

# Future Soldier Preparatory Course

## Administrative

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### Course Management Plan

Course: 750-CAT3B

Title: Academic Skills Development Program CAT3B

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26 July 2024

Supersedes all previous editions and versions.

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Leader Training Brigade, Training Development Division,  
Academic Skills Development Program

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#### **Distribution Restriction:**

Further dissemination only as directed by ASDP CAT3B Course Manager or higher authority. This determination was made on 26 July 2024.

#### **Destruction Notice:**

Destroy by any method that will prevent disclosure of contents or reconstruction of the document.

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This training product has been reviewed by the training developers in coordination with the TRADOC HQ foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

In accordance with:

*Course Manager*  
*Academic Skills Development Program (ASDP CAT3B)*

**Summary.**

For the Future Soldier Preparatory Course (FSPC) the terms Academic Skills Development Program CAT3B (ASDP CAT3B) and the Basic Skills Education Program (BSEP) are interchangeable.

This Course Management Plan (CMP) prescribes training and education policies, procedures and establishes responsibilities for the Academic Skills Develop Program. The document supports the changes that have occurred in the Initial Military Training (IMT), Initial Enlisted Training (IET) and command directed guidance incorporated in the course.

**Applicability.**

The CMP applies to the Future Soldier Preparatory Course (FSPC) Academic Skills Development Program (ASDP CAT3B) responsible for training Soldiers (Students), Drill Sergeants (military instructors) and contracted instructors. This CMP applies to all Active Army, U.S. Army Reserve (USAR), Army National Guard (ARNG) Soldiers. This CMP also applies to the Certification of Course Managers (CM), Instructors, Contracted Instructors and Staff members assigned to the course.

**Proponent and exception authority.**

The proponent of the Basic Skills Education Program (BSEP) is the Deputy Chief of Staff, G-1. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulations. The Commanding General, U.S. Army Human Resources Command and Headquarters, Army Continuing Education System may also approve exceptions and waivers to this regulation. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests are endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent.

**Suggested improvements.**

The proponent manager for this CMP is the Leader Training Brigade (LTB), Training Development Division (TDD), Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through command channels to the Director, TDD, attention ASDP CAT3B, Fort Jackson, SC 23207-5000, or Mr. Kevin L. Krumnow, e-mail: kevin.l.krumnow.civ@army.mil, Office / MS Teams (520) 673-7256.

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## COURSE MANAGEMENT PLAN (CMP)

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## **Chapter 1 Course Structure**

### **Mission**

To enable delayed trainees enlisted under Military Occupational Skill (MOS) CAT3B to improve word knowledge, reading comprehension, arithmetic reasoning, and test-taking skills. The objective is to provide more opportunities to holistically assess highly propensed applicants in capped Test Score Categories (TSC IIIB, TSC IV) to enhance training seat fill and achieve MOS target placement goals without sacrificing quality. This course assists Soldiers in improving their overall score as well as aptitude area (AA) scores on the Armed Service Vocational Aptitude Battery (ASVAB).

### **TEAM Philosophy**

**Treating others with Dignity and Respect:** We expect our cadre to demonstrate a people-first attitude, where every leader treats each other and their Soldiers with the utmost respect. We must lead from the front and always set the example. Treating each other with dignity and respect is the foundation of our Army. The most precious asset we have is each other, and above all, each Soldiers in the organization must honestly know we care for them and their families.

**Engaged Leadership:** Every Leader must *"Get into the weeds"* with their Soldiers, finding out what's going on in their lives. It's more than asking *"how are you"* or *"did you have a good weekend?"* It means asking who they are, what they want to be, and how you can help meet those goals? Having a conversation with each other, hearing what they have to say, and then understanding their perspectives will ultimately gain the buy-in and support from the TEAM. Every Soldier and civilian assigned to the course wants to feel a part of the team and needs recognition. *Leaders must know their Soldiers and what motivates them to Fight and Win!!!*

**Always learning and Developing:** Professionally, continuous learning is about expanding your skills to keep up with the changes across the Army. Continuous learning also helps avoid complacency at the course and ensures we progress toward reaching our full potential. We must be adaptable to change and fight to standardize all operations throughout the organization.

**Mindfully Communicate:** "Closed mouths don't get fed" We expect all team members to communicate their needs successfully. Please don't suffer in silence and try to solve problems alone. We're all human and have limits to our mental and physical capabilities. Every team member is valued and appreciated, so your input and advice matter.

**End State:** Provide the best quality training that demonstrates the highest levels of competence, character, and commitment. Soldiers build trust and confidence by treating others with dignity and respect.

### **Scope**

The course provides Soldiers information and training techniques to assist Soldiers in improving their overall score as well as aptitude area (AA) scores on the Armed Service Vocational Aptitude Battery (ASVAB).

### **Emphasis**

The course focus is on academic skills, reading comprehension, vocabulary, and mathematics.

## **Prerequisites**

- Possess a high school diploma or other tier 1 education credential.
- Does not require a waiver for major misconduct.
- Pass the Military Entrance Processing Stations (MEPS) physical.
- Must not require attendance at English as a second Language (ESL) training.
- Reserve Components cannot be an Split Training Option 1 (STO-1).
- Achieve TSC IV (score of 21-30) on the ASVAB.
- Enlist for MOS CAT3B (Delayed Trainee) for the purpose of attending training.

## **Course**

Students will have four record test opportunities during the course to improve their AFQT scores, along with practice testing, before being evaluated, using the whole person concept, for continued service and movement into BCT or OSUT. Delayed recruits will remain in the course for no longer than 90 days. TRADOC G-3/5/7 will request exception to policy for AFCT frequency IAW AR 611-5 para 4-9f.(1).

## **Training Week**

The ASDP CAT3B is executed in three weeks, with six-day of training each week.

## **Course Break Down**

This 3-week course is unphased, with a total of 20 calendar days which includes the course start date and the course end date (graduation day). Training Day one is the course start date as stated in ATRRS and begins the day after the report date. There are 18 academic training days in the course. There are two Sundays in the course which are normally used for administrative time and should not typically be used for presenting academic instruction. Sundays may be used to meet the standards of the course in extreme cases. Classes having a holiday during the course may also need to use Sundays as academic training / makeup day.

The typical training day is 8-hours of academic training to include Physical Readiness Training (PRT).

## **Purpose**

To improve the physical and test-taking skills of volunteers to qualify for entry into the Initial Entry Training (IET) pipeline and expand the available market of citizens to serve.

Create an encouraging, learning environment; with clearly stated high standards; well organized and executed by leaders who exemplify the best that our Army has to offer.

Ensure that every Soldier is valued as a future member of the IET team and that their individual talents, skills, and perspectives contribute to mission accomplishment.

## Training Strategy

Mentoring, Coaching, Leadership, and Active Participation.

Positive and proactive leadership throughout the duration of the course provides the cornerstone for Soldiers' success as they prepare to attend Basic Combat Training.

The Soldiers' complete immersion in a professional environment where active leadership and mentorship is essential to favorable behavior modeling. Such environments establish high standards, provide positive direction, and utilizes every training opportunity to reinforce the knowledge, skill sets, and standards required for a Soldier to successfully complete the course.

Each Soldier must learn the value of and consistently earn the trust to be counted upon just as they can expect to count upon their fellow Soldiers. In practical terms, this means that every Soldier must fully and actively participate, in cumulative terms, in the entire course experience. It is essential to demonstrate to the Soldiers, the necessity of active participation and meaningfully communicate to other Soldiers who are always observing; there is only one standard of inclusion and participation. The Coaching process is the key to unlock potential and maximize performance by raising awareness, generating responsibility, and facilitate performance in each Soldier.

The Army defines leadership as “the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization”. The Army leadership framework comprises values, attributes, skills, and actions, summarized by the shorthand expression **BE-KNOW-DO**.

Leadership begins with character, the values and attributes that shape what the leader must **BE**. Interpersonal, conceptual, technical, tactical, organizational, and management skills constitute what a leader must **KNOW**.

Character and knowledge, while necessary, are not enough. Leadership demands action and the self-discipline to **DO** what is right and is directly related to the influence leaders have on others.

It is the responsibility of each instructor to guide Soldiers through teaching, coaching, and mentoring.

The following, although not all-inclusive, are standards to provide positive role modeling and influence the Soldiers within the course:

Instructors will demonstrate to how to properly conduct formations IAW TC 3-21.5 during the first 72 hours of training.

Instructors not making an on-the-spot correction during Physical Readiness Training (PRT) sessions, will be an active part of the formation conducting PRT with their Soldiers.

Positive and proactive leadership throughout the duration of the course provides the cornerstone for success to the Soldiers.

Through words and personal example, Instructors communicate purpose, direction, and motivation to the Soldiers. Instructors should provide a clear purpose for their Soldiers, ensuring that they understand their mission and duty.

## **Integrated Scheduling**

Lessons and subject material.

All lessons and subject material will be presented in a logical and sequential manner that permits Soldiers to use the new knowledge and skills attained during the course for follow on instruction.

Reinforcement.

Instructors will take every opportunity to tie in key points from previous blocks of instruction in their presentations. An important aspect of caring for Soldiers is ensuring the safety of Soldiers. This key leadership point will be reinforced in follow on instruction.

## **Army Learning Concept (ALC)**

ALC 2030-2040 builds upon the efforts of the previous learning concept, now codified in TR 350-70, to establish the Army Learning Model (ALM) and a career-long continuum of learning that provides operationally relevant learning experiences and outcome-oriented instructional strategies that extend learning beyond the institutional domain.

## **Army Learning Model (ALM)**

ALM is the operational term for a continuous adaptive learning model described in TP 525-8-2. ALM establishes a framework that will transform the Army's individual learning methods and processes in support of the U.S. Army Learning Concept for Training and Education 2030-2040 principle of developing adaptable Soldiers and leaders. TRADOC schools are incrementally implementing the ALM, using advancements in learning sciences to change instructional strategies to create more facilitated, collaborative learning events that engage learners, employ digital learning content, use relevant operational environment scenarios, and capitalize on blended learning approaches.

The Army Learning Model (ALM) calls for calls for outcome-oriented instructional strategies that foster critical thinking and initiative, provide operationally relevant context, and best fit the learning audience and range of desired outcomes. Whenever possible, the Soldiers are provided opportunities to practice the techniques and procedures presented in the classroom. The use of Soldier's as assistant Instructors and/or peer Instructors for performance-oriented training is encouraged. When practical exercises are not feasible, instruction should be oriented toward small group discussion and seminars to maximize learning from experienced Instructors.

Realistic Operational Environment (OE) examples of training IET Soldiers will be used to clearly relate the instruction to future duties as Soldiers. Instructors will use the Experiential Learning Model (ELM) and/or method of instruction that provides the Soldiers the maximum learning experience in the time available.

Experiential learning is the assumption that each learners bring experience and knowledge to the classroom. Learners construct knowledge by synthesizing their real-world experiences and their experiences in the classroom. Learners receive both formative and summative assessments from faculty and peers throughout the course. Experiential Learning creates learning that lasts by balancing both cognitive and affective domains. It allows learners to exercise critical reasoning and creative thinking by identifying problems and working collaboratively to develop possible solutions.

### **Wet Bulb Globe Temperature**

Instructors will use the Wet Bulb Globe Temperature (WBGT) at all training events with readings taken every 50 minutes at each class break. Instructors will monitor more frequently, depending on heat category. All cadre and their Soldiers should know what heat category they are in and what measures to take to mitigate heat injuries.

### **Risk Assessments**

Risk assessments will be IAW with ATP 5-19, Composite Risk Management (CRM) are completed prior to each training event (i.e., physical readiness training, classroom, or field training exercise).

Instructors will annotate all information on the risk assessment sheets. Generic risk assessments are not authorized at the course as conditions often change. Risk assessments must be updated continuously. The Risk Management (RM) process is to supervise and evaluate. Leaders and Instructors are responsible for ensuring standards and controls are followed and enforced. Soldiers are responsible for performing to standard and executing controls. Identifying and reporting hazards, or stopping unsafe acts, is everyone's responsibility. The risk assessment should be updated as the environmental and risk factors change.

Leaders will complete a DD Form 2977 Deliberate Risk Assessment Worksheet (DRAW) IAW ATP 5-19 during their Troop Leading Procedures and the Military Decision-Making Process (MDMP).

Safety must be paramount in the complex training environment. During the training process, commanders will utilize the risk management process to determine the safest and most complete training method. It is everyone's responsibility to recognize, mitigate and report hazardous conditions.

The instructor will brief the unit/site SOP and Deliberate Risk Assessment Worksheet (DRAW) for all potential contingencies encountered during that training period/event, i.e., severe weather, fire, evacuation, and rally points etc.

The safety briefing will include items particular to the local training area and may be developed locally and annotated on the daily risk assessment worksheet in conjunction with the range risk assessment worksheet provided by the Installation.

#### **Note.**

*Risk assessments can be electronically generated and signed by the preparer, reviewer and the Approval Authority. Instructors and students will ensure adherence to mitigation factors.*



## **Computer Generated counseling.**

(1). Electronically generated counseling forms are permitted for initial counseling, performance counseling, and other event-oriented training. In these cases, the goals are the same for each Soldier to strive for. The outcome may be different, but the standards to attain are the same. In the cases where Soldiers exceed their goals, this should be added comments in the form of handwritten documentation. The same would apply to those Soldiers that fail to attain the stated goals. In no way should there be generic statements made for Soldiers that either exceed or fail the stated goals. This also is not to say that a Soldier that meets the goals that handwritten comments cannot be applied to the counseling.

### **Note.**

*Instructors should not get into the practice of making all counseling generic. Each Soldier's counseling should address the specific infraction and the desired outcome for that Soldier.*

### **Note.**

*Developmental counseling should always be approached with the goal of creating and maintaining a positive learning environment for Soldiers. The personal connections made - and example demonstrated - through positive leadership and mentorship are invaluable to the Soldiers that Soldiers will train and impact. Developmental counseling will be executed with the utmost dignity and respect.*

## **Administrative Time**

There are four hours per week identified in the Program of Instruction (POI) for administrative time. This equates to twelve hours of administrative time for the course.

All administrative time has been identified in three major areas: In-Processing, Out-Processing, and Course Managers Time. Administrative time and will be conducted IAW TR 350-70-9, ASDP CAT3B POI, and this CMP and are to be used for the following purposes:

### **In-Processing**

In-processing includes.

Conduct equipment issue.

Creating a training file on each Soldier, referred to as a Soldier packet. This packet will be maintained in an active status for one year then placed into an inactive status for one additional year then moved to a record holding area for a minimum of 2 years. Collecting a current copy of the Soldiers Enlisted Records Brief (ERB) / Soldier Record Brief (SRB) and place in the Soldier packet.

Confirm each Soldier has the correct input status in ATRRS. If a Soldier arrives in an unqualified arrival status, supporting documentation will be submitted to the Course Manager.

Ensuring each Soldier has unlimited access to a copy of the Individual Student Assessment Plan (ISAP) and required student materials and publications.

Provide each Soldier with guidance on policy, procedures, formation & location, installation maps, location of unit information boards (command policy letters, training schedules, SHARP, EO etc...)

Course In-brief from Course Manager / Lead Instructor.

Soldiers will conduct a layout of their packing list within the first 24 hours.

## **Out-Processing**

Out-processing includes:

Conduct equipment issue turn-in / clearing.

Conduct Academic Skills Development Program graduation rehearsal.

Conduct Academic Skills Development Program graduation ceremony scheduled to occur on the last training day.

Administrative clearing and graduating Soldier in ATRRS.

Submitting Soldier records to the records manager.

### **Note.**

*Graduation ceremonies may not occur the day after the course has officially completed - additional TDY funding is not authorized.*

### **Note.**

*Soldiers will not be released from any training event or rehearsal to pick up family members or friends arriving in the local area to attend graduation.*

### **Note.**

*Instructors will adhere to the Course Manager approved Cycle Reset Calendar for guidance on tasks to be executed to prepare for subsequent cycles.*

## **Course Managers Time**

Course Managers Time (*Commandants Time*) is to be utilized to cover any time academic or administrative time not listed in the course lesson plans such as recovery time from training events or field training exercises, additional briefings, training not in listed the approved POI or as directed by the Course Manager.

## **Reflective Discussion**

Reflective discussion allows and encourages Soldiers to gain knowledge through experiences, observations, analysis, imagination, affect, and impressions.

Special effort should be made by Instructors to determine the most effective breakout groups for a reflective discussion.



## **Chapter 3 Training Meeting and Training Schedule(s)**

### **Training Meetings**

Training meetings are to be conducted at the before during and after the course. Training meetings provide guidance for forming training schedules. Coordination meetings should be held to resolve resource issues prior to the training meeting. Training meetings focus on the specifics of training to be conducted.

Training meetings may be conducted at platoon and squad level. Essential Soldier, Leader and collective training needs must be identified and sent up to the chain of command. Likewise, information passed out at the course training meetings must reach every Soldier throughout the course's chain of command. Training schedules must be submitted for review by the Course Manager and Operations (S-3) four weeks prior to start of each class and approved by the Course Manager two weeks prior to the class start date.

### **Approved Training Schedule Changes**

Approved changes must be posted in a location where all Soldiers and Cadre have access to review. An approved copy of the training schedule will be maintained in each classroom. An approved copy of the training schedule must be at every training event. A copy may be provided to each Soldier.

#### **Note.**

*No deviation from the training schedule is authorized without approval by the course manager.*

### **Publish Training Schedule**

The training schedule provides this detailed information. Training schedules provide predictability for Soldiers and create confidence in the chain of command. Near-term planning conducted at the training meeting results in detailed training schedules. The training schedule is the unit's primary management tool to ensure training is conducted on time and by qualified trainers with the necessary resources IAW the POI.

### **Execute Training Schedule**

The Training Schedule: Once the Course Manager approves and signs the training schedule, it is locked in and constitutes an official order. Leaders must ensure daily training is conducted to standard and adheres to the training schedule.

### **Formal Planning**

Formal planning for training culminates with the publication of the training schedule. Informal planning, detailed coordination and pre-execution checks continue until the training is performed. Well prepared trainers, Soldiers and support personnel are ready to participate, and their facilities, equipment and materials are ready to use.

### **Proper Preparation**

Proper preparation gives trainers confidence in their ability to train. They must rehearse their preparations and review the tasks and subtasks to be covered during their training.

To prepare trainers to conduct performance-oriented training, leaders provide preparation time so that the trainer can:

- Review references, such as, Soldier Training Publications (STPs) Field Manuals (FMs), Technical Manuals (TMs) and Lesson Plans to understand tasks, conditions, and standards to be taught.
- Gather and prepare training support materials, items, equipment, and supplies such as Training Aids, Devices, Simulator, and Simulations (TADSS) and Class III and IX if necessary.
- Conduct a reconnaissance of training site.
- Prepare the Soldiers for training.
- Leaders Conduct Rehearsals.
- Identify potential concerns in the training plan.
- Teach effective training techniques and coach as needed.
- Ensure all safety and environmental considerations are met.
- Determine how the instructor will evaluate the Soldiers' or unit's performance at the end of training for compliance with the training objective.
- Assess subordinate trainer competencies and provide developmental feedback to them throughout the training preparation and execution process.

### **Academic Skills Development Program (ASDP CAT3B) Training Schedule**

Academic Skills Development Program Training Schedules must contain but are not limited to the following information.

- Course Name:
- Phase Number:
- Course Location:
- Class Number:
- Class Dates (both Start and End date):
- Time of training event (From-To):
- Event / Activity / with lesson # listed:
- Trainer / Instructor / Facilitator:
- Location of training event:
- Reference(s) for training:
- Uniform for training:
- Signature of Course Manager or delegated authority with orders IAW AR 600-20.

The ASDP CAT3B training schedule covers 20 calendar days.

This breaks down into 18 academic training days. There are 2 Sundays in the course and may be used to conduct make up training. For example, training missed during the academic training days due to holidays, weather, etc.

The course cannot be extended by an additional day to conduct graduation (this is unauthorized course growth and is not validated or funded).

### **Chapter 4 Instructor and Staff Qualifications**

## **Course manager**

The course manager is the individual with overall responsibility for the designing, developing, resourcing, executing, and evaluating a course of instruction. The course manager is responsible for ensuring staff and faculty are qualified to present the lesson plans and course material. Course managers are responsible for ensuring the training is presented as designed IAW the Program of Instruction.

Specifically, course manager(s) will:

- (1) Ensure required training resources are available for presenting the training as scheduled.
- (2) Ensure Instructors/facilitators receive support, materials, and equipment required for presenting this training.
- (3) Ensure staff and faculty are trained to present and manage this training.
- (4) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training and education proponent.
- (5) Ensure staff, faculty, and students comply with all safety, risk management, environmental protection rules, regulations, laws, guidance, and course requirements.
- (6) Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained.
- (7) Obtain required reference materials.
- (8) Add other guidance as needed. Provide all the information necessary for managing and implementing the course, including resource and graduation requirements.

## **Course Manager.**

Must be in the grade of O-3 – O-4 (Captain through Major) or E7 – E-8 (Sergeant First Class through Master Sergeant), have completed required OES / NCOES for current grade. Graduate of Common Faculty Development Program-Instructor Course (CFDP-IC) or equivalent. Completed an interview process with and received a letter of acceptance from the Course Manager. Course Managers must successfully complete all Instructor certification requirements, maintain proper weight, body composition, personal appearance to meet the standards prescribed in AR 600-9, and pass the ACFT. Military Instructors who are not currently serving as Drill Sergeants will attend the IMT Cadre Training Course IAW TR 350-6, Appendix B.

## **ASDP CAT3B Military Instructors**

Must be in the grade of E-6 through E-7 (Staff Sergeant through Sergeant First Class), have completed required NCOES for current Grade. Graduate of Common Faculty Development Program-Instructor Course (CFDP-IC) or equivalent. Completed an interview process with and received a letter of acceptance from the Course Manager. Successfully complete Instructor certification requirements, maintain proper weight, body composition, personal appearance to meet the standards prescribed in AR 600-9, and pass the ACFT. Military Instructors who are not currently serving as Drill Sergeants will attend the IMT Support Cadre Training Course IAW TR 350-6, Appendix B.

Military Instructors will:

- (1) Thoroughly study and be well-versed in the lesson plans and course material prior to presenting the lessons.
- (2) Manage the instruction and maintain an environment conducive to student learning.
- (3) Supervise and guide the learning process.
- (4) Provide immediate feedback on student performance.
- (5) Be alert to students having difficulty and intercede as appropriate.
- (6) Hand out the student guide (if applicable) and Individual Student Assessment Plan (ISAP) to the students before instruction begins.
- (7) Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements.
- (8) Explain the graduation criteria and requirements to the students prior to start of course.
- (9) Maintain the student records.
- (10) Counsel and coach students.
- (11) Provide appropriate remediation.
- (12) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training and education proponent.
- (13) Ensure the network is up and functional for video tele-training, as appropriate.

## **Civilian and Contractor Instructors**

### **Note.**

*Contractors must successfully complete Instructor certification requirements as stated in their Performance Work Statement (PWS).*

### **Note.**

*The contractor is responsible for providing the Faculty and Staff Development Officer / Contracting Officer Representative (COR) with the required skills and resources to perform the contract. Contractor instruction must follow Defense Finance and Accounting Service, Instruction Regulation 371, Chapter 13, and TRADOC Regulation 350-70, Chapter 8.*

### **Note.**

*Contractors may only be trained in skills they are not required to bring to the job, such as command unique rules, practices, procedures and/or systems that are essential for the contractor's satisfactory contract performance. The Army considers this type of training to be mandatory / required and it must be identified in the contract. The cost of mandatory/required training is the full responsibility of the Army/command. The command requiring or providing the training may not seek payment from the contractor. All such training must be validated as essential to satisfy contract performance.*

Department of the Army Civilian (DAC) and contractor instructors must successfully complete the current Foundational, ArmyU-provided instructor / facilitator or ArmyU approved equivalent course.

DACs and contractors must be graduates of the course / block of instruction they will teach.

The Commander, Commandant, Director of Training (DOT), Deputy / DOT (D/DOT), Chief, Faculty and Staff Development Officer (FSDO), or designated authority will provide instructor / facilitator certification approval to DACs and contractors following completion of a certification.



## **Failure to Meet / Maintain Qualifications**

Failure to meet and or maintain qualifications listed above and IAW AR 614-200, TR 350-70, TR 350-6, TR 350-16, and this CMP will result in the non-acceptance, elimination, and or removal, from instructor duties and possible reassignment of the individual.

### **Chapter 4 Academic Review Board.**

The ASDP CAT3B Academic Review Board handles all academic and disciplinary deficiencies. When a Soldier is referred to the Academic review board, they will have the opportunity to explain the circumstances surrounding their appearance before the board. Upon the collection of all necessary facts, evaluations, developmental counseling's, and other pertinent pieces of information the Review Board will make one of four following decisions.

Retain:

The Academic Review Board may decide that considering all information available related to the academic performance or disciplinary issues do not necessitate any further action. A developmental counseling may be given with a deliberate plan of action to address any surrounding circumstance related to the incident.

Recycle:

If available, the Review Board may recycle a Soldier to a follow-on class. The Soldier will be recycled to a point in a class to receive additional training related to the incidents surrounding the decision. Only two recycles are allowed. A third appearance before the board after a Soldier has been recycled twice will not be allowed to recycle a fourth time and will be dismissed from the course.

#### **Note.**

*Appeals to recycle will be made immediately following the Academic Review Board, in person, to the Course Manager.*

Course Dismissal:

The Course Manager may dismiss a Soldier from the course for, but not limited to, the following:

- Failing the Armed Forces Classification Test (AFCT).
- Academic Failure, to include multiple first-time evaluation failures.
- Temporary medical reasons that will prevent a Soldier from completing the course.
- Administrative issues.
- Failure to maintain high standards of military appearance, courtesy, bearing, conduct, and professionalism.
- Infractions of training policies or violations of the Uniform Code of Military Justice (UCMJ).
- Lack of motivation provided developmental counseling was unsuccessful.
- Medical reasons when the condition prevents the Soldier Course.
- Hardship.

#### **Note.**



*Soldiers dismissed for Infractions of training policies or violations of the UCMJ. The leaders must adequately document the facts. Instructors will exhaust all efforts to influence, coach, and mentor the Soldier before appearing before the board. Counseling plans of action must be deliberate; structured through the lens of the course philosophy of TEAM. In instances of extreme disrespect or misconduct, the underlying causes will not necessarily be used for consequence mitigation. Still, consideration of the Soldiers' health and wellness is a priority. Robust, thoughtful counseling is not just a requirement but how this course conducts business; Engaged leadership continues beyond where indiscipline begins.*

**Note.**

*In matters of a dismissal from the course, an appeal, if provided, must be submitted in writing to the Course Manager within 48 hours of notification.*

**Removal from the Academic Skills Development Program.**

The Course Manager may recommend a Soldier be removed from the course are not limited to, those listed in paragraph 3 of this section.

**Note.**

*For any of the review board decisions, the appeal authority is the Course Manager.*

**Note.**

*For removal from the course, prior to final decision by the Course Manager, appeals must be submitted in writing within 48 hours of notification. If the appeal is denied or no appeal is made, the appeal authority for removals from the course will be the first Lieutenant Colonel (O-5) chain of command.*

The Academic Review Board is typically chaired by the Lead Instructor, in the instances where the Lead Instructor is unavailable, a senior instructor will chair the Academic Review Board. In these instances, the Lead Instructor will become the appeal authority for the board.

The following is a non-exhaustive list of what can result in an appearance before an academic review board:

- Lack of demonstrated effort.
- Multiple first time academic / performance failures.
- Failing to achieve a counseling plan of action.
- Failure to report.
- Failure to display qualities of a Soldier using the Whole Person Concept.
- Safety or Integrity violation to include violation of test control procedures.
- Violations of the UCMJ.

**Chapter 6 Course Managers Guidance**

**Safety Program**

Before training, Soldiers will be thoroughly briefed on applicable safety procedures and risk assessments. Probable accident producing conditions and hazards that may be encountered in the exercise will be covered. Unusual vehicles, water, weapons, and environmental hazards that may be encountered during training must be addressed.

## **Weekly After-Action Reviews**

Instructors and Lead Instructors will conduct weekly AARs with both Soldiers and cadre to refine processes, identify areas of friction, and holistically review performance of the “duty” instructor.

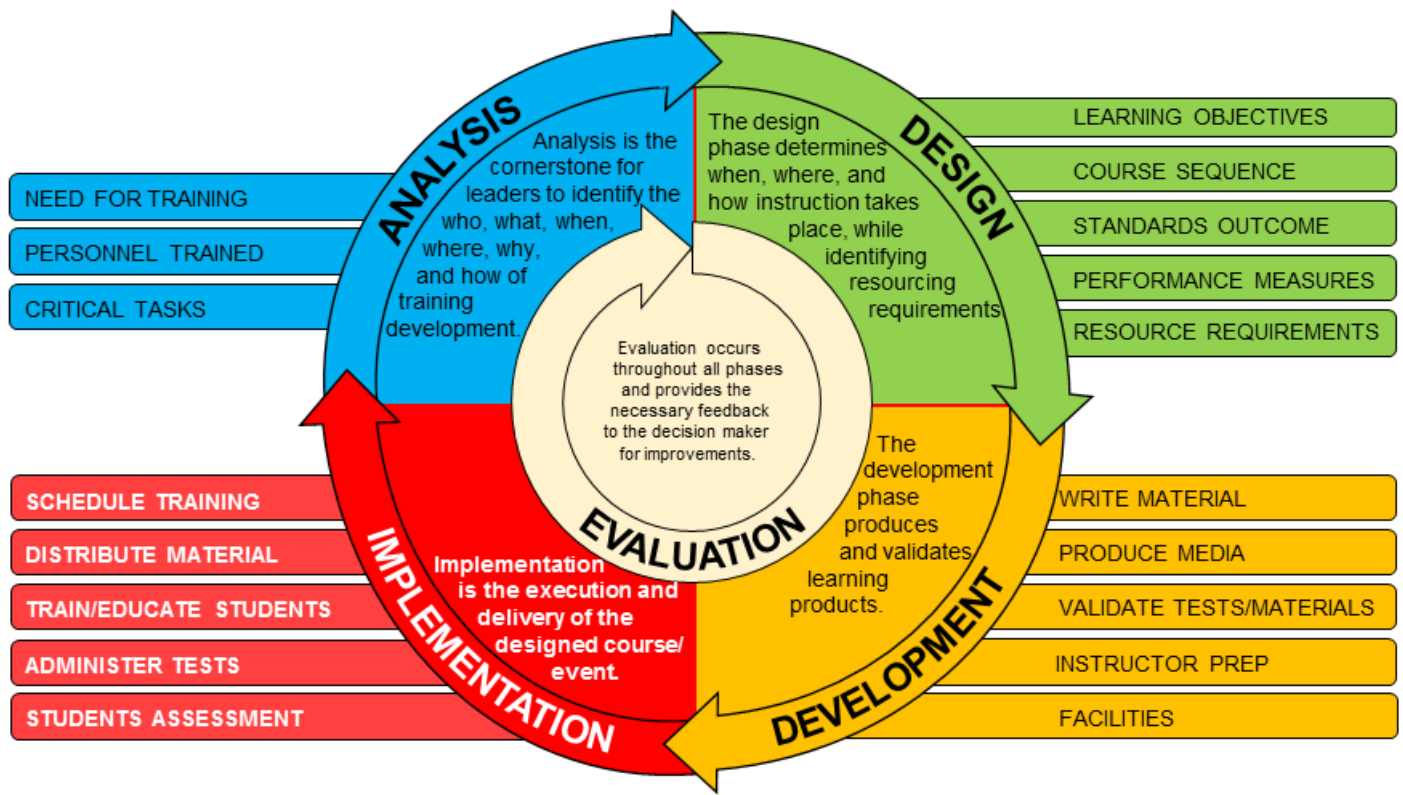
Feedback generated from the weekly AARs should be shared throughout the course.

## **End of Course Critique**

In addition to the AAR conducted after each lesson. The End of Course Critique is required to be completed by each student prior to graduation. The EOCC is a way Soldiers can provide feedback to staff, instructors, course developers, and course managers on areas such as the effectiveness of staff functions, individual training, course materials, effectiveness of the instructor, safety of the training environment, and the condition of the training facilities. This feedback can then be used to identify areas where the course is effective and areas where the course can be improved.

Once completed, each student’s EOCC is collected (digitally or hardcopy) and reviewed by the Course Manager. A digital copy of each class’s EOCC will be sent to Leader Training Brigade (LTB), Training Development Division (TDD) ATTN: *Academic Skills Development Program (ASDP CAT3B) Program Manager, 3216 100<sup>th</sup> Century Division Avenue, Fort Jackson SC 29207.*

The Proponent Manager, Training Developers and Course Managers collaborate to address any training concerns / products and use the Analysis, Design, Development, Implementation, and Evaluation Process( ADDIE) process when making improvements to the course and or training products. The ADDIE process shown below guides the organization and management of course / curriculum and lesson development activities to ensure training and education accomplish their stated purpose.



## **Chapter 7 Instructor / Instructor Selection, Certification, Validation, and Removal**

### **Instructor / Instructor Selection**

#### **Recruiting and Selecting of Instructors**

TRADOC G-1/4 AG actively works with ASDP CAT3B to recruit and select Soldiers from Army Training Centers (ATCs) to serve as Instructors. ATCs will provide qualified Military Instructors ISO the course.

Only Instructors in the rank of SSG and above are eligible to serve as ASDP CAT3B Instructors.

IAW TR 350-6 appendix B-2 all personnel assigned to the course must complete the appropriate leader or cadre training course no later than 30 days after, assuming their duties with the intent of completing training as soon as after assuming their duties as possible.

RC IMT personnel must complete the appropriate leader or cadre training course no later than 120 days after assuming IMT duties. IMT leader and cadre training courses are not a replacement for professional military education or other installation training requirements.

NCO cadre members to include instructors who are not Drill Sergeants and company personnel will be certified in accordance with appendix: B-2 of TR 350-6 and the local commander's policy can serve as CQ during sleeping hours in the course.

All IMT cadre including DSs, squad leaders, company leadership, and support personnel involved in training Soldiers in a field environment will view the "Heat Can Kill" video on an annual basis to ensure all cadre are trained on hot weather injury prevention.

#### **Minimum Requirement**

Instructors will have no record of disciplinary or unfavorable action.

#### **Reporting**

Upon reporting and throughout their duty assignment, instructors must meet height/weight screening table requirements for their age group IAW AR 600-9 and must pass an ACFT with a minimum standard score of 420 (70 in each event). Instructors who exceed body fat composition screening or fail the ACFT during the interview process will not be selected to serve as ADSP Instructors.

#### **Tour of Duty**

Instructors who report to the course for instructor duty will serve as an instructor for a minimum of 12 months. Instructors have the option to request early termination of not beyond 6 months through U.S. Army Human Resource Command (HRC).

#### **Instructor Certification and Selection**

Once completed then Instructors will begin the 3-week certification process.

To meet teaching requirements for the course, some instructors may have to complete follow-on training after their certification process.

- Combat Lifesaver Course
- Basic Lifesaver Course
- Army Combat Fitness Test Certification
- Master Fitness Course
- Master Resilience Course
- Drivers Training
- Range Certification

This additional training will be scheduled and conducted at the direction of the Course Manager.

### **Instructor Training / Certification will include the following:**

Overview of the Academic Skills Development Program (ADSP) Course, Program of Instruction (POI): The Instructor should understand the methodology in the POI. Instructors must read and understand the Individual Student Assessment Plan (ISAP), Test Control SOP, Course Management Plan (CMP) (counseling, grading standards and procedures, and the small group instruction concept). Lead Instructors (LIs) will counsel the prospective Instructor on the POI, ISAP, CMP, and Test Control SOP and small group instruction concept.

First, the Instructors will observe the testing procedures of their mentor.

Next, the Instructors will simultaneously evaluate a testing procedure with the mentor as their primary grader.

The Instructors will receive counseling and feedback from the Instructor on their grading procedures.

#### **Note.**

*The certifying Instructors will never be a primary instructor for classroom instruction or testing.*

Prior to their use as a primary instructor, the Instructors must complete certification; however, the Instructors may present drill and ceremony, PRT and other demonstrations as an Alternate Instructor (AI). The Lead Instructor in the absence of the Course Manager (with all available Instructors forming the class) will evaluate the Instructors' presentation ability on a course lesson selected by the Lead Instructor (LI) and approved by the Course Manager. Presentations will be the last task to be completed in Instructor certification process. The LI will select the lesson the Instructors must present, providing ample time to prepare for the instruction. The LI will document all evaluations on TRADOC Form 600-21-1 (Instructor Observation Rubric). Use the Instructors as an instructor only after the Instructors receives a "GO" rating on TRADOC Form 600-21-1 for that series of instruction. Mentors will never leave an uncertified instructor alone when instructing a class or without a certified instructor present in the classroom.

### **Instructor Validation**

#### **Track Each Instructor**

Lead Instructors will track each Instructors progress beyond the certification program and maintain a progress plotter in the Instructor's packet. A copy of the ASDP CAT3B Certification Progress Plotter can be found in appendix B.

## **Instructor Certification**

Instructor Certification progress Plotter will include:

- Name of Instructor.
- Date Instructor first certified.
- POI lesson number that was presented by Instructor.
- POI lesson name that was presented by Instructor.
- Name of the evaluator.
- Date the lesson was presented by Instructor.

## **TRADOC Form 600-21-1**

TRADOC Form 600-21-1 (Instructor Observation Rubric) will be used to evaluate each Instructor once every 90 calendar days. A copy of the evaluation will be placed in the Instructor's file (Instructor Packet). The LI and Instructor will provide developmental counseling, as needed. The LI will evaluate Instructors and Instructors will perform these evaluations of their Instructors.

## **Instructions for TRADOC Form 600-21-1**

Instructions for using TRADOC Form 600-21-1 can be found in TR 600-21.

## **Performance Standards for TRADOC Form 600-21-1**

Sections of TRADOC Form 600-21-1 present the performance standards for preparing and conducting training, using the instruction in small group methods.

## **Instructor Validation Tasks**

During an instructors first cycle after certifying, they will be assessed across a domain of interpersonal skills and overall performance as an instructor. All performance evaluations will be conducted during a normal cycle, in a "live" environment. Evaluations will be conducted in the presence of Soldiers to ascertain their ability to be positive and effective instructors.

Validating Instructors will be assessed during four blocks of instruction using the TF 600-21-1. Validating Instructors will be assessed while teaching Soldiers. The validating Instructor must be assessed with a "12" or higher rating to be considered validated in that block of instruction. These Instructor Observations will be conducted by the Course Manager, Lead Instructor, or Senior Instructor Badge holder.

Validating instructors will plan, prepare for, and lead a week of training under the guide of their assigned instructor mentor. Mentor will ensure that no critical tasks are missed, or other events that would have a severe impact to the training of the Soldiers. In all other instances, the validating instructor will be monitored and assessed for their leadership, planning, time-management, and foresight in training execution.

All instructors will complete an assessment to provide a holistic plan of action to improve any negative leadership traits and strengthen those positive qualities.

Lead Instructors will prepare the validation packet (see appendix b) with a Course Manager Endorsement memorandum concluding their validation period.

### **Instructor / Instructor Removal Removal**

The Course Manager may administratively remove any instructor from their Instructor duties for any of the following:

- Failure to meet body composition requirements IAW AR 600-9.
- Temporary medical reasons (including pregnancy) when conditions prevent the NCO from performing instructor duties.
- Administrative issues.
- Failure to maintain high standards of military appearance, courtesy, bearing, conduct and professionalism. (disrespect to a Soldier (student or cadre), repeatedly late for instruction, unprofessional conduct, failure to demonstrate building trust and confidence through dignity and respect of others)
- Infractions of training policies or violations of the Uniform Code of Military Justice (UCMJ).
- Hardship or family issues that prevent the instructor from performing instructor duties.

## **Chapter 8 Instructor/Instructor / Facilitator Guidance**

### **General**

Each Instructor will be a certified instructor and must understand the small group process and the Army Learning Model (ALM) and how they differ from the traditional platform method of instruction. The small group process revolves around active Soldier participation and the Army learning model revolves around instructor facilitation, Soldier instruction and active Soldier participation.

### **Purpose**

Provide the Instructor with the tools necessary to present quality instruction in the small group setting. Each Instructor must read and understand this CMP. This CMP is helpful as it tells the Instructor how to prepare and present/facilitate the lesson, to interact with the Soldiers in the small group, and help the group develop. As the Instructors gain experience, the information will become even more meaningful as Soldiers encounter some of the IET Soldiers situations outlined in the text.

### **Lesson Plan (LP)**

A lesson plan is the detailed development of information and resources used by the instructor to execute the instruction prescribed in one lesson within the prescribed time limits using the specified resources. A lesson plan includes the content and supporting information for only one lesson which supports the learning and assessment of one TLO. The LP contains the major teaching points and information to support them. The major teaching points equate to the ELOs, which in turn make up



the TLO. The goal of the lesson presentation is to meet the learning objectives. In order to reach the objectives, Instructor's must have flexibility. The following points must be considered when teaching the lesson:

The LP is written with questions and answers inserted at intervals throughout the guide to promote Soldier involvement. Responses to the questions will assist the Instructor in monitoring how well the Soldiers are learning the material.

Instructors should be aware that everything in the lesson guide does not appear in the Supplemental Reading (SR). In preparing for the lesson presentation, the Instructor must also read the SRs, in addition to the lesson guide. The suggested sequence is to read the SRs first, then the lesson guide, and finally, the Summary Sheet (SS). It must be pointed out that the lesson plan is very detailed. Information in the guide is for the Instructor's use in clarifying teaching points. Instead of a Instructor trying to remember all of the details relating to a teaching point, the information is readily available in the LP. Instructors are not expected to distribute all the information that appears in the guide, nor will they be able to do so within the available time.

### **Practical Exercise (PE)**

The PE sheet outlines the Soldier requirements during the PE. These requirements could be as participants in a role-play. In this case, all Soldiers would not get a PE sheet. In other cases, the PE sheet could list IET Soldiers, situations, or problem that each Soldier should solve individually, requiring everyone to get a PE sheet. Some Practical Exercises may require the Soldiers to work in small groups to solve a problem or recommend actions to be taken in various IET Soldiers situations. The PE sheets should **not** be provided to the Soldiers until the PE is to be conducted. Any deviation from this procedure will be indicated in the Lesson Plan.

### **Solution Sheets**

Solution sheets are provided for most practical exercises. The solution sheets for some PEs are self-explanatory. In those cases, there is only one correct answer. In some instances, there could be multiple answers or conclusions. In such cases, the recommended or best solution is presented. If the Soldiers arrive at different solutions than the one on the solution sheet, evaluate their solutions and determine if they are realistic, and are within the guidelines set by the information discussed during the lesson presentation. The PE solution sheets will **not** be given to the Soldiers until **after** the PE.

### **Soldier Handouts**

Soldier Handouts. Soldier Handouts are developed to provide the Soldiers with a condensed source of information concerning the lesson. In some cases, the source from which the material was taken is arranged in such a manner that effective study of the material would be difficult because it is spread throughout the book, manual, or document. The SHs clarify and include the information that appears in other sources. The organization of the SH helps the Soldiers understand the material better.

### **Note.**



For the small group method of instruction to be effective, the Soldiers must read the support material and student read ahead prior to class. The classroom presentation moves quickly, and it will be apparent if a Soldier did not read the material prior to class. It is the responsibility of each Instructor to ensure the Soldiers are issued the required reading material IAW the day prior to the lesson taught.

### **Academic Hour.**

An academic hour is the amount of instruction the average student can complete in 50 minutes—plus an allowance of an average of 10 minutes for break time per each 50-minute segment. Also, an academic hour is the total length of time required to present instruction and includes conducting instruction, assessment, and an after-action review.

## **Preparation for Instruction**

### **First Step**

The first step when preparing to teach a lesson is to review the lesson material. This includes the Lesson Reference File (LRF), all Supplemental Reading (SR), reference books (RB), applicable checklists and any media for a particular lesson.

### **Second Step**

The second step is to study and become familiar with the Instructional Guidance for the lesson.

The instructional guidance are well thought-out guidelines that help ensure the lesson is presented effectively. The guidance's are designed to help reduce the mental strain of instructing.

Experience has shown that Instructors who use the tactics as they are listed in the lesson guide present excellent instruction. Instructors who are not familiar with the tactics or choose to ignore them, present less effective instruction.

All slides will be used at the appropriate time and in the manner stated in the Instructional guidance of the lesson.

### **Third Step**

The third step is to study the SRs and RBs to determine how the information in the SRs and RBs relate to the lesson guide.

During the first step, the Instructors will read all the material to familiarize themselves with the content of the lesson. Now they will study the material contained within the SRs and RBs.

In some cases, points are amplified in the SHs that receive only general coverage in the lesson guide. Studying the SHs will ensure the Instructor has all the background information, as well as the main points. The lesson guide usually covers the main points and often does not go into detail. Getting the background information will enable the Instructor to answer Soldier questions not answered by the lesson guide.

The instructional guidance often lists where certain information that relates to a teaching point can be in references. The Instructor may choose to make additional page reference entries. The instructional guidance is designed to help the Instructor present the lesson.

#### **Fourth Step**

The fourth step is to locate and be thoroughly familiar with the Terminal Learning Objectives (TLO) for the lesson after the Instructor reads all the material and knows what the teaching points are.

1) Information related to the TLO is in two places: Soldier Handouts and the Lesson Plan.

(2) During the lesson presentation, the Instructor should point out to the Soldiers, which TLO is being discussed.

#### **Final Step**

Finally, the Instructors should study the practical exercises and the practical exercise solution sheets. If they are familiar with the content and method for conducting the practical exercises, it will allow the class to progress smoothly and ensure the Soldiers gain the maximum benefit from the exercises. In short, they will get the requirements and methods clearly understood. When the practical exercise is completed, the Instructor will ask selected Soldiers to give their solutions to the problems or requirements.

After all problems or requirements have been solved and discussed; the Instructor will issue the solution sheets. The Instructor will control the time allotted for the practical exercises to ensure sufficient time is available to briefly discuss the information on the solution sheets. Simply handing the sheets to the Soldiers without any further critique or explanation reduces the effectiveness of the sheets.

#### **Note.**

*In no case should the solution sheet be issued to anyone until all soldiers have completed the practical exercise.*

#### **Presenting the Lesson**

##### **Guidelines**

Follow the guidelines on the Lesson Development Sheet concerning the issue of Soldier handout material. The material must be issued within the time frame specified on the Lesson Development Sheet. If the Soldiers do not receive the required handout material in time to read and study it, the classroom discussion will not be as effective. The small group concept of instruction revolves around Soldier participation during the lesson presentation.

##### **Lesson Guide**

The Lesson Guide is prepared in a question-and-answer format to promote Soldier involvement. Responses to the questions will assist the Instructor in monitoring how well the Soldiers are learning the material and generates the discussion needed to make the small group instruction method effective.

Instructors do not have to ask all the questions that appear in the lesson guide. They may elect to ask their own questions if they cover the same teaching points in the lesson and require the same basic response from the Soldiers. Additional questions may have to be asked to obtain the desired response to a previously asked question. It is important that Instructors realize that verbatim responses to questions in the guide are not required, and in most cases are impossible. The Instructors must know the subject well enough to recognize a correct, or partially correct, response, even though it may be worded differently. The goal is to teach the learning objectives.

Instructors will use as many questions as possible. However, if Instructors find that the instruction is falling behind, they may reduce the number of questions and begin to lecture until they catch up, at which time they can once again begin using questions. This is the only time that lecturing is permitted. Lecturing should be used as a last resort and must be kept to an absolute minimum. The small group process is built around group discussion. Instructor's who lectures too much destroys group discussion, and the small group philosophy.

### **Instructional guidance**

The instructional guidance in the lesson guide will be followed closely. They are designed to provide Instructors with helpful information that will help the lesson presentation go smoothly. Each Learning Step Activity (LSA) guides the Instructor to show each slide, and when to transition from one LSA to another.

The times entered in the lesson plan help Instructor's monitor how well they are progressing through the lesson material. Instructors must not sacrifice instruction solely to meet time standards. Soldier's understanding of the material is of the utmost importance. Soldier learning will pace the lesson presentation toward the goal of reaching the learning objectives during the allotted time for the lesson. Since the small group generates active Soldier participation, meaningful discussion should not be terminated just to meet the times listed in the lesson plan.

### **Summarize teaching.**

It is extremely important that the Instructor summarize teaching points after they have been discussed. The summary will be very brief and will settle any disputes and clarify any misunderstandings.

### **Know the lesson material.**

The Instructors will know the lesson material well enough to paraphrase teaching points in their own words without changing the meaning. Only the Instructors know the optimum level of their group. They must adjust the level of the material to reach all Soldiers.

### **Time sequencing.**

Time sequencing is up to the Instructors as long as the entire lesson is presented within the overall time allowed.

### **Training aids.**

Training aids are designed primarily to supplement instruction and will be used wherever needed. The slides, developed for each lesson are what the lesson author considers adequate to support the lesson. Too many slides would turn the lesson into a slide show and reduce the effectiveness of the small group process. Training aids other than the permanent facilities of the classroom will be hidden from the Soldiers until such time the Instructor needs to use them.

### **Summary Sheet.**

The Summary Sheet is issued as directed in the lesson guide, after the completion of the lesson. The information provided on the Summary Sheet, in most cases, provides all required information for each ELO. When this is not the case, the Summary Sheet will tell the Soldier where to find that information in the SR or RB. This will eliminate extensive note taking during the discussion and allow the Soldiers to participate in the discussion.

### **Questioning Techniques.**

#### **Asking and answering questions.**

A key element in successful classroom presentation is asking and answering questions properly. Since the small group method of instruction depends heavily on the use of questions to keep the discussion "flowing," the Instructor must develop proper questioning techniques.

#### **Thought-provoking.**

Questions will be thought-provoking, will not permit the Soldier to give merely a "yes" or "no" answer, will require a definite narrative answer, and will be relatively simple in form. The questions that appear in the lesson guide are designed to ensure the Soldiers know exactly what information the Instructor is seeking.

#### **Group discussion.**

During the group discussion, the Instructor will also ensure that each Soldier answers at least one question. Due to the nature of the small group discussion, this should not be a problem. The key to a successful group discussion is to "spread the questions as evenly as possible among the group members".

#### **Build-up.**

Good questions will be preceded by a "build-up" which is sufficient to give the Soldier whatever additional data or cues they might require to answer the question. The buildup can also be a smooth transition from one teaching point to another.

**EXAMPLE:** During the lesson on Combat Orders, the Instructor might transition from teaching point one (Definition of Combat Orders) to teaching point two (Types of Combat Orders) by saying;

*"We have discussed that combat orders are written or oral communications that convey information and instructions pertaining to combat operations. To convey the necessary information and instructions, what are the three types of combat orders used at platoon and squad level?"*

Not only is the Instructor using a smooth transition from one teaching point to another but is also providing a "build-up" for the next question. Each question should be preceded by a "build-up," in the form of a "transition." This will ensure the lesson presentation flows smoothly.

### **Rules in the questioning.**

In order that each question will accomplish the desired results, the Instructor must apply some rules in the questioning technique. In asking questions, the Instructor will:

State the question clearly in a conversational tone, pauses, and then designate a Soldier to answer. This practice will stimulate mental activity and secure the attention of all Soldiers. Because the Soldiers will not know who will be called upon, all Soldiers will mentally prepare to reply (ask, pause, and call technique).

Direct questions to an individual Soldiers. Do not ask, "*Can anyone answer that question?*"

Rephrase the question and give a clue if the Soldier does not answer correctly or does not understand the question.

Distribute questions among the members of the group. Soldiers will not be called on in any set order. Unless the Instructors plan for the random distribution of questions, they will find that Soldiers anticipate their turn. This may stifle effective group discussion. Random distribution may also help prevent the Instructor from developing a tendency of always calling on the superior Soldiers, or of avoiding the Soldiers whose names are difficult to pronounce.

### **Techniques for asking questions.**

There are proper techniques for asking questions, there are also proper techniques for answering questions.

Some of these are as follows:

The answer to a Soldiers question should be heard by all members of the group. If it is not, the instructor will request the Soldier to repeat the response louder for all to hear.

Questions asked by Soldiers will be answered, where possible, by other Soldiers. This is not a means of escape on the part of the instructor, but to enhance small group learning. Instructor's will never "bluff" or "make up" an answer when they do not have the answer; they will admit that they do not know. The Instructors will then make every effort to find the answer and respond back to the Soldier(s) who requested the information as soon as possible.

One of the purposes of asking questions is to measure the knowledge of the Soldier, the answer to a question will be solicited from only one Soldier at a time. Instructors should discourage attempts by several group members to respond at the same time or in a "rapid-fire" sequence before each response can be recognized and evaluated as to its correctness or validity. Instructors will recognize and evaluate all answers and never say an answer is incorrect without explaining why it was incorrect. If only a portion of the Soldiers answer is correct, they will clear up the misconception.

Instructors will not accept "I don't know" answers. They can encourage and obtain success in getting the correct response by paraphrasing the question or by using a different approach.

### **Soldier Preparation for the Lesson.**

The Soldiers must study the required lesson handout material prior to the classroom presentation. The study requirements are listed on the Advance Sheet for each lesson.

Study hall is very important. The Soldiers must set aside time to study the lesson material for the next day's lessons. Previously, the Soldiers were not required to read a large amount of material for each lesson. This course requires extensive reading and studying, therefore, time must be available each evening, as needed. This time must be free from interference to be beneficial to learning.

### **Class Management.**

One of the duties of the Chief Instructor (CI) is to ensure that all Instructors exercise proper class management. Effective instruction depends on the understanding of the small group method of instruction, as well as effective class management. This is accomplished by periodically monitoring the instruction as the Instructor's conduct classroom training.

Many otherwise successful Instructors either fail in their instructional duties or make their work more difficult because they fail to practice good classroom management. These Instructors seem to think it is enough to prepare the subject matter and present the material to the class. Instructors must perform other duties if their presentations are to be effective. Some of these other duties are administrative in nature.

The determining factors in classroom management are the circumstances under which the Instructors knowledge permeates the Soldiers' minds; therefore, practically any method that Instructors can use to promote learning will be good classroom management.

Based on their reputation, personality, subject matter, or type of assignment, Soldiers may form opinions about the Instructors ability to instruct. The Instructor needs to influence these opinions favorably or capitalize on them. They can do so through application of the following three basic elements of classroom management:

1. The physical arrangements of the classroom.
2. Sound policies to promote discipline and encourage learning.
3. Policies that promote a good Soldier/Student and Instructor/Instructor relationship.

### **Physical Arrangements of Classroom.**

The physical arrangement of a classroom is only one phase of class management. It is, however, a very important phase. The Instructor should devote adequate time in this area.

### **Important Classroom Aspects.**

#### Lighting.

The Instructor is charged with the responsibility of having the correct lighting in the classroom.

### Temperature.

The best temperature for the most desirable learning environment for IET Soldiers has been proven to be between 68 and 72 degrees. When the temperature varies above or below this range, the learning process also varies in proportion to each degree.

### Ventilation.

The Instructor will check for adequate ventilation. Whenever possible, a stuffy classroom should be prevented. A hot classroom is often caused by the lack of good ventilation. A cold classroom is often caused by too much ventilation.

### Seating.

The effectiveness of the small group method of instruction depends, in part, on the seating arrangement. Unless restricted by the size and shape of the room, Soldier's seats will be arranged in a horseshoe configuration so that Soldiers can see each other. This encourages active participation in the group discussion and also allows the Soldiers to hear what is said by the Instructor and the other Soldiers. Since the Soldiers are required to refer to their reading material, use maps, etc., whenever possible, tables should be used instead of the old school type desks.

### Equipment.

The Instructor must check all equipment before the class begins. The equipment should be properly positioned and ready for immediate use.

### Quiet.

Noise can be very distracting to the Instructor as well as to the Soldiers. The Instructor must strive to eliminate or reduce any noise that will interfere with learning.

## **Post Necessary Class Information.**

The Instructor will post the necessary class information prior to class as a reference for the Instructor, Soldiers, and Visitors Book. The information to be posted may vary with the local SOP but it will have the minimum visitor's book requirements.

## **The Visitor Folder.**

The visitor's folders will be maintained in accordance with TRADOC REG 350-18, The Army School System (TASS), Chapter 4 sub paragraph 4-5.

The course manager or lead instructor will ensure that all classrooms have a visitor folder at a table or desk in the rear of the classroom or field training area.

Visitor folders will include, at a minimum:

- Visitors sign-in log.
- Class roster  
Digital Training Management System or ATRRS R2 report (without social security numbers).
- Current training schedule.
- CMP and current lesson plan.
- Feedback / observation forms for class visitors.



- DD Form 2977 Deliberate Risk Assessment Worksheet. Risk assessment worksheets will be completed in accordance with TR 385-2 and ATP 5-19.

**Note.**

*Automated versions of the visitor folder are authorized if they are accessible by the visitor during the time of instructor observation.*

**Nameplates.**

Cardboard nameplates will assist the Soldiers and the Instructor in correctly identifying the members of the group. This is important during the first few days of the course. Nameplates may be discarded as the Instructor and Soldiers learn the names of the group members.

**Performing Operational Checks.**

Instructors are responsible for preparing the classroom and for performing operational checks on the equipment to be used. It is also their responsibility to ensure that the classroom, or training area, is left in an acceptable condition after the lesson presentation. It is the Instructors duty to see that Soldiers police the classroom area during, and particularly at the end of each instruction period.

**Established Policies.**

Instructors must realize the importance of having established policies to promote discipline. Many Instructors allow small infractions of good conduct, thinking that they are being good fellows and avoiding trouble. These Instructors are instead inviting another standard. When Instructors have good, established policies for discipline and apply them, they will gain the respect of the Soldiers.

**Method to promote good Discipline.**

Some methods that Instructors may use to promote good discipline include:

- Having enthusiasm for the subject.
- Having the proper attitude toward the Soldiers and the subject matter.
- Using the proper questioning technique and the correct evaluation of responses.
- Starting and ending instructional sessions on time.
- Not excusing Soldiers without proper authority.

**Professionalism.**

Professionalism is an important key to maintaining discipline in the classroom, barracks, training areas and in the field. Most Instructors have undoubtedly received instruction from someone they considered a "professional." How does the professional differ from the nonprofessional? Professional Instructors differ in that they possess subject matter knowledge; do not bluff when they do not have the knowledge but make an attempt to get the information requested. They do not use profanity or obscenities since their vocabulary should be sufficient to fully express themselves; have the material well organized and are prepared for each class; and finally, their military bearing is excellent. Anyone can fill an Instructors' slot, but only the highly motivated instructor can be the professional instructor.



## Maintaining a good rapport.

Maintaining a good rapport with the Soldiers is essential if they are to be continually motivated. If the Instructors class rapport is bad, it makes little difference that the topic is interesting and that they are good Instructors. Soldiers who have an aversion to a Instructor are not likely to listen to the instruction, or to actively participate in the group discussion. Some techniques Instructors can use to maintain a good rapport with their Soldiers are avoiding the use of sarcasm or ridicule; not being condescending toward the Soldiers; and being patient with slow learners. Perhaps most important, Instructors must be themselves and avoid any impression of insincerity. Instructors should always remember this is a leadership course. Good leaders must have a good rapport with their Soldiers. They must also be good role models for the Soldiers.

## Deal with Soldiers that present problems.

Instructors must be able to deal with Soldiers that present problems in order to maintain discipline. Every Instructor will, at some time or another, be faced with the problem Soldier. The specific problem may take different forms, but the basic cause is a lack of motivation. Some of the most common kinds of problem Soldiers and some suggestions on dealing with them are:

1. **Clowns.** Clowns are the Soldiers who are always cracking jokes at someone else's expense or trying to be funny in their actions. One solution (Instructors will develop others as they gain experience) is to ignore them during the class unless they become extremely disruptive. During the break, or after class, the Instructor must have a conversation with them. If the conversation seems to have little or no effect, then the Instructor must follow up with formal performance counseling.
2. **Wise Guys.** These are the Soldiers who frequently "misunderstand," have inappropriate comments about the subject material or about comments from other Soldiers or whose general attitude suggests, "I've heard all this before." Instructors must deal with these Soldiers to maintain control. During the break, they must attempt to point out to the Soldiers that their attitude is not appropriate. Unless the Soldiers become disruptive during class, they will be ignored. If the Soldiers refuse to modify their behavior, then the Instructor will follow up with performance counseling.
3. **Sleepers.** Sleepers may either fall asleep completely or merely doze frequently. Whichever occurs, they are missing instruction. Instructors must, therefore, take immediate action to awaken them, but will do so as quietly as possible, in order not to embarrass the Soldiers. If the Soldiers persist in sleeping or dozing, the Instructor will talk with them during the break to find out if they have a temporary problem that can be relieved by moving near an open window or by standing at the rear of the classroom whenever they feel sleepy. The long training days, with limited time for sleeping, can often cause this kind of problem, so Instructors will be careful in the way they deal with the Soldiers. One big advantage of the small group method of instruction is the continuous involvement with the Soldiers reduces the possibility of "sleepers."
4. **Monopolizers.** These Soldiers not only know all the answers, but they want to make sure that everyone else knows that they do. Their arm is up in the air each time the Instructor asks a question, or they persist in trying to dominate the group discussion. Instructors need to determine whether these Soldiers are expressing genuine interest and knowledge, or whether they are merely "wise guys". For the Soldiers whose interest is genuine, and who

are highly motivated, Instructors must be extremely careful not to discourage them from answering. Generally, Instructors will acknowledge the Soldier's answers only when they have specifically called on them. This will have the effect of reducing the number of times the "monopolizer" volunteers.

5. **Sharpshooters.** They are the ones who know the answers to the questions being asked and to the topic questions not yet asked. They may have "inside" information or newer information that has not yet been incorporated into the lesson guide. The Instructors first action must be to ascertain the Soldiers actual knowledge, the source of the information, and if possible, its validity. Then the Instructors must decide whether the Soldier's information is pertinent to the topic the group is discussing. If so, the Instructors should use the Soldier's information to support the information in the lesson guide but must be careful to distinguish between the information derived from the Soldier and their own. There is also a danger to be avoided: Instructors will make sure that they remain in control of the class. They must not allow the sharpshooter to "keep the floor" and appear to be in control of the class.

### **Instructor – Soldier Relationships (Training Abuse and Prohibited Relationships).**

The mission of the Instructor is to ensure that learning is always taking place. All discussions must contribute to the learning experience. Unless the Instructor accomplishes this mission, a vital link in the training of the individual may be missing. One important factor in successful instruction is a Soldier's attitude. The Instructor must be able to diagnose and remedy the cause of poor Soldier attitudes and achievement. Instructors can best motivate and develop cooperative attitudes among Soldiers by practicing effective leadership.

#### *Cadre and trainee.*

Any relationship between a trainer and any trainee, not required by the training mission is prohibited in accordance with AR 600-20 and AD 2016-17. This includes and is not limited to dating, writing personal letters, text messages, e-mails, exchanging personal communications on social media, having personal telephone conversations unrelated to the training mission, playing cards, gambling, dancing, entertaining in personal residences, sharing accommodations in a hotel/motel, transporting in a POV, or any other conduct of a personal or sexual nature.

Trainers and Trainees will sign a DD Form 2982 (Recruiter/Trainer Prohibited Activities Acknowledgement) and DD Form 2983 (Recruit/Trainee Prohibited Activities Acknowledgement), as appropriate, upon assignment to a position or the first day of entry-level training acknowledging their understanding of their responsibilities regarding the policies prohibiting inappropriate behaviors and relations outlined in DODI 1304.33. Block 10 of DD Form 2982 and DD Form 2983 must be completed only if one or more exceptions are identified in block 8; if so, complete block 10 in accordance with the requirements in block 8.

The signed DD Form 2983 will be retained in the Trainee's file for a minimum of 6 months after the Trainee has left the unit. The DD Form 2982 will be retained in the Trainer's local file for a minimum of 1 year after the trainer has left the unit.

Each trainer will recertify the DD Form 2982 annually, demonstrating understanding of a trainer's responsibilities as outlined in DODI 1304.33.

Trainers will brief Trainees on the policies in DODI 1304.33. Trainers will provide information that can be used to report alleged inappropriate conduct by a trainer to the chain of command. In the event a form is not available, remarks will be identified/noted on the Soldier's initial counseling, acknowledging the Soldier's receipt, and understanding of policies concerning prohibited inappropriate behaviors and relations between Trainers and Trainees.

## **Thoughts.**

The above guidance will not give Instructors a key to open every door, but it will provide a general set of strategies.

For a person new to leading groups, the first few experiences as a Instructor may be discouraging. A new Instructor may not recognize this, missing the opportunity to make a key intervention-only to recognize that fact later. Instructors may think the group could have developed faster, fuller, better, and further, if only they had been more capable.

Many Instructors carry bad habits from large group instruction into the small group classroom, things such as requiring Soldiers to stand up at parade rest to respond to a question and standing behind a lectern reading the material word for word. These concepts defeat the purpose of small group instruction and must be avoided. Instructors will be seated throughout most of the SGI.

All the skills discussed in this chapter require practice and until Instructors have had an opportunity to practice, make mistakes, gain experience, and find a "style" of group leadership, less than satisfactory performance will be expected. The key to improvement is to give some meaning to what happened by putting it in the context of this chapter, and then decide what could have been done differently, so that next time, the Instructor will try a different approach.

## **Chapter 9 Soldier Guidance**

### **Standards**

#### **Academics**

All Soldiers must complete all practical exercises throughout the course. All Soldiers will have a Soldier Record of Training maintained on their performance throughout the course. This document captures the results of assessments and practical exercises each Soldier performs.

There are multiple practical exercises (written examinations) in the course. Soldiers receiving failing scores will be counseled and retrained before being allowed to retest. Soldiers will be granted three attempts. Retests will not be earlier than the following calendar day and no later than 48 hours.

Prior to the examination each Soldier must fill out a DA Form 5160 Test Administration Statement and present it to their instructor / test proctor.

Written Examinations (Practical Exercises) Graded Assessments						
Exam	Module	Critical Task Trained	Performance Objective	Assessment - Type	Standard	Academic Evaluation
Formative Assessment	DANTES Peterson's	Common Core	Identify and evaluate student aptitude based on core subjects	Written Examination (Practical Exercise)	N/A	DANTES Peterson's
Practice Test #1	DANTES Peterson's	Common Core	Identify and evaluate student aptitude based on core subjects	Written Examination (Practical Exercise)	Achieve a minimum score of 80%	DANTES Peterson's
Practice Test #2	DANTES Peterson's	Common Core	Identify and evaluate student progression aptitude based on core subjects	Written Examination (Practical Exercise)	Achieve a minimum score of 80%	DANTES Peterson's
Summative Assessment	DANTES Peterson's	Common Core	FINAL - Identify and evaluate student progression aptitude based on core subjects	Written Examination (Practical Exercise)	Achieve a minimum score of 80%	DANTES Peterson's
Armed Forces Classification Test (AFCT)	AFCT	AFCT	Evaluate student output based on AFCT subtests	Written Examination	Achieve a minimum score of <b>31</b> and line scores.	AFCT

**Note.**

Students must meet the Army minimum standard Armed Forces Qualification Test (AFQT) with a score of 31 or above to graduate the course. After graduation each Soldier will then see a United States Army Recruiting Command (USAREC) counselor to renegotiate their contract as necessary. The Course Manager will verify the successful completion of the Armed Forces Classification Test (AFCT) for each student.

## **Physical Readiness Training (PRT).**

Physical training drills are a fundamental component of Army training. Drill and ceremony is one of the very first experiences for Soldiers upon entering Initial Military Training. Every aspect of organized physical readiness training also incorporates physical training drills. Key components of any drill are command delivery, formation, assembly, and reassembly.

There are no Physical Readiness Training graduation requirements for the course however, Soldiers may take the Occupational Physical Assessment Test (OPAT) at the discretion of the Course Manager. The OPAT certifies that Army recruits are physically ready to begin Initial Entry Training (IET).

## **Graduation Requirements**

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. Soldiers must achieve minimum score of 31 on the Armed Forces Qualification Test (AFQT) and Armed Forces Classification Test (AFCT) line scores that meet Army accessions standards.

The AFCT test battery consists of the following ten components:

- General Science (GS) (15 minutes)
- Arithmetic Reasoning (AR) (15 minutes)
- Word Knowledge (WK) (15 minutes)
- Paragraph Comprehension (PC) (10 minutes)
- Mathematics Knowledge (MK) (15 minutes)
- Electronics Information (EI) (15 minutes)
- Auto Information (AI) (10 minutes)
- Shop Information (SI) (10 minutes)
- Mechanical Comprehension (MC) (15 minutes)
- Assembling Objects (AO) (15 minutes)

## **Height/Weight Standards**

Trainees not meeting height/weight standards in accordance with AR 600-9 will be taped by a certified individual. Trainees who exceed the standards have six months to meet compliance with AR 600-9. A physical fitness (1-1-1) or 1.6-kilometer (one mile) run will not be conducted in the course. The Course Manager should introduce PRT to the Soldiers when time permits.

## **Soldier record of training**

The Army's Premier Training Management Tool to keep track of Soldiers Training Records is the Digital Training Management System (DTMS). It was launched in 2014 and it can be used to maintain a soldier's training history from hire to retire.

A Course Manager tab replaced the Resident Individual Training Management System, or RITMS, which Army schools and initial military training use to conduct institutional training management. The course manager tab in DTMS v.7 replaced RITMS March 2015 and assist the U.S. Army

Training and Doctrine Command units with managing testing, individual training records, classes, courses, and other topics.

For unit leaders and trainers down to squads and even team leaders, DTMS provides a digital version of the Soldier's individual training record, job book, and leader book to better inform training management decisions and reduce manual data entry as new Soldiers arrive and Soldiers move to other units.

For all Soldiers, DTMS reduces manual data entry by recording data in a database that communicates with other systems to automatically update records. DTMS populates the DTMS Widget on the "My Training Tab" on AKO and informs the individual user of their training status and provides access to the Soldier's unit training schedule.

Instructors are responsible for each Soldiers training records for the course. Each Instructor is responsible for 25 Soldiers during an optimum class size fill. Instructor to Student Ratio (*ISR*) is 1:25).

Tracking Soldiers training records to ensure each Soldier has completed all required training throughout the DS course is mandatory and must be supported by evaluations and or grade sheets required (Appendix A). If DTMS is not used, evaluations and/or Grade sheets must be placed into the Soldiers training packet and is subject to review and inspection.

Upon completion of the course Soldiers record will be permanently stored in ARIMS and a hard copy will be kept, located at the DSA Record Holding Area and maintained IAW AR 25-400-2 (ARIMS).

Training Records will also be maintained for all (military and civilian) instructors assigned to the course: (Appendix B)

- Instructors
- Lead Instructors
- Course Manager

## **Soldier profiles**

A Soldier will not miss more than 8 hours of training, consecutive or cumulative. The Course Manager will release Soldiers from the course after careful consideration of the profile limitations, training missed, and ability of Soldier to make up training.

Instructors will ensure that all missed training is annotated on a DA 4856 when conditions prohibit a Soldier from participating in or attending required training. A deliberate plan of action will be made to make all reasonable attempts that the Soldier receives the training prior to appearing before a Soldier is removed from the course.

## **Soldier Absentee**

A Soldier must obtain permission from their Instructor and approval from their Lead Instructor to be absent from the course. Soldiers, who obtain permission to leave, will ensure both their Soldier chain of command and Instructor are aware of their departure, destination, return, and that they possess all documents required. Soldiers may be recommended for dismissal if they miss eight



hours or more of training (this is not solely based on unexcused absences). If for any reason a Soldier misses any academic hour they are subject to being counseled and may be removed from the course.

## **Chapter 10 Test Administrative Guidance**

### **Soldier Testing Procedures**

Soldiers will be tested by a certified Test Control Officer (TCO) (Instructor) only and IAW the Test Control SOP.

Soldiers will be evaluated on subject material using both written and performance examinations.

Soldiers receiving a failing grade on the material tested, will receive formal performance counseling from their Instructor. This counseling will identify the reason for failure / experienced during the examination, while detailing what both the Soldier and Instructor will do to prepare for the next test. The Soldier receiving a failing grade will be required to attend a mandatory study hall.

#### **Note.**

*Performance and written examinations will be continuous. Written exams and performance examinations will not be interrupted by lunch, briefings, or other distractions.*

Mandatory study hall is considered remedial training and will be conducted for Soldiers with academic difficulties. Every effort will be made to ensure Soldiers receive the assistance they need. Study hall will be conducted of the day of the failed evaluation to assist the Soldier in keeping up with their peers and ensure the Soldier does not miss other scheduled training or fall behind.

A certified Instructor will monitor the study hall. When possible, a certified instructor will lead the study hall and may utilize “peer” instructors to assist in student learning as necessary to facilitate learning.

Study hall is Mandatory for all Soldiers in a “failure” status; The Soldier will continue to attend study hall until they achieve a passing score, recycled, or a new start.

The Instructor is responsible for conducting a thorough review with Soldiers relating to subject or subjects that the Soldier has received a failure in.

After the review has been completed, the Soldiers must receive a rehabilitative counseling (Part III – Summary of Counseling on DA Form 4856, MAR 2023) by the Instructor, reviewing areas they had or had not mastered before re-testing.

Re-test results will be annotated in Part IV – Assessment of the Plan of Action on the DA Form 4856.

### **Standards for the Grading of Performance Examinations**

Evaluation sheets developed for the course for the task being evaluated will be utilized and placed into the Soldier’s training folder.

Soldiers will be given up to four opportunities to receive a passing grade mark on the evaluation sheet, when granted by the Academic Review Board.

If the Soldier received a failing grade, they must be counseled prior to be retested. A copy of this opportunity will be placed in their training folder.

### **Test control**

Test control IAW AR 611-5, TR 350-70 and the Army Personnel Testing Test Control Officer Handbook is the application of security measures to protect tests and test items and related sensitive material from unauthorized disclosure from the time of their creation until they become obsolete or are destroyed.

The course will follow the procedures outlined, in the course Test Control Standing Operating Procedures (SOP). The SOP standardize policies, responsibilities, and procedures for the procurement, administration, safeguarding, scoring and release of test materials within the course.

All staff and faculty assigned to course are in a trusted position and are expected to exercise due caution and common sense in the handling of sensitive test examination materials. They will become thoroughly indoctrinated regarding test security and with the SOP upon arrival and quarterly thereafter.

### **Recycle policy.**

IAW AR 350-1, TR 350-18 and TR 350-6.

### **Note.**

*All academic, medical, and emergency recycles / restarts will start on day one of the phase recycled / restarted.*

#### **Academic recycles.**

After coordination with HRC, NGB, USARC, and/or individual's unit, the Course Manager may recycle a Soldier once to a follow-on class, if available. Academic recycle should be limited to extraordinary circumstances when a Soldier shows significant potential and Army needs dictate.

#### ***Medical or emergency restarts.***

Course Managers may recycle Soldiers who (through illness, injury, emergency leave, or other unavoidable absence) miss a significant portion of classes following coordination with HRC, Army Reserve Human Resource Command, NGB, USARC, and/or individual's unit.

#### ***Academic Restarts.***

Course Managers may recycle / restart Soldiers as academic restarts. At the discretion of the Course Manager Soldiers may restart the course on Day 1, or at point in the course at the Course Managers discretion. The following actions represent reasons for removal from the Course:

#### ***Medical Restarts.***

Temporary medical reasons that will prevent Soldier from completing the course in the specified time.



Medical reasons (including pregnancy) when the condition prevents the Soldier from performing their duties. Soldiers released from a course of instruction through no fault of their own (such as medical or compassionate reasons) or resignation from the course.

*Whole Person Concept and Assessment Restarts.*

The Whole Person Concept is a method to understand and capture the attributes, behaviors, and character of a person with strong potential for future service while in the Future Soldier Preparatory Course (FSPC).

Assessment report requirements.

a. Assessments will not be submitted unless authorized by this regulation or directed by the Commanding General, Army Training Center, and Fort Jackson (CG, ATCFJ) or the CG, ATCFJ's delegee.

b. Assessments will be submitted for:

(1) FSPC trainees who meet the objectives of their FSPC program but do not show some or any of the indicators of the Whole Person Concept and show only moderate or no potential for successful future service.

(2) FSPC trainees who do not meet the objectives of their FSPC program but show many or all the indicators of the Whole Person Concept and show strong or moderate potential for successful future service.

c. Assessments are only required for FSPC trainees that require an assessment of the Whole Person Concept as part of their retention or separation process.

d. Evaluators greatly affect a trainee's future, contributing whether they can enter Initial Entry Training. Thus, these officials will ensure that all trainees understand the organization, their objectives, the measures of their performance, the expectations of a trainee under the Whole Person Concept, and all the military and/or academic standards by which performance will be assessed. The DA Form 4856 can be used to set expectations and meet the intent of this subparagraph.

e. To render an objective assessment, evaluators will use all opportunities to observe and gather information on the trainee's individual performance. To substantiate assessments, evaluators are encouraged to record significant observations on DA Form 4856 (Development Counseling Form).

f. Instructors will prepare assessment reports that are forthright, accurate, and as complete as possible within the space limitations of the form. This responsibility is vital to the long-range success of the FSPC and Army's mission. With due regard for the trainee, evaluations will cover failures as well as achievements. Assessments normally will not be based on a few isolated minor incidents. Evaluators will make fair and accurate evaluations of trainees under their supervision. On the one hand, this assessment will give full credit to the evaluated trainee for their achievements and potential. On the other hand, evaluators are obligated to the Army to be accurate and discriminating in their assessments so Army leaders can make informed decisions.

Failure to maintain high standards of military appearance, courtesy, bearing, conduct and professionalism, and testing positive for illicit drugs IAW AR 600-85.

*Infractions of training policies or violations of the Uniform Code of Military Justice (UCMJ).*

Lack of proper motivation (provided individual counseling was unsuccessful), including failure to enter/start or complete Course to include Soldiers' lacking the skills, attributes, and demeanor of a Soldier (e.g., disrespect to classmates or cadre, repeatedly late to formation, unprofessional conduct)

*Probation.*

Probation is not utilized for this course. Soldiers will not be placed on probation. Soldiers will be dropped from the course and returned to their previous unit of assignment for failing to meet course requirements as outline in this document or violation of policies listed in AR 600-20, TR 350-6, and course policies / procedures.

*Relief for Cause.*

Soldiers will not receive a relief for cause from the ADSP, instead they will be returned to their previous unit of assignment for failing to meet course requirements as outline in this document or violation of policies listed in AR 600-20, TR 350-6, and Course policies and procedures. The Soldier will return to their unit of assignment.

However, Instructors and Staff may receive a relief for cause as deemed by regulation by Leadership such as the Course Manager, CIMT, and or TRADOC. Once identified as such these individuals must be removed, from all association, training, and counseling of any students.

*Separations.*

Final separation and retention decision authority for FSPC participants resides with the CG, ATCFJ. This enables more efficient, timely, and deliberate separation (and retention under the whole person concept) of the FSPC participants.

## **Chapter 11 Counseling DA Form 4856 Developmental Counseling Form**

**Note.**

Soldiers should receive a minimum of **two (2)** counseling's throughout the course, In-processing, and Out-processing.

### **Part I Administrative Data**

Fill in the administrative data in Part I of the form as required Name, Rank/Grade, Date, Organization and Name and Title of Counselor.

### **Part II-Background Information**

Follow the italicized directions at the top of the box in the section. (Leader states the reason for the counseling, e.g., Performance / Professional / Event-Oriented counseling, and include the leader's facts and observations prior to the counseling.) If the issue the individual is being counseled for is something that is evaluated in the school, i.e., academic, or practical exercise failure then the counseling is performance based. Event oriented counseling is used if the counseling is for

something like fighting, missing formation, AWOL, DUI or things of this nature, misconduct that is not academic related.

### **Part III-Summary of Counseling**

#### **Key Points of Discussion**

During or just after the counseling session is conducted write a brief summary of the session to be put in this section.

#### **Plan of Action**

Follow the italicized directions at the top of the box in the section. The plan of action **MUST** lay out the exact plan for the Soldier to follow to assist them in reaching the desired outcome. This plan **MUST** be specific, observable, and measurable. Generic or summarized information should not be in this section. As the directions explain, the plan of action “Outlines the actions that the subordinate will do after the counseling session to reach the agreed upon goal(s).”

#### **Session Closing.**

Follow the italicized directions at the top of the box in the section. Have the Soldier sign and date.

#### **Leaders Responsibilities.**

Follow the italicized directions at the top of the box in the section. The counselor must also sign and date.

#### **Assessment.**

Follow the italicized directions at the top of the box in the section. This section is only used if the plan of action section is used. If there is a plan of action, there **MUST** be an Assessment. If there is not a plan of action, then an assessment **IS NOT** performed.

## Appendixes

### Appendix A. Soldier (Student) Packet

Left Side	Right Side
<p>A. <u>Certifications: (One copy each)</u></p> <ol style="list-style-type: none"><li>1) Graduation Certificate / Diploma</li><li>2) Orders</li></ol> <p>B. <u>Counseling: (One copy each)</u></p> <ol style="list-style-type: none"><li>1) DA Form 4856 Initial Counseling. (In-processing)</li><li>2) DA Form 4856 for academic failure or adverse counseling.</li><li>3) DA Form 4856 (Out-processing)</li></ol> <p>C. <u>Support Documents: (One copy each)</u></p> <ol style="list-style-type: none"><li>1) Commanders Checklist</li><li>2) Enlisted Records Brief (ERB), USAR can have the 2A and 2-1 or ERB (within 12 months)</li><li>3) Approved Waivers</li><li>4) Reenlistment or extension documentation</li></ol>	<p>A. <u>Performance Evaluations. (Part 1 and 2)</u></p>

***All previous editions are obsolete.***

## **Appendix B. Instructor/ (Cadre) Packet**

<b>Left Side</b>	<b>Right Side</b>
<p>A. Instructor Certification Certificate</p> <p>B. Certifications:</p> <ol style="list-style-type: none"><li>1) Combat Lifesaver Certification (Current within 12 months)</li><li>2) Certificate of completion for the Common Faculty Development Program- Instructor Course</li><li>3) Orders awarding SQI-8 Instructor Certification</li></ol> <p>C. DA Form 705 and DA Form 5500/5501 (if applicable) IAW AR 350-1</p> <p>D. Counseling:</p> <ol style="list-style-type: none"><li>1) NO-GO counseling as applicable</li><li>2) Initial counseling Course Manager (CM)</li><li>3) Initial counseling Lead Instructor (LI)</li><li>4) Initial counseling Senior Instructor (Instructor)</li></ol> <p>E. Letter of acceptance from Course Manager</p> <p>F. DA Form 2-1 and 2A, or ERB (USAR only), or ERB (All Current within 12 months)</p> <p>G. Weapons Qualification Record:</p> <ol style="list-style-type: none"><li>1)</li></ol>	<p>A. Post Certification Progress Plotter</p> <p>B. TRADOC Form 600-21-1's (once every 90- calendar days for both AA and USAR), maintained over the previous 24 months (applies to both AA and USAR).</p> <p>C. Original Certification TRADOC Form 600- 21-1 (B, D, E and L) are used for certification.</p> <p>D. Evaluation in testing/grading procedures, (recorded on DA Form 4856).</p> <p>E. Performance Evaluations (within test control standards and placed in chronological order by date).</p>

## Appendix C. TRADOC Form 600-21-1 Instructor Observation Rubric

<b>Instructor Observation Rubric</b>							
Section 1. Administrative Data.							
1.a. Start Date/Time (YYYY/MM/DD)/(HHMM): _____				1.b. End Date/Time (YYYY/MM/DD)/(HHMM): _____			
1.c. Instructor's Rank/Last/First/MI: _____				1.d. Unit: _____			
1.e. Class Location: _____		1.f. Course Number: _____		1.g. Lesson Number: _____			
1.h. Course/Lesson Title(s): _____							
Section 2. Additional Documentation for Professional Development.							
<b>Instructions: Score items as GO, NO GO, or Not Applicable (N/A). Please place an 'X' to indicate correct answer. Additional documentation for professional development only; will not affect final evaluation score.</b>							
	Go	No Go	N/A		Go	No Go	N/A
2.a. Visitor's folder present				2.i. TF 600-21-1 (Blank Evaluation Form)			
2.b. Visitor's sign-in Log				2.j. Individual Student Assessment Plan			
2.c. Accurate training schedule				(Note: k - o are likely to be observed during two levels, presentation skills, and facilitation skills)			
2.d. Program of Instruction (POI) or Course Management Plan (CMP)				2.k. Explained Terminal Learning Objectives (TLO)			
2.e. Instructor Biography				2.l. Explained Safety Requirements			
2.f. Instructor certification (Includes instructor training certificates both military and civilian (if applicable)).				2.m. Explained Risk Level			
				2.n. Stated Environmental Considerations			
2.g. Applicable Waivers				2.o. Identified Administrative Procedures			
2.h. Risk Assessment Worksheet				2.p. Other			
Additional Remarks:							
Section 3. The Instructor Competencies.							
Items	Score		Items	Score			
3.a.1. Stimulate and sustain motivation and engagement. Promote transfer of knowledge and skills.	0		3.a.5. Promote retention knowledge of skills	0			
3.a.2. Presentation and facilitation skills.	0		3.a.6. Assess learning and performance	0			
3.a.3. Provide clarification and feedback.	0		3.a.7. Communicate effectively	0			
3.a.4. Learning management.	0		3.a.8. Ethical / legal standards; Professional credibility	0			
				<b>3.b. Total Score (3.a.1. + 3.a.8)</b>		()	

TRADOC Form 600-21-1, October 2017

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

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\*fbstpl Instructor Competencies used by permission.

**Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.**

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>1. Stimulate and Sustain Motivation and Engagement. Promote Transfer of Knowledge and Skills.</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">0</div> <p>ibstpi Competencies: 7 and 13</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p> <p>Fostered a favorable attitude toward learning (example: displaying enthusiasm about the subject).</p> <p>Provided an opportunity for students to connect learning to future applications (learning transfer).</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>2. Presentation and Facilitation Skills</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">0</div> <p>ibstpi Competencies: 8 and 9</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p> <p>Encouraged and support</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

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**Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.**

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>1. Stimulate and Sustain Motivation and Engagement. Promote Transfer of Knowledge and Skills.</b></p> <p style="text-align: center;"><b>0</b></p> <p>ibstpi Competencies: 7 and 13</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p> <p>Fostered a favorable attitude toward learning (example: displaying enthusiasm about the subject).</p> <p>Provided an opportunity for students to connect learning to future applications (learning transfer).</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p> <p>Ensured goals and objectives are clear.</p>	<p>Provided opportunities for learners to participate and succeed.</p> <p>Gained and maintained learner attention by establishing relevance.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>2. Presentation and Facilitation Skills</b></p> <p style="text-align: center;"><b>0</b></p> <p>ibstpi Competencies: 8 and 9</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p> <p>Encouraged and support</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p> <p>Provided examples to clarify meaning.</p> <p>Draw upon the knowledge and experience of all participants.</p>	<p>Involved learners in presentations.</p> <p>Gave directions that are clearly understood by all learners.</p> <p>Kept learning activities focused.</p> <p>Brought learning activities to closure.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

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**Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.**

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>3. Provide Clarification and Feedback</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">0</div> <p>ibstpi Competency: 11</p>	<p>Provide opportunities for learners to request clarification.</p> <p>Use a variety of clarification and feedback strategies.</p> <p>Provide clear, timely, relevant, and specific feedback.</p> <p>Be open and fair when giving and receiving feedback.</p> <p>Provide opportunities for learners to give feedback.</p>	<p>Provide opportunities for learners to request clarification.</p> <p>Use a variety of clarification and feedback strategies.</p> <p>Provide clear, timely, relevant, and specific feedback.</p> <p>Be open and fair when giving and receiving feedback.</p>	<p>Provide opportunities for learners to request clarification.</p> <p>Use a variety of clarification and feedback strategies.</p> <p>Provide clear, timely, relevant, and specific feedback.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>4. Learning Management</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">0</div> <p>ibstpi Competency: 17</p>	<p>Anticipated and addressed situations that may impact learning and performance.</p> <p>Ensured learners had access resources.</p> <p>Established ground rules and expectations with learners.</p> <p>Employed time management principles during instruction.</p> <p>Discouraged undesirable behaviors in a timely and appropriate manner when necessary.</p>	<p>Anticipated and addressed situations that may impact learning and performance.</p> <p>Ensured learners had access resources.</p> <p>Established ground rules and expectations with learners.</p> <p>Employed time management principles during instruction.</p>	<p>Anticipated and addressed situations that may impact learning and performance.</p> <p>Ensured learners had access resources.</p> <p>Established ground rules and expectations with learners.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

**Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.**

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>5. Promote Retention of Knowledge and Skills</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">0</div> <p>ibstpi Competency: 12</p>	<p>Linked learning activities to prior knowledge.</p> <p>Encouraged learners to elaborate on concepts and ideas.</p> <p>Provided opportunities to practice newly acquired skills.</p> <p>Provided opportunities to synthesize and integrate new knowledge.</p> <p>Provided opportunities for reflection and review.</p>	<p>Linked learning activities to prior knowledge.</p> <p>Encouraged learners to elaborate on concepts and ideas.</p> <p>Provided opportunities to practice newly acquired skills.</p> <p>Provided opportunities to synthesize and integrate new knowledge.</p>	<p>Linked learning activities to prior knowledge.</p> <p>Encouraged learners to elaborate on concepts and ideas.</p> <p>Provided opportunities to practice newly acquired skills.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>6. Assess Learning and Performance</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">0</div> <p>ibstpi Competency: 15</p>	<p>Communicate assessment criteria.</p> <p>Monitor individual and group performance.</p> <p>Assessed learner attitudes and reactions.</p> <p>Assessed learning outcomes.</p> <p>Provided learners with opportunities for self-assessment.</p>	<p>Communicate assessment criteria.</p> <p>Monitor individual and group performance.</p> <p>Assessed learner attitudes and reactions.</p> <p>Assessed learning outcomes.</p>	<p>Communicate assessment criteria.</p> <p>Monitor individual and group performance.</p> <p>Assessed learner attitudes and reactions.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

**Item 3.c. Score each item using the rubric. Indicate the score that most closely fits what you observed and use the comments section to provide qualifications for your rating or annotate if there were areas that may have kept the instructor from fitting perfectly in the next category rating. A '0' in any area (competency rating) will result in a failed observation.**

Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/ Example(s)
<p><b>7. Communicate Effectively</b></p> <p style="text-align: center;"><b>0</b></p> <p><b>ibstpi Competency: 1</b></p>	<p>Used language appropriate to the audience, context and culture.</p> <p>Used appropriate verbal and non-verbal language.</p> <p>Sought and acknowledged diverse perspectives.</p> <p>Used active listening skills.</p> <p>Used appropriate technology to communicate.</p>	<p>Used language appropriate to the audience, context and culture.</p> <p>Used appropriate verbal and non-verbal language.</p> <p>Sought and acknowledged diverse perspectives.</p> <p>Used active listening skills.</p>	<p>Used language appropriate to the audience, context and culture.</p> <p>Used appropriate verbal and non-verbal language.</p> <p>Sought and acknowledged diverse perspectives.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	
Rating	3 Exemplary	2 Accomplished	1 Developing	0 Unacceptable	Comment(s)/Example(s)
<p><b>8. Ethical and Legal Standards. Professional Credibility</b></p> <p style="text-align: center;"><b>0</b></p> <p><b>ibstpi Competencies: 3 and 4</b></p>	<p>Ensured that learners were treated fairly.</p> <p>Complied with organizational and professional code of ethics.</p> <p>Respected intellectual property, including copyright.</p> <p>Demonstrated subject-matter expertise.</p> <p>Was open to change and improvement.</p>	<p>Ensured that learners were treated fairly.</p> <p>Complied with organizational and professional code of ethics.</p> <p>Respected intellectual property, including copyright.</p> <p>Demonstrated subject-matter expertise.</p>	<p>Ensured that learners were treated fairly.</p> <p>Complied with organizational and professional code of ethics.</p> <p>Respected intellectual property, including copyright.</p>	<p>Did not meet all of the criteria for a "1" rating</p>	

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3.d. Additional Comments/Examples from Items # 1 – 8:

**Section 4. Signatures and Recommendations.**

4.a. Evaluator Recommendations.

4.b. Learning Environment (Note: This part of the rubric must be completed by the evaluated instructor).

4.b.1. Was the learning environment field or classroom?

4.b.2. Clean? Yes/No? If no, provide additional explanation/s.

4.b.3. Relatively free from outside noise or distractions? Yes/No? If no, provide additional explanation/s.

4.b.4. Well lit? Yes/No? If no, provide additional explanation/s.

4.b.5. Large enough to conduct the planned activities? Yes/No? If no, provide additional explanation/s.

4.b.6. Well ventilated? Yes/No? If no, provide additional explanation/s.

4.c. Signatures/Date.

4.c.1. Instructor's Signature:

4.c.2. Did the instructor meet the minimum rating requirements for the Army instructor badging level?

YES  NO

4.c.3. Evaluator's Name (Last, First, MI):

4.c.4. Evaluator's Signature:

4.c.5. Date (YYYY/MM/DD):

## **Appendix D. Soldier End of Course Critique**

The purpose of the End of Course Critique (EOCC) is to ensure that the instruction being offered meets the needs of the student and to assist in the future course products, design, and development.

1. Participation in this End of Course Critique is mandatory.
  - a. This Critique is a quality control tool that helps us improve the instruction provided.
  - b. As a student, you have valuable information and ideas that can help us improve the quality of instruction for students who follow you. We appreciate your input.
  - c. Complete as directed by your instructor.
  - d. You can add comments in the remarks section at the end of this critique.
  - e. You can add your name at the end of the critique if you choose or want to discuss some aspect of the education/training provided.
2. The EOCC is to be administered by the ASDP CAT3B Instructors. The Course Manager will collect all copies from the students/Soldiers and send them to: Leader Training Brigade, Training Development Division (TDD) ATTN: ASDP CAT3B, Building 3216, McGruder Avenue, Fort Jackson, South Carolina 29207.
3. End of Course Critique has three parts.
  - Demographics & background
  - Course content & design
  - Remarks

## **Appendix E. Visitors Folder**

Instructors will have at least one visitor folder at a table or desk in the classroom or field training area.

These folders will include, as a minimum:

- a. Visitor sign-in log.
- b. Class roster (ATRRS R2 report minus social security numbers (SSNs).
- c. The current training schedule.
- d. The course POI / CMP and current lesson plan being taught by the instructor.
- e. Instructor credentials:

- (1) Instructor certification certificate or a memorandum for record signed by the Course Manager.
- (2) Appropriate operator's permit, certifications as necessary.
- (3) Instructor biography

- f. Instructor Observation Rubric (TF 600-21-1)
- g. Feedback/observation forms for class visitors.

## **Appendix F. Occupational Physical Assessment Test (OPAT)**

The Occupational Physical Assessment Test (OPAT) is a battery of four events used to assess a recruit's capabilities to engage in physically demanding Army training. As an assessment, the OPAT measures physical capacity in the three major areas of physical readiness: upper- and lower-body power, lower-body strength, and aerobic endurance.

Recruits take four OPAT test events:

- Standing Long Jump (known as SLJ)
- Seated Power Throw (known as PWT)
- Strength Deadlift (known as SDL)
- Interval Aerobic Run (known as IAR)

### **Note.**

Instructors can administer the Standing Long Jump, Seated Power Throw, and Strength Deadlift in any order. The Interval Aerobic Run is always the last test event.

Instructors should reference ATP 7-22.01, Chapter 1 in conjunction with the Lesson Plan 805P-H2F0003 version 1.2 (Administer the Occupational Physical Assessment Test (OPAT) for more information on the OPAT.

### **Note.**

*The OPAT is **not** a graduation requirement for the course and is not listed in the ISAP as a graduation requirement for this course.*

## **Appendix G. Acronyms**

### **Section I Abbreviations**



AA	Active Army
AAR	After Action Review
AC	Active Component
AIT	Advanced Individual Training
ALM	Army Learning Model
ACFT	Army Combat Fitness Test
AFCT	Armed Forces Classification Test
ARPERCEN	Army Reserve Personnel Center
ASI	Additional Skill Identifier
ATC	Army Training Center
ATCFJ	Army Training Center Fort Jackson
ATRRS	Army Training Requirements and Resources System
ARNG	Army National Guard
ASA	Assistant Secretary of the Army
BCT	Basic Combat Training
BT	Basic Training
BLUF	Bottom Line Up Front
RM	Rifle Marksmanship
CAD	Course Administrative Data
CG	Commanding General
CIMT	Center for Initial Military Training
CMP	Course Management Plan
CLS	Combat Life Saver
DS	Drill Sergeant
DSP	Drill Sergeant Program
DSPP	Drill Sergeant Program Proponent
D&C	Drill & Ceremony
DEMO	Demonstration
ELM	Experiential Learning Model
ELO	Enabling Learning Objective
ERB	Enlisted Records Brief
FSPC	Future Soldier Preparatory Course
FTX	Field Training Exercise
FY	Fiscal Year
HT	Height
IAW	In Accordance With
IMT	Initial Military Training
IET	Initial Entry Training
ICH	Instructor Contact Hours
IPR	In Process Review
IRR	Individual Ready Reserve
ISO	In Support Of
KD	Known Distance
LP	Lesson Plan
LI	Lead Instructors

LTB	Leader Training Brigade
M&RA	Manpower and Reserve Affairs
MOB	Mobilization
MOI	Method of Instruction
NLT	Not Later Than
OSUT	One Station Unit Training
POI	Program of Instruction
PSC	Personnel Service Center
PE	Practical Exercise
PRF	Prerequisite Record Fire
RT	Record of Training
RM	Risk Management
SEP	Soldier Evaluation Plan
STX	Situational Training Exercise
SH	Student Handout
SMDR	Structure and Manning Decision Review
SQI	Special Qualifications Identifiers
SGL	Small Group Instruction
SGL	Small Group Leader
SOP	Standing Operating Procedure
STD	Sexually Transmitted Disease
STO-1	Split Training Option - 1
TDD	Training Development Division
TRADOC	Training and Doctrine Command
TSP	Training Support Package
TLO	Terminal Learning Objective
UIC	Unit Identification Code
USAR	U.S. Army Reserve
WBGT	Wet Bulb Globe Temperature
WRT	With Regard To
WT	Weight

## **Appendix H. References**

### **H.1.a [Section I Publication](#)**

ADRP 5-0	The Operations Process
ADRP 6-22	Army Leadership
ADP 6-22	Army Leadership
ATP 5-19	Risk Management
ATP 6-22-1	The Counseling Process
AR 1-201	Army Inspection Policy
AR 5-13	Total Army Munitions Requirements and Prioritization Policy
AR 5-22	The Army Force Modernization Proponent System
AR 15-6	Procedures for Administrative Investigations and Boards of Officers
AR 25-50	Preparing and Managing Correspondence
AR 25-55	The Department of the Army Freedom of Information Act Program
AR 25-400-2	The Army Records Information Management System (ARIMS)
AR 27-10	Military Justice
AR 40-5	Preventive Medicine
AR 40-501	Standards of Medical Fitness
AR 190-11	Physical Security of Arms, Ammunition, and Explosives
AR 350-1	Army Training and Leader Development
AR 350-10	Management of Army Individual Training Requirements and Resources
AR 350-38	Policies and Management for Training Aids, Devices, Simulators, and Simulations
AR 380-5	Department of the Army Information Security Program
AR 385-10	Army Safety Program
AR 385-63	Range Safety
AR 614-200	Enlisted Assignments and Utilization Management
AR 623-3	Personnel Evaluation Reporting System
AR 670-1	Wear and Appearance of Army Uniforms and Insignia
AR 600-3	The Army Personnel Development System
AR 600-8	Military Human Resource Management
AR 600-8-6	Personnel Accounting and Strength Reporting
AR 600-8-105	Military Orders
AR 600-9	Army Body Composition Program
AR 600-20	Army Command Policy
AR 600-63	Army Health Promotion
AR 600-85	The Army Substance Abuse Program
AR 600-100	Army Profession and Leadership Policy
AR 611-5	Personnel and Classification Testing
AR 621-5	Army Continuing Education System
TR 350-6	Enlisted Initial Entry Training (IET) Policies and Administration
TR 350-8	Ammunition
TR 350-10	Institutional Leader Training and Education
TR 350-16	The Drill Sergeant Program
TR 350-18	The Army School System (TASS)
TR 350-29	Prevention of Heat and Cold Casualties

TR 350-70	Army Learning Policy and Systems
TR 385-2	U.S. Army Training and Doctrine Command Safety and Occupational Health Program
TR 600-21	Faculty Development and Recognition Program
DA PAM 385-30	Risk Management
DA PAM 350-38	Standards in Weapons Training
DA PAM 385-63	Range Safety
DA PAM 623-3	Evaluation Reporting System
DA PAM 415-28	Guide to Army Real Property Category Codes
DA PAM 710-2-1	Using Unit Supply System (Manual Procedures)
TR PAM 350-70-3	Staff and Faculty Development
TR PAM 350-70-4	Systems Approach to Training: Evaluation
TR PAM 350-70-5	Systems Approach to Training: Testing
TR PAM 350-70-6	Systems Approach to Training: Analysis
TR PAM 350-70-7	Army Educational Process
TR PAM 350-70-9	Budgeting and Resourcing
TR PAM 385-1	The TRADOC Model Safety Program and Self-Assessment Guide
TR PAM 600-4	The Soldier's Blue Book
TR PAM 600-22	Leaders Guide for Risk Reduction and Suicide Prevention
FM 3-0	Operations
FM 6-22	Leader Development
FM 7-22	Holistic Health & Fitness
ATP 6-22.1	The Counseling Process
ATP 7-22.01	Holistic Health and Fitness Testing
ATP 7-22.02	Holistic Health and Fitness Drills and Exercises
TC 3-21.5	Drill & Ceremonies
TC 3-22.9	Rifle and Carbine
TC 3-25.26	Map Reading and Land Navigation
TC 3-25.150	Combatives
TC 7-21.13	Soldiers Guide
TC 7-22.7	NCO Guide
TC 25-8	Training Ranges
TC 25-1	Training Land
STP 21-1 SMCT	Soldier's Manual of Common Tasks Warrior Skills Level 1
STP 21-24 SMCT	Soldier's Manual of Common Tasks Warrior Skills Level 2, 3, and 4

### **H.1.b** [Section II Forms](#)

DA FORM 87	Certificate of Training
DA FORM 705	Army Physical Fitness Test Scorecard
DA FORM 200	Transmittal Record
DA FORM 1059	Service School Academic Evaluation Report
DA FORM 2028	Recommended Changes to Publications and Blank Forms
DA FORM 3595-R	Record Fire Scorecard
DA FORM 3964	Classified Document Accountability Record
DA FORM 4856	Developmental Counseling Form

DA FORM 5160	Test Administration Statement
DA FORM 5500	Body Fat Content Work Sheet (Male)
DA FORM 5501	Body Fat Content Work Sheet (Female)
DA FORM 7888	Occupational Physical Assessment Test Scorecard
TRADOC Form 600-21-1	Instructor Observation Rubric
TRADOC Form 270-R-E	Institutional Attendance Register
TRADOC Form 25-35-1-R-E	Publications Review