusion of the presentation should include a plan for next steps in continuous improvement.

If necessary, use the guiding questions to expand on the criteria. Discuss the overall evaluation score of the presentation with the JROTC Instructor and suggest areas for improvement.

Overview of Purpose, Goals, and Staff Roles			
Criteria	Proficient (3 points)	Emerging (2-1 point)	Needs Improvement (0 points)
Introduction of battalion staff	Battalion staff present were introduced; staff in attendance presented a short brief on their role in battalion; presentation included how their role supported the battalion continuous improvement goal.	Some staff were introduced; some staff in attendance presented a short brief on their role in battalion; presentation made an attempt to include how their role supported the battalion continuous improvement goal.	No staff introductions were made; some to no staff presented a brief on how their role supported the battalion continuous improvement goal.
Description of battalion goal	Clearly defined purpose of continuous improvement goal; stated goal supports a higher mission (JROTC or school).	Somewhat defined purpose of continuous improvement goal; stated goal does not support a higher mission (JROTC or school).	No attempt to define purpose, goal, or support of mission was made.

Table B-1-1. Continuous Improvement Rubric

Identify Problem and Develop Improvement Plan			
Criteria	Proficient (3 points)	Emerging (2-1 point)	Needs Improvement (0 points)
Identification of a problem or area for improvement	Clearly stated problem or area of improvement.	Problem stated is emerging but not clear; includes multiple problems and does not focus on single improvement.	Problem stated does not include area of improvement.
Identification of data or research gathered to confirm a problem or area for improvement	Data and gathered research inform a need for improvement; evidence displayed in the presentation; includes a purpose and benefit.	Little data provided to inform a need for improvement is necessary; evidence is discussed but not displayed; evidence is vague to unclear; includes either purpose or benefit.	No data is provided; data provided does not support need for improvement; data or research is not presented; does not include purpose or benefit.
Identification of team goals	Goals clearly stated and appropriate for problem defined; goal setting strategies clearly outlined using the SMART method.	Goals developed but beyond the scope of the defined problem; Little evidence of goal setting strategies, goals reflected some use of SMART method.	Goals not identified in presentation; no evidence of goal setting strategies used.
Identification of improvement plan	Improvement plan refers to knowledge and skills acquired from JROTC curriculum such as decision-making, goal setting, problem solving, team building.	Improvement plan presented with little reference to curricular areas within JROTC lessons; little evidence of decision-making, goal setting, problem solving, team building.	Improvement plan is unclear; Improvement plan is not stated; no reference to JROTC curricular areas; no evidence of decision-making, goal setting, problem solving, team building.

Table B-1-1. Continuous Improvement Rubric, Cont'd

Identify Problem and Develop Improvement Plan			
Criteria	Proficient (3 points)	Emerging (2-1 point)	Needs Improvement (0 points)
Plan establishes milestones or benchmarks	Clearly stated benchmarks or milestones with timelines; evidence of data gathered at milestones; timeline is reasonable; milestones support stated problem and goals.	Milestones and benchmarks presented; clarity of milestones or benchmarks unclear; little evidence of data gathered at milestones; timeline unrealistic or unclear.	Milestone or benchmarks unclear or not present; evidence of milestone attained unclear or not present; timeline vague or not presented.
Response	All staff members reacted appropriately to verbal and nonverbal feedback; all staff was knowledgeable about their portion of presentation.	Four or more staff members reacted appropriately to verbal and nonverbal feedback and were knowledgeable about their portion of presentation.	Three or less staff members reacted appropriately to verbal and non-verbal feedback and were knowledgeable about their portion of the presentation.

Table B-1-1. Continuous Improvement Rubric, Cont'd

Evaluation of Continuous Improvement Project			
Criteria	Proficient (3 points)	Emerging (2-1 point)	Needs Improvement (0 points)
Presentation includes a conclusion	Conclusion shows final data and effect of change based on milestones set and met; plan states if the goal was met; conclusion refers to the JROTC lesson topics and their impact on success of the project.	Conclusion does not include if goal was met; plan does not indicate need for maintenance of goal or next step for improvement; conclusion refers to the JROTC lesson topics.	Conclusion is not included in the presentation; goal is not addressed in conclusion; conclusion does NOT refer to JROTC lesson topics <u>or</u> their impact on the success of the project.
Presentation includes continuous improvement milestone and timeline	Presentation shows how goal was met or not met; presentation states areas for improvement based on benchmarks or milestones failed.	Presentation shows what goal was addressed but does not present clear continuous improvement benchmark or milestone.	Continuous improvement benchmarks or milestones are unclear or not present.
Reflection			
Criteria	Proficient (3 points)	Emerging (2-1 point)	Needs Improvement (0 points)
Evaluate project using reflection	Reflection of project presented by team; evidence of individual reflection presented; reflection includes future areas of improvement, necessary research, or changes to process.	Reflection evident in providing future direction; presentation provides unclear to no plan for continuous improvement goals or strategies.	No evidence of reflection is presented.

Table B-1-1. Continuous Improvement Rubric, Cont'd

Presentation Delivery			
Criteria	Proficient (.50 point)	Emerging (.25 point)	Needs Improvement (0 points)
Attendance and proper attire	Battalion commander and introduced staff were in proper attire.	Battalion staff was present, and some were in proper attire.	Staff was present but none were in proper attire.
Appropriate visual aids	All presenting staff included appropriate visual aids supported by appropriate audio/speaking comments.	Presenting staff sometimes included appropriate visual aids supported by appropriate audio/speaking comments.	Staff did not include appropriate visual aids supported by appropriate audio/speaking comments.
Personal delivery	Presenting staff established good eye contact and appropriate gestures throughout the presentation; spoke clearly and concisely.	Some presenting staff established good eye contact and appropriate gestures throughout the presentation; some staff spoke clearly and concisely.	Presenting staff did not establish good eye contact, use appropriate gestures, or speak clearly and concisely.
Response	All staff members reacted appropriately to verbal and nonverbal feedback; all staff was knowledgeable about their portion of presentation.	Some staff members reacted appropriately to verbal and nonverbal feedback; staff was somewhat knowledgeable about their portion of presentation.	All staff members reacted inappropriately to verbal and non-verbal feedback and were not knowledgeable about their portion of the presentation.

Table B-1-1. Continuous Improvement Rubric, Cont'd

Guiding Questions
• <i>What process did you use to select this/these particular goals?</i> • <i>When did you come together as a group to discuss these goals?</i> • <i>What type of data are you using to measure how effectively you are meeting your goals?</i> • <i>What role did other Cadets play in the development of these goals?</i> • <i>What type of buy-in did you get from other Cadets?</i> • <i>How would you rate your effectiveness in achieving these goals?</i> • <i>Were there any unforeseen challenges you encountered along the way?</i> • <i>What was the biggest obstacle to achieving these goals?</i> • <i>Did you collaborate with anyone other than the battalion staff to help develop strategies?</i> • <i>What would you do differently in the future?</i> • <i>How does our Battalion Continuous Improvement Plan support the JROTC mission?</i> • <i>Other than the duties you performed on this Continuous Improvement project, what other duties do you perform as the S-1, S-2, S-3, S-4, or S-5?</i>

Table B-1-1. Continuous Improvement Rubric, Cont'd

Total Points: _____

Transfer the total points to the JPA School Visit Point Summary Worksheet, Appendix B-10.

Battalion Staff Continuous Improvement Project Comments:

Appendix B-2. Service-Learning Project Presentation

A lesson required at every LET level is Service Learning. JROTC programs, and often many high schools, suggest students volunteer a specific number of hours to community service, with the outcome of serving others as citizens in their own community. Service Learning is a little different. JROTC requires 'service' within the community be taken up a step by requiring all Cadets to participate in a Service-Learning Project.

JROTC leadership, education, and training are demonstrated in this real-life, project-based learning experience in which students perform volunteer services for their community. This activity provides clear evidence of Cognia Performance Standards:

- Characteristic 1: Leadership for Learning: Standards 2 - 4
- Characteristic 2: Leadership for Learning: Standards 11 and 12
- Characteristic 3: Engagement of Learning: Standards 15, 16, 18, 19, 20, and 21
- Characteristic 4: Growth in Learning: Standard 28

Service learning brings academics to life and is driven by student involvement. Together Cadets should identify essential needs in your school or community and then decide on their own projects. In addition, they should plan and carry out their own projects and take responsibility for their own learning. Reflecting on the experience will reveal the importance of service work and the impact it is making on others, including each Cadet.

Directions: There are three distinct Service-Learning lessons in the JROTC curriculum. Each focus on a different aspect of service learning – planning and preparation, implementation, and evaluation. The checklist/rubric below divides the criteria you will be evaluating into three parts. A minimum of three Cadets will brief the presentation. These Cadets will not be from the battalion staff but should represent their role in service learning as a LET 1, 2, 3, or 4 Cadet.

When a Cadet unit or LET class presents a Service-Learning Brief, it becomes evident the curriculum is being taught and integrated into their project. For this presentation, the Cadet team members (LET 1, 2, 3 or 4) will explain their service-learning goal, planning strategies, preparation, and implementation of the project. As well, they will discuss the overall success of the project and provide team/personal reflection on service learning. Presentation should not exceed 30 minutes.

Appendix C-2: Service-Learning Project Presentation Checklist uses the same criteria provided in the rubric below. Instructors should provide a copy of this checklist to their Cadets to help them prepare their presentations.

Use the rubric below to evaluate the content of the Cadets' presentation. Notes you take during this presentation will help inform the JPA Report you will complete and discuss with your instructors.

Service-Learning Project Presentation Rubric

Determine whether the Service-Learning criteria addressed are *proficient*, *emerging*, or *unsatisfactory* as each of the three sections of the brief are presented. There are 20 points possible for this presentation. Some criteria address Cadet presentation and delivery. Use the guiding questions to assist you in a post-briefing interview with Cadets. Encourage Cadets by providing feedback on their presentation style and delivery. Discuss the overall evaluation score of the presentation with the instructors and suggest areas Cadets can improve.

Serving-Learning Planning and Preparation		
Proficient (1 point)	Emerging (.50 point)	Needs Improvement (0 points)
Presentation clearly describes how the project benefits the community.	Presentation attempts to describe how the project benefits the community.	Presentation does not describe how the project benefits the community.
Presentation clearly describes how the project enhances learning.	Presentation attempts to describe how the project enhances learning.	Presentation does not describe how the project enhances learning.
Presentation clearly describes how the project relates to the JROTC program curriculum.	Presentation attempts to describe how the project relates to the JROTC program curriculum.	Presentation does not describe how the project relates to the JROTC program curriculum.
Presentation identifies one or more JROTC lesson competencies related to the project.	Presentation identifies one JROTC lesson competency related to the project.	Presentation does not identify JROTC lesson competencies related to the project.
Presentation clearly explains the role of teamwork in accomplishing the project.	Presentation explains the role of teamwork in accomplishing the project.	Presentation does not describe the role of teamwork in accomplishing the project.
Presentation suggests ways the project could be modified to ensure it meets established guidelines for JROTC service-learning projects.	Presentation recognizes improvement areas but does not suggest possible modifications for future service-learning projects.	Presentation does not suggest ways the project could be modified to ensure it meets established guidelines for JROTC service-learning projects.
Section Notes:		

Table B-2-1. Service Learning Rubric

Service-Learning Implementation		
Proficient (1 point)	Emerging (.50 point)	Needs Improvement (0 points)
Presentation includes process necessary to conduct project.	Presentation attempts to identify process necessary to conduct project.	Presentation does not include process necessary to conduct project.
Presentation includes evidence of a project plan that defines the goals of the project.	Presentation attempts to include evidence of a project plan that defines the goals of the project.	Presentation includes evidence of a project plan that defines the goals of the project.
Project Plan refers to JROTC lesson competencies/outcomes related to the project.	Project Plan attempts to refer to JROTC lesson competencies/outcomes related to the project.	Project Plan does not refer to JROTC lesson competencies/outcomes related to the project.
Project Plan clearly provides who, what, when, where, why, and how of the project.	Project Plan provides some, but not all who, what, when, where, why, and how of the project.	Project Plan does not provide who, what, when, where, why, and how of the project.
Presentation includes a team and individual reflection about the project implementation.	Presentation includes a team or individual reflection about the project implementation.	Presentation does not include any reflection about the project implementation.
Section Notes:		

Table B-2-1. Service Learning Rubric, Cont'd

Service-Learning Reflection and Integration		
Proficient (1 point)	Emerging (.50 point)	Needs Improvement (0 points)
Cadets provide clear evidence of participation in structured reflection activities about the service-learning experience.	Cadets discuss, but do not provide evidence of participation in structured reflection activities about the service-learning experience.	Cadets do not discuss or provide evidence of participation in structured reflection activities about the service-learning experience.
Cadets clearly summarize the impact the experience had on the team and individual members.	Cadets attempt to summarize the impact the experience had on the team and individual members.	Cadets do not summarize the impact the experience had on the team and individual members.
Cadets report or present the results of the project, what was learned, and how the experiences fostered change.	Cadets report or present the results of the project, but do not address what was learned, and how the experiences fostered change.	Cadets do not report or present the results of the project, what was learned, and how the experiences fostered change.
Cadets' report or present new ideas for service-learning projects based on current experience.	Cadets discuss ideas for service-learning projects, but do not report or present any new ideas based on current experience.	Cadets do not report or present new ideas for service-learning projects based on current experience.
Section Notes:		

Table B-2-1. Service Learning Rubric, Cont'd

Service-Learning Presentation and Delivery		
Proficient (1 point)	Emerging (.50 point)	Needs Improvement (0 points)
Cadets introduced self; explained role in project.	Cadets introduced self; did not explain role in project.	Cadets did not introduce self; did not explain role in project.
Cadets included appropriate visual and audio aids.	Cadets included some appropriate visual and audio aids.	Cadets did not include appropriate visual or audio aids.
Cadets established consistent eye contact and appropriate gestures throughout the presentation.	Cadets established some eye contact and limited appropriate gestures throughout the presentation.	Cadets did not use eye contact or appropriate gestures throughout the presentation.
Cadets' speaking was clearly and concisely articulated throughout the message; avoided the use of slang or "fillers."	Cadets' speaking was somewhat clearly articulated throughout the message.	Cadets' speaking was not clear or concise; did not avoid the use of slang or "fillers."
Cadets responded appropriately to verbal and nonverbal feedback; Cadets were knowledgeable about their portion of presentation.	Cadets responded to verbal and nonverbal feedback; Cadets were somewhat knowledgeable about their portion of presentation.	Cadets did not respond appropriately to verbal and nonverbal feedback; Cadets were not knowledgeable about their portion of presentation.
Section Notes:		

Table B-2-1. Service Learning Rubric, Cont'd

Guiding Questions (if needed)
• <i>What need led you to select this project?</i> • <i>What type of research did you conduct to support this project?</i> • <i>What impact do you think this project had on the community?</i> • <i>What would you do next time to make this project better?</i> • <i>How did this service-learning project impact your personal growth?</i> • <i>What leadership principles did you have to use to successfully complete this project?</i> • <i>What could you do to involve more Cadets in your project?</i> • <i>Were there any unexpected obstacles you encountered during your project? How did you handle them?</i> • <i>Which phase of the project did you consider to be the most critical? Why?</i>

Table B-2-1. Service Learning Rubric, Cont'd

Total Points: _____

Transfer the total points to the JPA School Visit Point Summary Worksheet, Appendix B-10.

Appendix B-3. Cadet Interview

The Cadet Interview process provides insight and information on the Cadet's personal achievements and growth over time, specifically targeting the six Core Abilities of the JROTC curriculum:

- Apply critical thinking skills
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

The Personal Skills Map (PSM) remains a requirement for each LET level to be conducted 2 times a year, pre and post assessment, as a measure of Cadets' personal growth and behaviors. For the Cadet Interview only 1 PSM from the current SY is required.

Cadet Interviews help provide evidence of teaching and learning occurring within the program that incorporates Cognia Performance Standards:

- Characteristic 1: Culture of Learning: Standard 4
- Characteristic 2: Leadership for Learning: Standard 14
- Characteristic 3: Engagement of Learning: Standards 17 and 18
- Characteristic 4: Growth in Learning: Standard 28

Instructors will ensure all Cadets have completed Core Lessons, to include Performance Assessment Tasks (PATs). Instructors will periodically meet with all Cadets to provide feedback relating to their growth and improvement as demonstrated in completed PATs and lesson specific activities.

Instructors can require additional assignments to address areas of concern in their Cadets' academic development and tailor these experiences to meet the needs of the individual Cadet. Cadets are encouraged to discuss any other artifacts related to their accomplishments, personality, goals and aspirations during their interviews.

Instructors should provide a copy of **Appendix B-3: Cadet Interview** to Cadets prior to the JPA visit.

Scoring: Brigade and DAI staffs will use the Cadet Interview to review PATs and Essential Questions during JPA visits to capture examples of teaching effectiveness and student learning. To create an adequate sample, the SAI/AI will choose 10 Cadets—three LET 1, three LET 2, two LET 3, and two LET 4 for the Cadet Interviews.

The Cadet Interview will be centered around 5 Core lessons, per LET. One lesson is required and the remaining 4 are chosen by the SAI / AI. The PATs, essential questions, and Personal Skills Map (PSM) will serve as the basis for the Cadet

Interview.

Each Core Lesson selected is worth a maximum of 2 points (per Cadet):

- A) 1 point for the completed PAT, scored with a passing grade as determined by school policy and recorded in the school district's gradebook (digital or hardcopy).
- B) 1 point for the Cadets' response to the essential question.

For the required Core LET lesson the PAT, essential question, and a completed Personal Skills Map (PSM) are required for the full score of 2 points. The lack of any item will subtract 1 point from the score.

During the interview process the selected PATs and the Essential Questions will keep the dialogue focused on what the Cadet has learned and how they applied it.

Each Cadet Interview, encompassing 5 Core Lessons, is worth a maximum of 10 points. The total scores of the 10 Cadets are divided by 5 to provide one score on the JPA School Visit Point Summary Worksheet. Make as many copies of the Cadet Interview as needed to score each of them appropriately.

LET 1 Cadet Interview		
Core Lessons	Elements Scored	Points 1 point for PAT 1 point for EQ
U1C2L8 (Required)	-Gradebook score of Performance Assessment Task (PAT)* -Provide 1 copy of a completed Personal Skills Map (Pre or Post) from current SY* -Essential Question (EQ): Why is Emotional Intelligence important to personal growth? *	*All items required for 2 pts
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	

Table B-3-1. Cadet Interview

LET 2 Cadet Interview		
Core Lessons	Elements Scored	Points 1 point for PAT 1 point for EQ
U2C2L5	-Gradebook score of Performance Assessment Task (PAT)* -Provide 1 copy of a completed Personal Skills Map (Pre or Post) from current SY* -Essential Question (EQ): How can your Cadet Code of Conduct apply to your life beyond JROTC? *	*All items required for 2 pts
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	

Table B-3-1. Cadet Interview Cont.

LET 3 Cadet Interview		
Core Lessons	Elements Scored	Points 1 point for PAT 1 point for EQ
U3C2L3	-Gradebook score of Performance Assessment Task (PAT)* -Provide 1 copy of a completed Personal Skills Map (Pre or Post) from current SY* -Essential Question (EQ): What types of documents and artifacts represent your personal achievements and goals? *	*All items required for 2 pts
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	

Table B-3-1. Cadet Interview Cont.

LET 4 Cadet Interview		
Core Lessons	Elements Scored	Points 1 point for PAT 1 point for EQ
U4C2L1	-Gradebook score of Performance Assessment Task (PAT)* -Provide 1 copy of a completed Personal Skills Map (Pre or Post) from current SY* -Essential Question (EQ): How will you manage the challenges in life after high school? *	*All items required for 2 pts
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	
U_C_L_	-Gradebook score of PAT - EQ:	

Table B-3-1. Cadet Interview Cont.

Appendix B-4. Cadet Drill

Cadet drills will be in accordance with TC 3-21.5 and the instructions in this appendix. The evaluations will include formation (assembly), dress/alignment, Cadet leader control, and unit response/execution. The brigade team must observe the unit formation. Exhibition drill, competition drill, and local drill standards will NOT be used in lieu of the Cadet Drill directions below.

Cadet Drill provides evidence of kinesthetic and tactile learning occurring within the program that incorporates Cognia Performance Standards:

- Characteristic 1: Culture of Learning: Standard 4
- Characteristic 3: Engagement of Learning: Standard 17
- Characteristic 4: Growth in Learning: Standard 27

Directions: Use the Cadet Drill Criteria worksheet to evaluate a minimum of 12 Cadets plus a Cadet leader. A total of 15 points is the maximum possible for this accreditation activity.

A flag or marker placed directly opposite the reviewing stand or brigade team will designate the start point for drill. The Cadet drill will assemble in a line formation at the designated start point facing the reviewing stand or the brigade team; at a signal from the brigade team, the Cadets will perform the following movements in sequence.

FALL IN	COLUMN LEFT MARCH	REAR MARCH
DRESS RIGHT DRESS	LEFT FLANK MARCH	COLUMN RIGHT MARCH
READY FRONT	RIGHT FLANK MARCH	COLUMN LEFT MARCH
PRESENT ARMS	COLUMN RIGHT MARCH	COLUMN LEFT MARCH
ORDER ARMS	RIGHT FLANK MARCH	ELEMENT HALT
LEFT FACE	LEFT FLANK MARCH	LEFT FACE
ABOUT FACE	COLUMN RIGHT MARCH	FALL OUT
FORWARD MARCH	REAR MARCH	

Table B-4-1. Cadet Drill Criteria

Cadet Drill Criteria

Rate each item listed below using the points listed next to the item. If necessary, use a separate sheet for each company, platoon, or squad performing small unit drill. If observing more than one company, platoon, or squad average the scores and provide one score on the JPA School Visit Point Summary Scoring Worksheet.

School:
Size Element: Minimum 12 Cadets plus Cadet leader:

Cadet Leader Control = 4 points	Score
Command voice (1 point)	
Cadence/timing (1 point)	
Position/military bearing (1 point)	
Followed prescribed plan/sequence (1 point)	
Total Points	
Unit Dress/Alignment = 3 points	Score
Stationary (1.5 points)	
Marching (1.5 points)	
Total Points	
Unit Dress/Execution/Response = 8 points	Score
Synchronized unit response (2 points)	
Correct facing movements (2 points)	
Correct marching movements (2 points)	
Proper marching step/cadence (2 points)	
Total Points	
Total Score: _____	

Table B-4-1. Cadet Drill Criteria, Cont'd

Appendix B-5. In-Ranks

All Cadets present for the JPA visit will participate in in-ranks. In-ranks will be Cadet led and in accordance with the instructions in this appendix and CCR 145-2.

In-Ranks provides evidence of kinesthetic and tactile learning occurring within the program that incorporates Cognia Performance Standards:

- Characteristic 1: Culture of Learning: Standard 4
- Characteristic 3: Engagement of Learning: Standard 17
- Characteristic 4: Growth in Learning: Standard 27

During the in-ranks, the uniform will be Class "A" or "B" or distinctive uniform for Military Institute units. Brigade must approve the type of uniform worn during the JPA. Other uniforms like drill, color guard or any other uniform is unauthorized during the in-ranks. Uniforms must be clean, pressed, and in good repair. Insignias, metal accoutrements and accessories, authorized by CCR 145-2 are the only awards worn on the uniform during the JPA. All awards and decorations must be properly placed on the Class "A" and Class "B" uniforms; brass and shoes/boots should be cleaned and shined IAW CCR 145-2. Cadets must wear headgear for the in-ranks.

Cadets not wearing a uniform will be assessed six (6) uniform deficiencies, unless there is a valid reason for not wearing the uniform (i.e., newly enrolled Cadets, Cadets who have grown out of their uniforms or damaged their uniforms). Instructor must prove uniforms are on order.

Cadets are expected to answer graded questions.

Examples.

a. Possible (Number of Cadets inspected times 6) minus total deficiencies divided by possible points times 80:

Example: 88 Cadets inspected

23 deficiencies

$88 \times 6 = 528$ $528 - 23 = 505$

$505 / 528 = .956$ $.956 \times 80 = 76.48$ points

b. Possible (Number of Cadets questioned times 3) minus total incorrect answers divided by possible points times 20:

Example: 88 Cadets questioned

23 incorrect answers

$88 \times 3 = 264$ $264 - 23 = 241$

$241 / 264 = .912$ $.912 \times 20 = 18.24$ points

IN-RANKS SCORING WORKSHEET

Step 1 - Uniforms:

_____ Number of Cadets Inspected.

_____ Number of Deficiencies.

_____ Number of Cadets Inspected X 6 = _____ possible pts - _____ Number of deficiencies = _____ earned pts / _____ possible pts = _____ X 80 = _____ uniform pts (score)

Step 2 - Questions:

_____ Number of Cadets questioned.

_____ Number of incorrect answers.

_____ Number of Cadets Questioned X 3 = _____ possible pts - _____ Number of incorrect answers = _____ earned pts / _____ possible pts = _____ X 20 = _____ question pts (score)

Step 3 - Calculate the total points for In-Ranks:

_____ Add the points for uniform (Step 1) plus the points for questions (Step 2) then enter the total points here.

Step 4 - Determine the amount of points to use for JPA:

There is a maximum of 15 points possible for this accreditation activity. Based on the total points in Step 3 above, use the scale below to determine the amount points to enter on the JPA School Visit Point Summary Worksheet.

In-Ranks Points	Points to enter on JPA Worksheet
100 – 95	15
94.99 – 90	12
89.99 – 80	10
79.99 – 70	5
less than 70	1

Appendix B-6. Color Guard Criteria

Color Guard will be in accordance with TC 3-21.5 and the instructions in this appendix. The evaluations will include formation (assembly), dress/alignment, Cadet leader control, and unit response/execution. The brigade team must observe the unit formation.

Color Guard provides evidence of kinesthetic and tactile learning occurring within the program that incorporates Cognia Performance Standards:

- Characteristic 1: Culture of Learning: Standard 4
- Characteristic 3: Engagement of Learning: Standard 17
- Characteristic 4: Growth in Learning: Standard 27

Sequence	Comments
Are color guards wearing proper uniform?	
Sling Arms	
Post	
Uncase The Colors	
Present Arms	
Order Arms	
Post	
Colors Reverse March	
Forward March	
Left Wheel March	
Forward March	
Colors Reverse March	
Forward March	
Colors Guard Halt	
Order Colors	
Parade Rest	
Colors Attention	
Carry Colors	
Forward March	
Right Wheel March	
Forward March	
Colors Reverse March	
Forward March	
Eyes Right	
Ready Front	
Left Wheel March	
Forward March	

Left Wheel March	
Color Guard Halt	
Sling Arms	
Post	
Present Arms	
Order Arms	
Case The Colors	
Post	

Table B-6-1. Color Guard Criteria

Color Guard Scoring Worksheet

There is a maximum of 15 points possible for this accreditation activity. Use the Color Guard Criteria below to evaluate Cadets' performance and assign a score.

Color Guard Criteria	Points (1.5 for each)
Uncasing of colors	
Proper commands given	
Present Arms	
Synchronized precision responses	
All required movements performed in sequence	
Alignment and dress	
Facing movements w/manual of arms correct	
Marching movements correct	
Customs and Courtesies of National Colors	
Casing of colors	

Table B-6-1. Color Guard Criteria, Cont'd

Total Points _____

Transfer the total points to the JPA School Visit Point Summary Worksheet, Appendix B-10.

Appendix B-7. Unit Report

The unit completes the Unit Report annually in JUMS. Brigades may grant exception to specific requirements upon justification by the unit. The Unit Report is worth 400 points in JUMS. Complete the Unit Report in accordance with CCR 145-2.

There is a maximum of 35 points possible for this accreditation activity. Based on the total points on the Unit Report in JUMS, use the scale below to determine the amount of points to enter on the JPA School Visit Point Summary Worksheet.

Points on Unit Report	Points to enter on JPA Worksheet
400 – 360	35
359 – 320	25
319 – 280	15
279 – 0	0

Appendix B-8. JROTC Instructor Interview

Instructor Interviews help provide evidence of teaching and learning occurring within the program that incorporates Cognia Performance Standards:

- Characteristic 1: Culture of Learning: Standards 1 - 6
- Characteristic 2: Leadership for Learning: Standards 7 - 15
- Characteristic 3: Engagement of Learning: Standards 16 - 23
- Characteristic 4: Growth in Learning: Standards 24, 26, 27, 28, and 30

While this standard is the most critical for instructors, there are other standards impacting the instructors as well. The items in the Instructor Interview provide evidence to support participation in continuous improvement efforts, use of data to inform changes and collaboration. This form helps to provide examples of evidence.

As an instructor you must participate in your own growth and professional development in an effort toward becoming the best Instructor you can be. When you value life-long learning, it can translate to the classroom experience.

The outline below is the Instructor Interview. The majority of the Instructor Interview can be completed via accessing JCIMS prior to the JPA assessment visit. Items not recorded in JCIMS must be provided in hard copy form during the JPA visit.

Instructor Interview		
Criteria	Products Providing Evidence	
A. Photo, height/weight, Instructor Info Page= 2 points each (6 points total)	All 3 items required: 1. Current DA photograph filed in JCIMS 2. Height/weight screening recorded in JCIMS 3. Current (JCIMS) Instructor Info Page	
B. Syllabi, Curriculum Plan (CP), school policies = 2 points each (8 points total)	All 4 items required: 1. Current year's syllabi for each LET level taught 2. JROTC Curriculum Plan (CP) for each LET level taught or equivalent school curriculum map / pacing guide 3. Record of School guidelines, policies, and student accommodations 4. Continuous improvement: Record of collaboration with stakeholder groups and data-driven instructional practices	
C. Evaluations and Observations = 2 points (2 points total)	Item Required: 1. Most current school evaluation from a school administrator or USACC / BDE / DAI staff	
D. Evidence of Professional Development / Teaching Effectiveness = 2 points each (14 points total)	7 items Required: 1. Basic / Advanced JSOCC Re-Certification 2. Degree transcripts / certifications as required by district / USACC 3. Title 10 DL course certificates 4. The Good Teacher Ethics Annual Training Certificate 5. Professional Development: (1 item) a. Seminars (6-hr minimum) b. Summer Training Conference c. Certifications earned 6. DD3200 for Instructors (on site) 7. DD3203 for Cadets Interviewed (on site)	

Table B-8-1. JROTC Instructor Interview

Appendix B-9. JPA School Visit Point Summary Worksheet

Accreditation Activity	Maximum Points	Minimum Points**	Points Awarded
Battalion Staff Continuous Improvement Briefing & Interview	35	25	
Service-Learning Briefing	20	14	
Cadet Interview	20	14	
Unit Report	35	25	
Drill <u>or</u> In-Ranks (evaluate one or the other, not both)	15	Color Guard plus Drill must equal at least 21 points <u>or</u> Color Guard plus In-Ranks must equal at least 21 points	
Color Guard	15		
Cadets' Points Awarded 			
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	

Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructor Interview	30	21	
Instructors' Points Awarded _____→			

Table B-9-1. JPA School Visit Point Summary Worksheet

The following formula will be used to compute the unit's overall percent score:

$$\frac{(\text{Cadet points awarded} \times \text{weight factor}) + \text{instructor points awarded}}{(\text{max points possible for Cadets} \times \text{weight factor}) + \text{max points possible for all instructors}}$$

The weight factor used in the formula is based on the number of instructors assigned to the unit; refer to Table B-10-2. Ensure the same weight factor is used in the numerator and denominator. Max points possible for Cadets = 140. Max points possible for instructors = 30 x number of instructors.

****** In the event the minimum score is not attained for an accreditation activity, Brigade personnel should indicate improvement actions within the JPA Final Report.

Percent score	Score Range	Rounding Factor
HUD (Distinguished)	95-100	94.5 ↑ = 95
Proficient	85-94	84.5 ↑ = 85
Emerging	70-84	69.5 ↑ = 70
Needs Improvement	69 ↓	

Accreditation Activity	Maximum Points	Minimum Points**	Points Awarded
Battalion Staff Continuous Improvement Briefing & Interview	35	25	30
Service-Learning Briefing	20	14	17
Cadet Interview	20	14	16
Unit Report	35	25	35
Drill <u>or</u> In-Ranks (evaluate one or the other, not both)	15	Color Guard plus Drill must equal at least 21 points <u>or</u> Color Guard plus In-Ranks must equal at least 21 points	15
Color Guard	15		15
Cadets' Points Awarded			128
1st Instructor Interview	30	21	22
2nd Instructor Interview	30	21	28
Instructors' Points Awarded			50

Figure B-9-1. JROTC Program for Accreditation School Visit Point Summary Example #1

The following formula will be used to compute the unit's overall percent score:

$$\frac{(\text{Cadet points awarded} \times \text{weight factor}) + \text{instructor points awarded}}{(\text{max points possible for Cadets} \times \text{weight factor}) + \text{max points possible for all instructors}}$$

The weight factor used in the formula is based on the number of instructors assigned to the unit; refer to Table B-10-2. Ensure the same weight factor is used in the numerator and denominator. Max points possible for Cadets = 140. Max points possible for instructors = 30 x number of instructors.

** In the event the minimum score is not attained for an accreditation activity, Brigade personnel should indicate improvement actions within the JPA Final Report.

Percent Score: $\frac{(128 \times 1) + 50}{(140 \times 1) + 60} = \frac{178}{200} = 89\%$

HUD (Distinguished) Proficient Emerging Needs Improvement

Accreditation Activity	Maximum Points	Minimum Points**	Points Awarded
Battalion Staff Continuous Improvement Briefing & Interview	35	25	30
Service-Learning Briefing	20	14	17
Cadet Interview	20	14	16
Unit Report	35	25	35
Drill <u>or</u> In-Ranks (evaluate one or the other, not both)	15	Color Guard plus Drill must equal at least 21 points <u>or</u> Color Guard plus In-Ranks must equal at least 21 points	15
Color Guard	15		15
Cadets' Points Awarded			128
1st Instructor Interview	30	21	22
2nd Instructor Interview	30	21	18
3rd Instructor Interview	30	21	28
Instructors' Points Awarded			68

Figure B-9-2. JROTC Program for Accreditation School Visit Point Summary Example #2

The following formula will be used to compute the unit's overall percent score:

$$\frac{(\text{Cadet points awarded} \times \text{weight factor}) + \text{instructor points awarded}}{(\text{max points possible for Cadets} \times \text{weight factor}) + \text{max points possible for all instructors}}$$

The weight factor used in the formula is based on the number of instructors assigned to the unit; refer to Table B-10-2. Ensure to use the same weight factor in the numerator and denominator. Max points possible for Cadets = 140. Max points possible for instructors = 30 x number of instructors.

** In the event the minimum score is not attained for an accreditation activity, Brigade personnel should indicate improvement actions within the JPA Final Report.

Percent Score: $\frac{(128 \times 1.5) + 68}{(140 \times 1.5) + 90} = \frac{260}{300} = 86.6\%$

HUD (Distinguished) Proficient Emerging Needs Improvement

The Weight Factor Table identifies the weight factor to use in the math formula to determine the unit's overall percent score. Weight factors are based on the number of instructors assigned to the unit. Ensure to use the same weight factor in the numerator and denominator when solving the math formula.

Number of instructors assigned to the unit	Weight Factor
1	.5
2	1
3	1.5
4	2
5	2.5
6	3
7	3.5
8	4
9	4.5
10	5
11	5.5
12	6
13	6.5
14	7
15	7.5
16	8

Table B-9-2. Weight Factor Table

Appendix B-10. JROTC Program for Accreditation Report (JPA)

Brigade: _____ School: _____ Date: _____

The JROTC Program for Accreditation Report or JPA Report provides a recap of evidence gathered throughout the JPA visit. This is the final report, capturing both evaluative evidence and continuous improvement action plans for the unit and instructors to address between this visit and the next.

This report uses Cognia's Key Characteristics:

- **Cognia Key Characteristics 1 - Culture of Learning:** the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision
- **Cognia Key Characteristics 2 - Leadership for Learning:** the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways
- **Cognia Key Characteristics 3 - Engagement of Learning:** the inclusion of all learners in the learning process, and their development of confidence and love of learning
- **Cognia Key Characteristics 4 - Growth in Learning:** the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

as well as additional information gathered through other means (e.g. JUMS and JCIMS information/reports). As each standard is addressed, the Brigade staff member should determine whether the evidence indicates the standard should be scored as *Distinguished (HUD)*, *Proficient*, *Emerging*, and *Needs Improvement*. While the numerical scores from the JPA School Visit Point Summary Worksheet do not align exactly to the standards scoring, they should provide a guideline.

Additionally, under each standard heading, there is information indicating what evidence would be useful to support your score, as well as where the information is located. To assist you with your cross-reference of evidence, consider adding a check in each type of evidence you saw or evaluated. As you refer to the evidence, add notes to the column provided. Then, determine which level of performance they have met.

Finally, each standard includes an area for actions. This information indicates what actions the unit, instructor, Brigade, or JROTC Cadet Command will undertake during the time between the current and next visit to improve the quality of the standard.

An electronic copy of the completed JPA Report will be kept for your follow-up records, and then sent to the instructor, school, and Cadet Command.

Cognia Key Characteristic 1 - Culture of Learning: the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision

JPA Location of Evidence:

- Battalion Staff Continuous Improvement Project Presentation – Appendix B-1
 - ☐ Rubric from Battalion Staff Continuous Improvement Presentation
- Service-Learning Project Presentation – Appendix B-2
 - ☐ Rubric from Battalion Service Learning
- Cadet Interview – Appendix B-3
 - ☐ Cadet Interview process: PAT and essential question discussion and reflection
- Cadet Drill – Appendix B-4
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- In-Ranks – Appendix B-5
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- Color Guard – Appendix B-6
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- Unit Report (JUMs) – Appendix B-7
 - ☐ Total points on the Unit Report in JUMS
 - Combined Unit Reports:
 - JCLC
 - Co-Curricular
 - Community Service hours
- Instructor Interview – Appendix B-8
 - ☐ Examples of collaboration with stakeholder groups of JROTC
 - ☐ Plans for students with an IEP/504 and/or academically advanced students
 - ☐ Examples of how data was used to design, implement and evaluate continuous improvement plans
 - ☐ Minutes from continuous improvement meetings/activities

Level of Performance	Evident	Notes
Distinguished (HUD) • Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. • Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests • Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders • A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. • The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. • Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual.	○	
Level of Performance	Evident	Notes
Proficient • Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. • Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. • Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. • A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. • The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. • Professional staff members receive adequate resources and assistance based on data and information unique to the individual.	○	
Level of Performance	Evident	Notes
Emerging • Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. • Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. • Leaders establish conditions that occasionally result in support and participation among stakeholders.	○	

• A formal structure may be planned and is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. • The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. • Professional staff members receive some resources and assistance based on data and information unique to the individual.		
Level of Performance	Evident	Notes
Needs Improvement • Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. • Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. • Leaders establish conditions that rarely result in support and participation among stakeholders. • A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. • The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. • Professional staff members receive few or no resources and assistance based on data and information unique to the individual.	○	
Actions:		

Table B-10-1. Cognia Key Characteristic 1 Standards

Cognia Key Characteristics 2 - Leadership for Learning: the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways

JPA Location of Evidence:

- Battalion Staff Continuous Improvement Project Presentation – Appendix B-1
 - ☐ Rubric from Battalion Staff Continuous Improvement Presentation
- Service-Learning Project Presentation – Appendix B-2
 - ☐ Rubric from Battalion Service Learning
- Cadet Interview – Appendix B-3
 - ☐ Cadet Interview process: PAT and essential question discussion and reflection
- Unit Report (JUMs) – Appendix B-7
 - ☐ Total points on the Unit Report in JUMS
 - Combined Unit Reports:
 - JCLC
 - Co-Curricular
 - Community Service hours
- Instructor Interview – Appendix B-8
 - ☐ Examples of collaboration with stakeholder groups of JROTC
 - ☐ Plans for students with an IEP/504 and/or academically advanced students
 - ☐ Examples of how data was used to design, implement and evaluate continuous improvement plans
 - ☐ Minutes from continuous improvement meetings/activities

Level of Performance	Evident	Notes
Distinguished (HUD) • Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. • The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. • Leaders consistently recognize and actively encourage leadership potential among stakeholders. • Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. • Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. • Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. • All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions • Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. • Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning.	○	
Level of Performance	Evident	Notes
Proficient • Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. • The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. • Leaders frequently recognize and encourage leadership potential among stakeholders. • Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. • Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to	○	

change. - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. - All staff members demonstrate the required knowledge and skills for their positions. - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning.		
Level of Performance	Evident	Notes
Emerging - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. - Leaders occasionally recognize and encourage leadership potential among stakeholders. - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. - Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning.	○	

Level of Performance	Evident	Notes
Needs Improvement • Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. • The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. • Leaders seldom recognize and encourage leadership potential among stakeholders. • Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. • Leaders seldom demonstrate awareness of potential influences on institution stability. • Professional staff members implement locally adopted curriculum and instruction. • Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. • Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. • Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources.	○	
Actions:		

Table B-10-2. Cognia Key Characteristic 2 Standards

Cognia Key Characteristics 3 - Engagement of Learning: the inclusion of all learners in the learning process, and their development of confidence and love of learning

JPA Location of Evidence:

- Battalion Staff Continuous Improvement Project Presentation – Appendix B-1
 - ☐ Rubric from Battalion Staff Continuous Improvement Presentation
- Service-Learning Project Presentation – Appendix B-2
 - ☐ Rubric from Battalion Service Learning
- Cadet Interview – Appendix B-3
 - ☐ Cadet Interview process: PAT and essential question discussion and reflection
- Cadet Drill – Appendix B-4
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- In-Ranks – Appendix B-5
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- Color Guard – Appendix B-6
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- Unit Report (JUMs) – Appendix B-7
 - ☐ Total points on the Unit Report in JUMS
 - Combined Unit Reports:
 - JCLC
 - Co-Curricular
 - Community Service hours
- Instructor Interview – Appendix B-8
 - ☐ Examples of collaboration with stakeholder groups of JROTC
 - ☐ Plans for students with an IEP/504 and/or academically advanced students
 - ☐ Examples of how data was used to design, implement and evaluate continuous improvement plans
 - ☐ Minutes from continuous improvement meetings/activities

Level of Performance	Evident	Notes
Distinguished (HUD) • Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. • Professional staff members develop relationships with and understand the needs and well-being of individual learn. • Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. • Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. • Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported	○	

when needed. • Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. • Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. • Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process.		
Level of Performance	Evident	Notes
Proficient • Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. • Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. • Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. • Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. • Most learners pursue opportunities that may not always result in success, knowing they will be supported. • Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. • Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. • Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process.	○	
Level of Performance	Evident	Notes
Emerging • Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. • Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. • Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in	○	

learning and for future success. • Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. • Some learners pursue opportunities that may not always result in success, but only with significant, individual support. • Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students • Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. • Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process.		
Level of Performance	Evident	Notes
Needs Improvement • Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. • Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. • Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success • Learners engage in environments that are heavily Instructor centered. • Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. • Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. • Professional staff members rarely monitor and adjust instruction. • Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process.	○	
Actions:		

Table B-10-3. Cognia Key Characteristic 3 Standards

Cognia Key Characteristics 4 - Growth in Learning: the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

JPA Location of Evidence:

- Battalion Staff Continuous Improvement Project Presentation – Appendix B-1
 - ☐ Rubric from Battalion Staff Continuous Improvement Presentation
- Service-Learning Project Presentation – Appendix B-2
 - ☐ Rubric from Battalion Service Learning
- Cadet Interview – Appendix B-3
 - ☐ Cadet Interview process: PAT and essential question discussion and reflection
- Cadet Drill – Appendix B-4
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- In-Ranks – Appendix B-5
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- Color Guard – Appendix B-6
 - ☐ Formal process: kinesthetic and tactile learning during Drill lab and Parades
- Unit Report (JUMs) – Appendix B-7
 - ☐ Total points on the Unit Report in JUMS
 - Combined Unit Reports:
 - JCLC
 - Co-Curricular
 - Community Service hours
- Instructor Interview – Appendix B-8
 - ☐ Examples of collaboration with stakeholder groups of JROTC
 - ☐ Plans for students with an IEP/504 and/or academically advanced students
 - ☐ Examples of how data was used to design, implement and evaluate continuous improvement plans
 - ☐ Minutes from continuous improvement meetings/activities

Level of Performance	Evident	Notes
Distinguished (HUD) • Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. • Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. • The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. • Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. • Professional staff members and learners collaborate to determine learners' progress toward, and achievement of intended learning objectives based on assessment data gathered through formal and informal methods.	○	
Level of Performance	Evident	Notes
Proficient • Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data • Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. • The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. • Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. • Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives.	○	

Level of Performance	Evident	Notes
Emerging • Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. • Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. • The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. • Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. • Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives.	○	
Level of Performance	Evident	Notes
Needs Improvement • Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. • Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. • The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. • Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. • Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives.	○	
Actions:		

Table B-10-4. Cognia Key Characteristic 4 Standards

Appendix B-11. Glossary

Section I – Abbreviations

AI	Army Instructor
CM	Curriculum Manager
CMS	Curriculum Management System
DAI	Director of Army Instruction
DL	Distance Learning
HUD	Honor Unit with Distinction
JCIMS	JROTC Command and Information Management System
JUMS	JROTC Unit Management System
LET	Leadership Education and Training
JPA	JROTC Program for Accreditation
JROTC	Junior Reserve Officers' Training Corps
JSOCC	JROTC School of Cadet Command
PIP	Performance Improvement Plan
SAI	Senior Army Instructor
SMART	Specific, Measurable, Attainable, Relevant, Time-Bound
SROTC	Senior Reserve Officers' Training Corps

Section II – Terms

Accreditation – A voluntary method of quality assurance developed by American universities and secondary schools designed primarily to distinguish schools adhering to a set of educational standards.

Article/Publication contributions – Articles include peer reviewed journal articles, newspaper articles, and magazine articles either authored by the instructor or co-authored by the instructor. Publications include such items as a newsletter authored by the instructor. Contributions to articles would include JROTC data and/or research provided for another person's article.

Cognia – A national accrediting agency responsible for administering a comprehensive program of evaluation and external review dedicated to helping schools, school systems and education providers continuously improve.

Continuous Improvement – A structured process of identifying goals with measurable performance targets and includes strategies, activities, resources, and timelines to ensure the goal is achieved.

Critical thinking questioning techniques – Questioning techniques where the instructor constructs questions to trigger evaluation, analysis, and synthesis of facts and information. One example of a critical thinking questioning technique is Socratic Questioning.

Customized presentations/materials – Materials the instructor has modified to either create a connection or extend a concept in a lesson beyond the materials provided in the CM. Data gathered from previous instruction may also inform an instructor's decision to modify presentations or materials.

Data – Numbers, records, documents, statistics used to inform. This could include scores on tests, individual questions on a test and PAT completions. Data can be used to support a hypothesis, see a trend or provide a new insight.

Differentiated instruction – Involves observing and understanding the differences and similarities among students and use this information to plan instruction, providing students multiple options for taking in information.

Grading policy – The policy covering what work will be graded, what percentage each piece of student work will contribute to the final grade, how often grades will be assigned and how to translate points into letter grades and published through district approved learning management systems (LMS).

Individual Educational Plans (IEP) – The Individuals with Disabilities Education Act (IDEA) requires public schools to create an IEP for every child receiving special education services. The IEP is meant to address each child's unique learning issues and include specific educational goals. For more information see <http://www2.ed.gov/parents/needs/speced/iepguide/index.html>.

Peer collaboration – This activity involves another teacher or education professional of a subject-matter, other than JROTC, working together on a shared goal.

Professional Development – a continuous process of acquiring new knowledge and skills related to one's profession, job responsibilities, or work environment.

Professional Learning Communities (PLC) – teams of peers focused on learning about topics of interest aligned with the core mission of formal education; ensuring students are not only taught but they are learning.

Rubric – A rubric is a scoring tool used to evaluate and assess a set list of criteria and objectives. This scoring tool goes beyond a simple go/no go checklist.

Stakeholder – A person, group or organization with an interest in the Army JROTC program and its outcomes.

Appendix C. Checklists

Appendices C-1 through C-3 are checklists. These checklists serve as a self-assessment tool for Cadets and Instructors. Instructors should provide a copy of appendices C-1 and C-2 to their Cadets as they prepare for their presentations. Brigade personnel will use Appendix C-3 to ensure compliance with Army regulations, contracts, and USACC policies.

Appendix C-1. Battalion Staff Continuous Improvement Project Presentation Checklist

As battalion staff you have obligations and duties as leaders to help your school's JROTC program run smoothly. Many of these duties are part of the Cadet Command regulations. But beyond Cadet Command regulations, what kinds of goals do you have as a staff for your unit? Are you looking at ways and means to continuously improve your battalion?

Perhaps you've worked with the principal of your school on a mentoring or tutoring program to help increase test scores. Maybe you'd like to help Cadets in your unit become more active in community service or service-learning projects. What goals has your staff set for the academic school year? What benchmarks have you developed to check the goal and make changes as needed to accomplish it?

Throughout the JROTC curriculum are lesson topics focused on improvement. Most pertain to personal improvement, but the principles and concepts of goal setting, personal success, and leadership development can be enhanced as you look at unit or battalion improvement initiatives.

If your staff has not already considered a unit goal for this school year, peek at some lessons within the curriculum that may spur you on toward developing a continuous improvement plan with checkpoints along the way. Begin your effort by looking at the learning plan and activities for U1C4L1, Making Decisions and Setting Goals.

As part of the JROTC program evaluation, you are to prepare a briefing about your battalion goals and continuous improvement plan. Use the *Plan, Do, Act, Evaluate* guide and checklist below to assist you and your team on this project.

Plan

- (1) At the start of a new school year, your Cadet staff plans their activities for the year, assuring each activity supports the JROTC mission, vision, program outcomes, and your battalion goals.

Do/Act

- (2) The battalion commander, assisted by the battalion staff, begins by establishing a mission and vision for the school year. SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) goals are established based on unit data from years past. Desired outcomes or measures of success are established, and Cadet battalion staff members are assigned as project officers for each goal. Each Cadet leader executes the plan for goal achievement, and measures and documents progress. Cadets do all the work of the planning, establish the funds or resources needed, and finding volunteers. Cadet's setup, executes, clean-up, prepare publicity, and report to supervising instructor. When an activity supporting a goal is accomplished, progress towards goal achievement and measurements of success should be recorded.

- (3) A regularly scheduled special staff meeting (a self-check-up) is conducted, where each staff officer responsible for a goal presents how the unit is doing in relation to accomplishing their goal. Depending on success or failure of each goal, the staff discusses the need for change or correction to the year-end accomplishment. This process, along with quantifying data, is documented in a notebook or computer spreadsheet.

Evaluate

- (4) If the program desires to compete for any type of unit award, the Cadet projects officers write and submit impact statements for each of their goals into a unit report. Cadet leadership writes and edits the impact statements before submitting them as final.
- (5) The validation of the Continuous Improvement process will be briefed to Brigade personnel as part of the JROTC Program for accreditation process. The checklist below provides criteria to help guide your project development.

Battalion Staff Continuous Improvement Presentation Checklist	✓
Presentation includes statement of goal, purpose of goal, and how goal supports mission of JROTC or school	
Battalion staff are introduced; those present introduce themselves and explain their role in continuous improvement plan	
Presentation clearly identifies problem or area for improvement	
Presentation includes data or research gathered to inform need for improvement	
Presentation includes a SMART goal setting strategy appropriate for the problem defined	
Presentation includes reference to knowledge and skills acquired from JROTC curriculum – such as decision-making, goal setting, problem-solving, team building	
Cadet staff react appropriately to verbal and nonverbal feedback; staff are knowledgeable about their portion of delivered presentation	
Presentation includes benchmarks, milestones, and timelines for accomplishing the goal	
Presentation includes final data and effect of change based on milestones set and met; plan states if the goal was met and how curriculum supported meeting the goal	
Presentation states if the goal was met or not met; states areas of improvement based on benchmarks or milestones not achieved or met	
Presentation includes individual reflection (from each staff presenting)	
Presentation includes team reflection and what area in the continuous improvement process to improve upon in the future	
Cadets are introduced properly and in proper attire	
Presenting staff refer to their visual, support visuals with appropriate speaking skills	
Presenting staff establish good eye contact and appropriate gestures throughout presentation	

Appendix C-2. Service-Learning Project Presentation Checklist

Directions: A lesson required at every LET level is Service Learning. JROTC programs, and often many high schools, suggest students volunteer a specific number of hours to community service, with the outcome of serving others as citizens in their own community. Service learning is a little different. JROTC requires 'service' within the community be enhanced by requiring all Cadets to participate in a Service-Learning Project.

Service learning brings academics to life and is driven by student involvement. Together with fellow Cadets, you should identify essential needs in your school or community and then decide on your own projects. In addition, you should plan and carry out your own projects and take responsibility for your own learning. Reflecting on the experience will reveal the importance of service work and the impact it is making on others, including each participating Cadet.

Every three years, a Brigade staff team will evaluate your school's JROTC program. Part of the evaluation includes a review of student learning and assessment. To showcase your unit or class's service-learning project (previous year or current, depending on time of evaluation), you and other members of your presentation team will deliver a service learning presentation. Consider including members from all LET areas within the unit. Focus on the goal, the plan, the preparation, and implementation of your project. As well, discuss the overall success of the project and team/personal reflection on service learning.

Use the criteria below as a guide for the presentation.

Service-Learning Planning and Preparation	
Criteria	✓
Presentation describes how the project benefits the community	
Presentation describes how the project enhances learning	
Presentation describes how the project relates to the JROTC program curriculum	
Presentation identifies one or more JROTC lesson competencies related to the service-learning project	
Presentation describes the role of teamwork in accomplishing the project	
Presentation suggests ways the project could be modified to ensure the project meets established guidelines for JROTC service-learning projects	
Service-Learning Implementation	
Criteria	✓
Presentation includes process necessary to conduct project	
Presentation includes evidence of a project plan that defines the goals of the project	
Project Plan refers to JROTC lesson competencies/outcomes related to the project	
Project Plan provides who, what, when, where, why, and how of the project	
Presentation includes references team/individual reflection about the project implementation	
Service-Learning Reflection and Integration	
Criteria	✓
Cadets discuss evidence of participation in structured reflection activities about the service-learning experience	
Cadets summarize the impact the experience had on the team and individual members	
Cadets report or present on the results of the project, what was learned, and how the experiences have fostered change	
Cadet's report or present new ideas for service-learning projects based on current experience	
Service-Learning Presentation and Delivery	
Criteria	✓
Cadets introduce self and explain role in project	
Cadets refer to visual aids and use appropriate explanations	
Cadets establish consistent eye contact and appropriate gestures throughout presentation	
Cadets speak clearly and concisely; avoid use of slang	
Cadets respond appropriately to verbal and nonverbal feedback	
Cadets were knowledgeable about their portion of the presentation	

Appendix C-3. Program Compliance Checklist

Appendix C-3 contains JROTC's program compliance criteria. This criterion is part of the JPA assessment and will be used to determine unit designations during a JPA visit. Failure to complete a minimum of 80% of the required items will result in a non-HUD designation for the program.

Program Compliance

Instructor Standards – CCR 145-2				
	Date Completed	Remote	On-Site	Comments
Did All instructors:				
Complete DD Form 2767, Annual Certification of Pay and Data Form, for current school year?		X		
Ensure Cadets participate in JCLC (at least 10% of LET 1-3 Cadets)?		X		
Ensure Cadets participate in JLAB (Round 1, academic or leadership)?		X		

JUMS Reports – CCR 145-2				
	Date Completed	Remote	On-Site	Comments
Was the Open Enrollment Report submitted NLT 15 Oct?		X		
Was the Intention of Graduates Report submitted NLT 15 Oct for previous SY?		X		
Was the PART Report submitted NLT 15 June current SY?		X		
Was the Unit Report submitted NLT 30 June?		X		

Other Reports / Documents				
	Date Completed	Remote	On-Site	Comments
Is there a copy of DA Form 3126 or DA Form 3126-1 signed by School Administrator and countersigned by DA on file?			X	
Were JCLC intentions submitted IAW BDE suspense?		X		
Was JCLC Consolidated Closing Report/AAR submitted IAW BDE suspense?		X		
Was the Automation Status submitted annually?		X		
Were Purchase Requests submitted IAW BDE suspense?		X		
Is the GPC account certified monthly IAW AOPC guidelines?		X		
Were RFIs submitted IAW suspense date?		X		
Were Serious Incident Reports procedures followed IAW CCR 145-2, Chapter 2, if applicable?		X		
Appropriate background checks completed: Tier 1 with Childcare Investigation procedures (formerly CNACI) IAW CCR 145-2, Chapter 5.		X		

JSOCC Instructor Certification policies followed IAW CCR 145-2, Chapter 6.05070911		X		
Date of previous JPA assessment IAW CCR 145-8-3.		X	X	
All Instructors have active CMv3 and SMARTCadet accounts.				
Title IX school policies and procedures for Cadets to report violations of law IAW 10 USC 2031.		X		

