

APPENDIX O

Formal Learning Center Curriculum Developers Users Guide

DESIGN PHASE**Learning Analysis Worksheet (LAW)**

This worksheet can be used to brainstorm knowledge and skills for each performance step during the Design Phase.

Learning Analysis Worksheet Checklist

A required item for the MLF that is used to evaluate the products of the learning analysis.

Learning Objective Worksheet (LOW)

This worksheet can be utilized to develop learning objectives, test items, and to determine the delivery system to be used.

Learning Objective Worksheet Checklist

A required item for the MLF that is used to evaluate learning objectives.

Test Item Checklist

The test itself is usually kept in a secure place, however this checklist may be placed in the MLF, though it is not a required item.

Method Selection Grid Worksheet

Used to ensure that the delivery system selected is compatible and placed in the MLF, however it is not a required item.

Learning Analysis Worksheet

LEARNING ANALYSIS WORKSHEET

T&R Event Duty Description:	
T&R Event Duty Code:	Date:
Task:	Task Code:
Condition(s):	
Standards(s):	
Performance Steps:	Knowledge, Skills, Attitudes (KSA):

Learning Analysis Worksheet Checklist

LEARNING ANALYSIS WORKSHEET CHECKLIST	
1. Is the LAW dated when analysis occurred?	YES NO
2. Is the Task Designator/Event Code recorded from the T&R?	YES NO
3. Is the Task Behavior/Event Description recorded from the T&R?	YES NO
4. Is the Condition recorded from the T&R (paper-based only)?	YES NO N/A
5. Is the Standard recorded from the T&R (paper-based only)?	YES NO N/A
6. Are the performance steps verbatim from the T&R?	YES NO
7. Is there at least one KSA for each performance step?	YES NO
8. Are all knowledge and skills worded properly? ("Know how to... Be able to...")	YES NO
9. Are the grouped KSAs appropriate? (If the "grouping" is appropriate, the student will exhibit a single behavior that proves mastery of all the KSAs for that group.)	YES NO
10. Are <u>all</u> groupings annotated with a designator and a draft behavior statement?	YES NO
11. Which of the following methods were used to sequence the groups? (Circle <u>all</u> that apply.)	
a. Whole to part	
b. Part to whole	
c. Simple to complex	
d. Complex to simple	
e. Chronological (History)	
f. Sequential	
g. Cause and Effect order	
h. Critical	
i. Known to unknown	

Remarks:

Learning Objective Worksheet

LEARNING OBJECTIVE WORKSHEET

Task Behavior:	
Event Code:	Date:
Downgrade Justification:	
Use a Learning Objective Worksheet for each learning objective.	
TLO/ELO (Circle one):	
Test Item/Evaluation:	
Method/Media:	

Learning Objective Worksheet Checklist

LEARNING OBJECTIVE WORKSHEET CHECKLIST	
1. Are the LOW's dated (if using paper-based LOW)?	YES NO NA
TERMINAL LEARNING OBJECTIVE	
2. Was a TLO developed from the T&R?	YES / NO
3. Is the TLO condition(s) verbatim from the T&R?	YES / NO
4. If TLO condition has been modified, is there a downgrade justification explaining why (i.e. due to resource constraints)?	YES / NO
5. Is the TLO behavior verbatim from the T&R?	YES / NO
6. If TLO behavior has been modified, is there a downgrade justification explaining why (i.e. due to resource constraints)?	YES NO N/A
7. Is the TLO standard(s) verbatim from the T&R?	YES / NO
8. If TLO standard has been modified, is there a downgrade justification explaining why (i.e. due to resource constraints)?	YES / NO
ENABLING LEARNING OBJECTIVES	
9. Was an ELO developed for each group of KSAs on the LAW?	YES / NO
10. Is an alpha designator assigned to all ELOs?	YES / NO
11. Is the task behavior verbatim from the LAW?	YES / NO
12. Is the task designator verbatim from the LAW?	YES / NO
13. Are the LOs written using proper grammar?	YES / NO
14. Do LOs possess a single action verb?	YES / NO
15. Do LOs possess a single object?	YES / NO
16. Is the behavior observable and measurable?	YES / NO
17. If not, is there a modifier/qualifier ensuring an observable/measurable product?	YES NO N/A
18. Is the condition consistent with the behavior?	YES / NO

19. Does the condition describe the environment?	YES NO N/A
20. Does the condition describe aiding/limiting factors?	YES NO N/A
21. Is the standard consistent with the behavior?	YES / NO
22. Does the standard tell how well the student has to perform?	YES / NO
23. Are the LOs clear and concise?	YES / NO

Remarks:

STANDARD

Test Item Checklist

TEST ITEM CHECKLIST

1. Do the test items replicate the conditions of the LO?	YES / NO
2. Do the test items replicate the standards of the LO?	YES / NO
3. Do the test items avoid measuring common knowledge?	YES / NO
4. Do the test items avoid common sense answers?	YES / NO
5. Does the student perform the behaviors as they are stated in the LOs?	YES NO N/A
6. Are the test items constructed in the proper format?	YES / NO
7. Are the test items free from ambiguity?	YES / NO
8. Are the test items closed to interpretation?	YES / NO
9. Do the test items avoid opinions?	YES NO N/A
10. Are the test items free of repeated words or phrases?	YES / NO
11. Does the test item avoid the use of absolutes (e.g. never, always)?	YES / NO
12. Are the test items written using proper grammar?	YES / NO
13. Is the test item as concise as possible?	YES / NO
14. Are the test items or their location annotated on the LOWs?	YES / NO
15. Are the answers (or their location) to the test items annotated on the LOWs?	YES NO N/A
16. If a performance-based test item, are there detailed instructions to the evaluator?	YES NO N/A
17. If a performance-based test item, are there detailed instructions to the student?	YES NO N/A
18. If a performance-based test item, do the detailed instructions to the evaluator identify the characteristics of a good product?	YES NO N/A

Remarks:

Method Selection Grid Worksheet

GRID KEY	PRESENTATION METHOD					STUDENT VERBAL INTERACTION METHODS			APPLICATION METHODS				
	Lecture (Formal, Informal Briefing, Student Speech)	Indirect Discourse (Panel Discussion, Dialogue, Teaching Interview)	Demonstration (Operation of Equipment, or System)	Reading (Books, Periodicals, Manuals, Handouts)	Self-Paced (Programmed, Modular, Computer Assisted, Mediated)	Questioning (Socratic Method, Student Query)	Discussion-Non Directed (Peer-Controlled Seminar Free Discussion)	Guided Discussion (Instructor Controlled)	Practical Application (Individual or Group)	Field Trips	Simulations (Role-Playing, Games)	Case Study	Coaching
HR - Highly Recommended R - Recommended NR - Not Recommended NI - Comprehension Level EI - Higher Level LG - Large Class SM - Small Class Indiv - Individual													
DOMAINS AND LEVELS													
Higher Levels	NR	NR	NR	NR	R	R	NR	NR	HR	NR	HR	HR	NR
Comprehension	HR	HR	NR	R	HR	HR	NR	HR	R	NR	R	R	NR
Knowledge	HR	R	NR	HR	HR	NR	NR	NR	R	R	NR	NR	NR
PSYCHOMOTOR													
Higher Level	NR	NR	HR	NR	R	NR	NR	NR	HR	NR	R	NR	HR
Lower Level	NR	NR	HR	NR	R	NR	NR	NR	HR	NR	R	NR	HR
AFFECTIVE													
Higher Levels	NR	NR	NR	NR	NR	NR	NR	NR	NR	R	HR	HR	NR
Lower Levels	HR	HR	NR	R	R	R	R	HR	R	HR	HR	R	HR
FACTORS AND CONSTRAINTS													
Minimum Level of Instructor Expertise	NI	NI	EI	EI	EI	EI	N/A	EI	EI	NI	EI	EI	EI
Class Size 1 = indiv 2-12 = small 13-24 = medium 20+ = large	LRG/ MED	LRG/ MED	SM*	INDI V	INDIV	SM/ MED	MED	SM/ MED	IND IV/S M**	SM	SM/ MED	SM/ MED	IND IV/S M**
Evaluation Inherent in Method	NO	NO	YES	NO	YES	YES	NO	NO	YES	NO	YES	YES	YES
Responsive to Individual Needs	NO	NO	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES
** Consider breaking class into small groups if the number of students is large and there is instructional staff to support it.													

DEVELOP PHASE

Paper-based Concept Card

This worksheet can be used to consolidate information [i.e. lesson designator, lesson title, hours, method, training support equipment, Terminal Learning Objectives (TLOs), Enabling Learning Objectives (ELOs), and the references] for each lesson prior to entering the information into MCTIMS.

Concept Card Checklist

A required item in the Master Lesson File (MLF) that is used to ensure that the proper items are on the concept card.

Operational Risk Assessment Worksheet (ORAW)

The ORA worksheet documents the 5-step Operational Risk Management (ORM) process as it relates to the lesson.

Lesson Plan

The lesson plan template provides the format for writing a lesson plan.

Lesson Plan Checklist

A required item in the MLF, this checklist is used to ensure that the proper items are included in the lesson plan.

Student Outline Checklist

Two examples of formats for student outlines are included. There is no standard format for a student outline. It should be developed with the student in mind.

Instructor Preparation Guide Example

Illustrates the proper format for writing an Instructor Preparation Guide.

Instructor Preparation Guide Checklist

A required element in the MLF, this checklist provides the instructor with information that is critical to the preparation for implementation of the lesson.

MLF Required Items Checklist

A comprehensive list that details the documents and checklists that can be placed in the MLF.

Method and Media Selection Checklist

Assists to confirm that the appropriate method/media is applied and available to the task/topic.

ORAW Checklist

A required element in the MLF, this item is used evaluate the items on the ORAW.

Media Checklist

Used to evaluate the applicability of the method and media. The media is required to be placed in the MLF.

Test Checklist

Assists the instructor in confirming specific details that aid in successful test administration.

POI Checklist

Assists in confirming that specific details are included in the POI.

Program of Instruction (POI) Example

The POI provides a detailed summary of the course including instructional resources, class length, and curriculum breakdown. Additionally, the POI describes the course in terms of structure, delivery methods and media, length, intended learning objectives, and evaluation procedures. Contained within the POI is Course Descriptive Data (CDD).

Concept Card

COURSE TITLE:				DATE:			
ANNEX:				ANNEX TITLE:			
LESSON ID:				LESSON TITLE:			
METHOD(S)	HOURS	S:RATIO	MEDIA:				
TOTAL HOURS:							
TERMINAL LEARNING OBJECTIVE(S) OR LESSON PURPOSE STATEMENT:							
ENABLING LEARNING OBJECTIVE(S):							
AMMUNITION REQUIREMENT(S):							
				<u>Expended</u>		<u>Unexpended</u>	
DODIC	NOMENCLATURE	UNITS PER STUDENT	UNITS FOR SUPPORT	UNITS PER STUDENT	UNITS FOR SUPPORT	UNIT OF ISSUE	
NOTES:							
REFERENCES:						REFERENCE#	

Concept Card Development

Introduction

We will be discussing the information necessary to develop concept cards. We will do this by covering the purpose, categories, elements of a concept card, and the steps in developing a concept card utilizing the Marine Corps Training Information Management System (MCTIMS).

Importance

A Concept Card provides continuity of instruction by identifying the method, media, hours allowed, student/instructor ratio, TLO/ELOS, references, and/or any notes pertinent to the conduct of the lesson. By accounting for all of the aspects associated with a given course on their respective concept cards, this will accurately reflect the resources required to successfully conduct a course.

Learning Objectives

TERMINAL LEARNING OBJECTIVE: Given a course structure and learning objectives, develop a concept card in accordance with the SAT Users Guide and 1553.2_.

ENABLING LEARNING OBJECTIVES:

With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide, and the T3S Concept Card Checklist.

With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide, and the T3S Concept Card Checklist.

With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide, and the T3S Concept Card Checklist.

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With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide, and the T3S Concept Card Checklist.

Concept Card Example

UNITED STATES MARINE CORPS
Train The Trainer School
Marine Corps Combat Service Support Schools
PSC Box 20041
Camp Lejeune, North Carolina 28542-0041

DEVELOP A CONCEPT CARD
STUDENT OUTLINE

CD0203
SEP 09

What Will I Learn From This Class?

1. **Terminal Learning Objective.** Given a course structure and learning objectives, develop a concept card in accordance with the SAT Users Guide.
2. **Enabling Learning Objectives**
 - a. With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide and the T3S Concept Card Checklist.
 - b. With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide and the T3S Concept Card Checklist.
 - c. With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide and the T3S Concept Card Checklist.
 - d. With the aid of references, given a course structure and learning objectives, record the required elements to establish a task oriented concept card in accordance with the SAT Users Guide and the T3S Concept Card Checklist.

Let's Get Started!

1. **Purpose.** Concept cards have both a primary and a secondary purpose. The primary purpose is to provide the school with a...

Concept Card Checklist

CONCEPT CARD CHECKLIST	
1. Is the course title listed?	YES / NO
2. Is the appropriate annex listed? (check school S.O.P.)	YES / NO
3. Is the lesson ID correct?	YES / NO
4. Is the lesson title the same as listed on the course structure document?	YES / NO
5. Do the total hours for the concept card match the course structure document?	YES / NO
6. Are all methods and hours listed?	YES / NO
7. Is the student: instructor ratio appropriate for the method?	YES / NO
8. Are all forms of media listed? (not required for admin concept card)	YES NO N/A
9. Are ammunition requirements listed?	YES NO N/A
10. Are there explanatory notes that clarify information on the concept card or list additional resources required?	YES / NO
11. Are ALL the references used to write the lesson listed?	YES / NO
ACADEMIC CONCEPT CARD ONLY (Task oriented, lesson purpose or exam)	
12. Does the concept card contain ALL objectives or a lesson purpose statement?	YES / NO
13. Are the learning objectives listed in the order that they will be taught or evaluated? (not applicable if lesson purpose)	YES NO N/A
14. If this is an exam concept card, is there a re-test concept card as well?	YES NO N/A
ADMINISTRATIVE CONCEPT CARD ONLY	
15. Does the concept card describe the event in sufficient detail (e.g., check in, check out, graduation)?	YES / NO
16. Is this concept card in Annex Z?	YES / NO

Remarks:

Operational Risk Assessment Worksheet (ORAW)

SCHOOL:				COURSE:			
LESSON TITLE:				LESSON DESIGNATOR:			
PREPARED BY:				DATE:			
IDENTIFY HAZARDS		ASSESS HAZARDS		MAKE RISK DECISIONS		IMPLEMENT CONTROLS	SUPERVISE
List Learning Objective Behaviors	Sub-steps (If applicable)	List Hazards	Initial RAC	Develop Controls	Residual RAC	How to Implement	How to Supervise
Cease Training Criteria (CTC): (During training, instructors may identify other hazards that require a decision to CT.)							
Approving Signature:						Date:	

Lesson Plan Example

UNITED STATES MARINE CORPS

(SCHOOL NAME)

(LOCAL COMMAND)

(COMMAND)

(SCHOOL ADDRESS)

(For USMC in heading; font size is 14 and in bold. For rest of heading; font size is 10)

(The address should be ALL CAPS)

(1-inch margins: top, bottom, left, and right)

LESSON PLAN

(Courier New, font size 18 for LESSON PLAN only. All other font size is 12.)

LESSON TITLE

LESSON DESIGNATOR

COURSE TITLE

COURSE ID

REVISED MM/DD/YYYY

(If lesson plan is the original version, then type the MM/DD/YYYY the lesson plan originated. If lesson plan is a revised version, then type REVISED MM/DD/YYYY).

APPROVED BY _____

DATE _____

INTRODUCTION

(MIN)

(Time cues are explained in the SAT and in the Curriculum Developer Course at T3S.)

(ON MEDIA #) (Media may consist of PowerPoint slides, transparencies, turn charts, etc. If using PowerPoint, then ON SLIDE #1, ON SLIDE #2 etc. If using turn charts, then TURN CHART #1, etc. NOTE: Media cues are placed wherever they fall, even if it is within the text.)

(ON VIDEO "TITLE", VIDEO COUNTER #/SCENE #) (Provide the video counter number if VHS tape or the scene number if DVD in the media cue. If neither are available, provide a brief description of what segment of the video that is to be shown in an INSTRUCTOR NOTE.)

(OFF VIDEO "TITLE", VIDEO COUNTER #/SCENE #)

1. GAIN ATTENTION.

(A gain attention is provided along with other possible ideas. Lines are provided so that the instructor can personalize the gain attention to fit his/her personality.)

(ON SLIDE #)

2. OVERVIEW. Good morning/afternoon class, my name is _____.
[Overview contains the conceptual framework (outline/main ideas) that will be covered in the lesson. If applicable, it can also contain a statement that relates the lesson to previous learning/another lesson.]

INSTRUCTOR NOTE

Introduce learning objectives.

3. LEARNING OBJECTIVES

a. **TERMINAL LEARNING OBJECTIVE.** (List as on concept card. List ITE designator after each TLO.)

b. **ENABLING LEARNING OBJECTIVES.** (List as on concept card.)

(1) (List ITE designator after each ELO.)

(2)

4. METHOD/MEDIA. (Describe the delivery system that will be used.)

INSTRUCTOR NOTE

Explain Instructional Rating Forms to students.

5. EVALUATION. (Provide how, when, and where the students will be tested.)

6. SAFETY/CEASE TRAINING (CT) BRIEF. (If applicable) Lessons that involve risk of injury or damage to equipment must include a safety brief. This is explained more thoroughly in the SAT Users Guide and the 1553.2.

(ON SLIDE #)

TRANSITION: (Ensure understanding of what is being taught, how it is being taught, and the expectations. Then introduce first main idea. Provide a Transition for the instructor to use and provide lines for instructor personalization.)

(ON SLIDE #)

BODY

(MIN)

(MAIN HEADING time cues are found at the INTRODUCTION, BODY, and SUMMARY. The MAIN HEADING time cues are right justified of the MAIN HEADING, bold, uppercase, and in parenthesis. Time cues are explained in the SAT Users Guide and in the Curriculum Developer Course at T3S.)

1. **MAIN IDEA #1.** (Min) (Main idea time cues are located 2 spaces right of the main idea in bold, letters with parenthesis. Main ideas are bold, underlined, and uppercase.)

a. **Paragraph Heading.** [If no paragraph heading, then use natural case (meaning regular sentence text - first word capitalized). Paragraph headings are bold, underlined, and title case (meaning first letter of each word is capitalized).]

(1) **Paragraph Heading.** [If no paragraph heading, then use natural case (meaning regular sentence text - first word capitalized). Paragraph headings are underlined and title case per example above.]

(a) **Paragraph Heading**

Paragraph Heading. (To minimize confusion in following the outline, it is recommended that the use of these subparagraphs be minimized.)

a. **Paragraph Heading.** (To minimize confusion in following the outline, it is recommended that the use of these subparagraphs be minimized.)

(ON TURN CHART #)

INTERIM TRANSITION: (Thus far, we've discussed main idea #1. Do you have any questions? Let's move on to a demonstration of)

INSTRUCTOR NOTE

Perform the following demonstration.

(Guidance on the instructional method being used should be in a box and shaded at 12.5 shading. There should be one space between the instructor note and the teaching method.)

DEMONSTRATION. [Provide general information to include group size, if applicable, time, along with setup (handouts, turn charts, actual items to distribute, etc.) and the number of instructor(s) required based upon the concept card. Provide the purpose of the demonstration.]

STUDENT ROLE: (Describe in detail step-by-step instructions of what the student's role during the demonstration will be.)

INSTRUCTOR(S) ROLE: (Describe each Instructor's role.)

1. Safety Brief: (If applicable) (Brief students on safety precautions and what to do if there is a mishap.)

2. Supervision and Guidance: (Describe a detailed script of exactly what the instructor is doing during the demonstration.)

3. Debrief: (If applicable) (Allow students the opportunity to comment on what they experienced and/or observed. Provide overall feedback, guidance on any misconceptions, and review the learning points of the demonstration.)

TRANSITION: (Review, Probe, and Introduce next main idea. More explanation on how to write transitions is provided in the SAT Users Guide and in the Curriculum Developer Course taught at T3S. Provide a Transition for the instructor to use, but also provide lines for personalization.)

(ON SLIDE #)

2. MAIN IDEA #2. (Min)

(ON SLIDE #)

INTERIM TRANSITION: (So far, we've discussed main idea #2. Do you have any questions? If not, let's move on to the practical application of ...)

INSTRUCTOR NOTE
Introduce the following practical application.

PRACTICAL APPLICATION. [Provide general information to include group size, if applicable, time, along with setup (handouts, turn charts, actual items to distribute, etc.) and the number of instructor(s) required based upon the concept card. Provide the purpose of the practical application.]

PRACTICE: (Describe in detail step-by-step instructions of what the student's role in the practical application will be.)

PROVIDE-HELP: (Describe each Instructor's role.)

1. **Safety Brief: (If applicable)** (Brief students on safety precautions and what to do if there is a mishap.)
2. **Supervision and Guidance:** (Describe what the instructor is doing during the PA i.e. moving about the room, assisting students, answering questions.)
3. **Debrief: (If applicable)** (Allow participants opportunity to comment on what they experienced and/or observed. Provide overall feedback, guidance on any misconceptions, and review the learning points of the PA.)

TRANSITION: (Review, Probe, and Introduce next main idea. More explanation on how to write transitions is provided in the SAT Users Guide and the Curriculum Developer Course. Provide a Transition for the instructor to use, but also provide lines for personalization.)

(BREAK - 10 Min) (Break cues are explained in the SAT Users Guide and in the Curriculum Developer Course at T3S.)

(ON SLIDE #)

3. MAIN IDEA #3.

(Min)

(ON HANDOUT #)

INTERIM TRANSITION: (Thus far, we've discussed main idea #3. Do you have any questions? If not, let's move on to the case study of ...)

INSTRUCTOR NOTE

Introduce Case Study.

CASE STUDY. [Provide general information along with setup (handouts, turn charts, actual items to distribute, etc.) and the number of instructor(s) required based upon the concept card. Provide the purpose of the case study.]

STUDENT ROLE: (Describe in detail step-by-step instructions of what the student's role during the case study will be.)

INSTRUCTOR(S) ROLE: (Describe each Instructor's role.)

1. **Safety Brief:** (If applicable) (Brief students on safety precautions and what to do if there is a mishap.)
2. **Supervision and Guidance:** (Describe a detailed script of exactly what the instructor is doing during the case study.)
3. **Debrief:** (If applicable) (Allow participant opportunity to comment on what they experienced and/or observed. Provide overall feedback, guidance, and review the learning points of the case study.)

(ON SLIDE #)

TRANSITION: (Review, Probe, and Introduce next main idea. More explanation on how to write transitions is provided in the SAT Users Guide and the Curriculum Developer Course. Provide a Transition for the instructor to use, but also provide lines for personalization.)

4. MAIN IDEA #4.

(Min)

(ON SLIDE #)

TRANSITION: (Review, Probe, and Introduce next main idea. More explanation on how to write transitions is provided in the SAT Users Guide and the Curriculum Developer Course. Provide a Transition for the instructor to use, but also provide lines for personalization.)

INSTRUCTOR NOTE

Introduce the following practical application.

PRACTICAL APPLICATION. (Min) (This is a special case where a method has its own time cue. Time cues are explained in the SAT Users Guide and the Curriculum Developer Course at T3S.)

[Provide general information to include group size, if applicable, along with setup (handouts, turn charts, actual items to distribute, etc.) and the number of instructor(s) required based upon the concept card. Provide the purpose of the practical application.]

PRACTICE: (Describe in detail step-by-step instructions of what the student's role in the practical application will be.)

PROVIDE-HELP: (Describe each Instructor's role.)

1. **Safety Brief: (If applicable)** (Brief students on safety precautions and what to do if there is a mishap.)
2. **Supervision and Guidance:** (Describe what the instructor is doing during the PA i.e. moving about the room, assisting students, answering questions.)
3. **Debrief: (If applicable)** (Allow participant opportunity to comment on what they experienced and/or observed. Provide overall feedback, guidance on any misconceptions, and review the learning points of the PA.)

TRANSITION: (Review, Probe, and Introduce next main idea. More explanation on how to write transitions is provided in the SAT Users Guide and the Curriculum Developer Course. Provide a Transition for the instructor to use, but also provide lines for personalization.)

SUMMARY**(MIN)**

[Provide overview of main ideas covered (no questions should be asked here). Provide closure (relevance to job) and administrative instructions (IRF's, break).]

Lesson Plan Checklist

LESSON PLAN CHECKLIST	
TITLE PAGE	
Is the school name and address present?	YES / NO
Is the document's title (lesson plan) present?	YES / NO
Is the lesson title present?	YES / NO
Is the lesson designator (ID) present?	YES / NO
Is the course title present?	YES / NO
Is the course identification number present?	YES / NO
Is the originating/revision date of lesson present?	YES / NO
Is an approval signature present?	YES / NO
INTRODUCTION	
1. Does the Gain Attention:	
Relate to the lesson?	YES / NO
Detract from the lesson?	YES / NO
Provide WIIFM for student?	YES / NO
Establish rapport?	YES / NO
2. Does the Overview:	
Contain the conceptual framework?	YES / NO
Describe the purpose of the lesson?	YES / NO
Relate to other instruction? (Recall previous learning)	YES / NO
3. Are the Learning Objectives:	
Noted in an instructor note for the instructor to introduce? (i.e. Students to read the LOs to themselves)	YES / NO

i. Verbatim from the Concept Card?	YES / NO
4. Does the Method/Media:	
a. Tell how the class will be presented?	YES / NO
b. Is there an instructor note mentioning the Instructional Rating Form (IRF)?	YES / NO
5. Does the Evaluation:	
a. State how the student will be evaluated (tested)?	YES / NO
b. Tell the student when they will be evaluated (tested)?	YES / NO
6. Are safety issues explained?	YES / NO
7. Is there a transition to the body?	YES / NO
BODY	
1. Are the main ideas in the same sequence as the learning objectives?	YES NO N/A
2. Do methods, other than lecture, provide:	
a. General information about the method including the amount of time that the method will take to execute?	YES / NO
b. Detailed instructions for what the student's role will be?	YES / NO
c. The instructor's role.	YES / NO
<ul style="list-style-type: none"> ■ Provide Safety Brief (if applicable) to inform students of any safety precautions related to the exercise and what to do if there's a mishap. 	YES NO N/A
<ul style="list-style-type: none"> ■ Provide Supervision and Guidance instructions to describe what the instructor is to be doing (i.e. moving about the room, assisting students, answering questions). 	YES / NO
<ul style="list-style-type: none"> ■ Provide Debrief (if applicable) instructions to comment on what was observed, provide overall feedback, additional guidance, and review learning points. 	YES NO N/A
3. Do Time Cues:	
a. Exist for each Main Heading? (Intro, Body, Summary)	YES / NO
b. For the Main Headings add up to the lesson time on the concept card?	YES / NO
c. Exist for each Main Idea?	YES / NO
d. Exist for methods that are not executed within a main idea? (There is no time cue required for a method that is within a main idea).	YES NO N/A
e. For the main ideas, methods (if method is not a part of a main idea), and breaks (that fall between main ideas) add up to the time cue for the Body?	YES NO N/A
f. Stand out from normal text?	YES NO N/A

4. Do/Are Media Cues:	
a. Stand out from normal text?	YES NO N/A
b. Identified by a number designator?	YES NO N/A
5. Are Break Cues written into the lesson?	
YES NO N/A	
6. Are Instructor Notes:	
a. Placed where needed throughout the lesson?	YES / NO
b. Clear and concise?	YES / NO
7. Are Transition(s):	
a. Between each main idea?	YES / NO
b. Does the transition summarize the last main idea, probe, and introduce the next main idea?	YES / NO
c. Between the last main idea and summary?	YES NO N/A
8. Are Interim Transition(s):	
a. Between the demo/practical application sessions?	YES NO N/A
b. Before and after breaks?	YES NO N/A
SUMMARY	
1. Does the Summary review the main ideas?	YES / NO
2. Review each main idea without re-teaching?	YES / NO
3. Refrain from presenting any new material?	YES / NO
4. Provide closure? (Reaffirm importance of content.)	YES / NO
5. Provide closing instructions?	YES / NO
6. Contain instructions for Instructional Rating Forms (IRF)?	YES / NO
ENTIRE CLASS	
1. Is the lesson detailed enough that all information can be covered by a first-time instructor?	YES / NO

Student Outline Checklist

STUDENT OUTLINE CHECKLIST	
1. Learning Objectives - Are they verbatim from the concept card?	YES / NO
2. Outline – Does it follow conceptual framework?	YES / NO
3. References – are all the references used in the lesson annotated on the last page?	YES / NO
4. Is the student outline written as if addressing the student?	YES / NO
5. Is the font size at least 10?	YES / NO
6. Is the text easy to read?	YES / NO
7. Is there ample white space (margins) for the student to take notes?	YES / NO
8. Do exercises or activities match those in the lesson plan?	YES NO N/A
SUPPLEMENTAL STUDENT MATERIALS	
1. Is the material relevant to the learning objectives?	YES / NO
2. If intended as a job aid, is it durable (e.g. laminated)?	YES / NO

Remarks:

Instructor Preparation Guide Example

UNITED STATES MARINE CORPS
(SCHOOL NAME)
(LOCAL COMMAND)
(COMMAND)
(SCHOOL ADDRESS)

INSTRUCTOR PREPARATION GUIDE

- LESSON TITLE: (As on concept card)
- LESSON DESIGNATOR: (As on concept card)
- TOTAL LESSON TIME: (As on concept card)
- REFERENCES: (List references from concept card)
- LOCATION OF TEST: (List where the test is located)
- PERSONNEL REQUIRED: (List as listed on concept card i.e. instructors, support personnel, Corpsman)
- FACILITIES: (List as listed on concept card i.e. classroom, laboratory, ranges, etc.)
- REVIEW COURSE MATERIALS:
 - Review the course/training schedule, administrative requirements, student background information, lesson plans, student materials, media, and evaluations (tests).
- ADD PERSONALIZATION:
 - Personalize the lesson plan by adding subject matter detail, relating personal experiences, providing examples, questions, and/or interactive techniques.
- MATERIALS/EQUIPMENT: Make a checklist of items that the instructor needs for the lesson (i.e. Models, Mock-ups, training aids, audio-visual equipment).
Example:
 - DVD
- EXERCISE SETUP AND PLANNING: List exercises (i.e. Demonstrations, Practical Applications), and the setup and planning involved for each specific to the lesson. Describe as a step-by-step process.
Example:
 - Demonstration
 -
 -
- SAFETY:
 - Review ORA in Master Lesson File
 - Reassess the environment for changes that affect the original ORA. Document any additional considerations/controls on the After Instruction Report (AIR) for future reference.

APPROVING SIGNATURE _____ DATE _____

Instructor Preparation Guide Checklist

INSTRUCTOR PREPARATION GUIDE (IPG) CHECKLIST

1. Is the lesson title the same as on the concept card?	YES / NO
2. Is the lesson designator the same as on the concept card?	YES / NO
3. Is the total lesson time the same as on the concept card?	YES / NO
4. Are all references the same as on the concept card?	YES / NO
5. Is the location of tests identified?	YES / NO
6. Are all personnel required the same as on the concept card?	YES / NO
7. Are all facilities required the same as on the concept card?	YES / NO
8. Are all course materials that need to be reviewed listed?	YES / NO
9. Is there a step to personalize the lesson plan?	YES / NO
10. Are all materials and equipment needed to conduct the lesson listed?	YES / NO
11. Are there detailed instructions for the setup and planning of each exercise?	YES / NO
12. Are all safety precautions related to lesson listed?	YES / NO

Remarks:

Master Lesson File Required Items Checklist

MASTER LESSON FILE CHECKLIST	
MASTER LESSON FILE REQUIRED ITEMS	
1. Learning Analysis Worksheet Checklist	YES / NO
2. Learning Analysis Worksheets	YES / NO
3. Learning Objective Worksheet Checklist	YES / NO
4. Learning Objective Worksheet	YES / NO
5. Test Item Checklist	YES / NO
6. Method and Media Selection Checklist	YES / NO
7. Concept Card Checklist	YES / NO
8. Concept Card	YES / NO
9. Operational Risk Assessment Worksheet (ORAW) Checklist	YES / NO
10. Operational Risk Assessment Worksheet (ORAW)	YES / NO
11. Lesson Plan Checklist	YES / NO
12. Lesson Plan	YES / NO
13. Student Outline/Student Supplementary Materials Checklist	YES / NO
14. Student Outline	YES / NO
15. Student Supplementary Materials	YES NO N/A
16. Media Checklist	YES / NO
17. Media (paper copy or explanation of where the media is located)	YES / NO
18. Instructor Preparation Guide (IPG) Checklist	YES / NO
19. Instructor Preparation Guide (IPG)	YES / NO
OTHER COURSE DEVELOPMENT ITEM/CHECKLIST	
1. Test*	YES / NO
2. Test Checklist	YES / NO

* The test needs to be maintained in a secure place with limited access. Therefore, it is recommended that this item be placed somewhere other than the MLF.

Remarks:

Method and Media Selection Checklist

METHOD AND MEDIA SELECTION CHECKLIST

1. Is the method selection consistent with the learning objective behavior?	YES / NO
2. Is the media selection consistent with the learning objective behavior?	YES / NO
3. Is the method selection consistent with the level of learning?	YES / NO
4. Is the media selection consistent with the level of learning?	YES / NO
5. Is the media selected appropriate for the class size?	YES / NO
6. Is the method appropriate for the class size?	YES / NO
7. Is the method appropriate for the task(s)/topic?	YES / NO
8. Is the method and media (combined) appropriate for the target population?	YES / NO
9. Does the method and media (combined) compliment different learning styles (auditory, visual, and tactile)?	YES / NO
10. Does the method provide students the opportunity to practice their skills in a safe environment?	YES NO N/A
11. Is the method reflective of how the student will be evaluated?	YES NO N/A
12. Are the resources required to implement the method available to the school?	YES / NO
13. Are the resources required to implement the media available to the school?	YES / NO

Remarks:

Operational Risk Assessment Worksheet Checklist

OPERATIONAL RISK ASSESSMENT (ORA) WORKSHEET CHECKLIST

1. Is the lesson title and lesson designator on the ORA worksheet?	YES / NO
2. Are all learning objective behaviors listed?	YES / NO
3. Are sub-steps to the learning objective behaviors listed?	YES NO N/A
4. Have hazards been listed for the learning objective behaviors/sub-steps?	YES NO N/A
5. Have realistic controls been formulated for all listed hazards? (Available resources must be considered.)	YES NO N/A
6. Do the controls change the RAC code to an acceptable level?	YES NO N/A
7. Is it explained on the ORA worksheet how to implement the controls?	YES NO N/A
8. Is it explained on the ORA worksheet how to supervise?	YES NO N/A
9. Is the Cease Training Criteria (CTC) provided?	YES NO N/A
10. Is there an approving signature and date on the ORA Worksheet?	YES / NO

Remarks:

Media Checklist

MEDIA CHECKLIST

1. Does the media enhance the information in the lesson plan?	YES / NO
2. Is the alignment used appropriate to the type of media?	YES / NO
3. Is the use of upper-case lettering minimized (only used for titles or to highlight text)?	YES / NO
4. Are the images used related to the content?	YES / NO
5. Does the page or frame refrain from clutter/image overload?	YES / NO
6. Do the colors contrast well?	YES NO N/A
7. Is the appropriate level of vocabulary used?	YES / NO
8. Has the media been checked for spelling and grammar?	YES / NO
9. Do terms in the media match terms in the student outline?	YES / NO
PRINT MEDIA	
10. Is the font size at least 10?	YES / NO
11. Is the text style consistent (headings, text, etc.)?	YES / NO
12. Is the format/layout consistent (spacing)?	YES / NO
13. Is there ample white space (margins)?	YES / NO
14. Is the text easy to read?	YES / NO
PROJECTED MEDIA	
15. Are sans serif fonts (without finishing strokes) used?	YES / NO
16. Is the font size large enough to be seen by all (at least 24 for projected media)?	YES / NO
17. Is information bulleted using key words and phrases?	YES / NO
18. Are no more than six words a line and six lines (6X6 rule) per visual used?	YES / NO
19. Is the animation distracting within the presentation?	YES NO N/A
20. Is the sound distracting within the presentation?	YES NO N/A
21. Is the layout consistent throughout the presentation?	YES / NO

Remarks:

Test Checklist

<u>TEST CHECKLIST</u>	
1. Does it contain detailed instructions to the instructor?	YES NO N/A
2. Are there instructions to the evaluator concerning scoring?	YES / NO
3. Does it contain detailed instructions to the student?	YES / NO
4. Are there instructions covering the consequences of cheating?	YES / NO
5. Does it state the safety precautions?	YES / NO
6. Is the purpose of this test clear?	YES / NO
PERFORMANCE-BASED TEST	
7. Does it identify the task to be completed?	YES / NO
8. Does it contain a checklist of steps to be evaluated OR criterion of a good product?	YES / NO
KNOWLEDGE-BASED TEST	
9. Are there an appropriate number of test items for each objective?	YES / NO
10. Are all like test items grouped by type (Fill-in-the-blank, multiple choice, etc...)?	YES / NO
11. Have they been compared to the rest of the test to ensure they are:	
a. Free of hints?	YES / NO
b. Not repeated elsewhere?	YES / NO
c. Consistent in format with like test items?	YES / NO
12. Are items on the test verbatim from the LOWs?	YES / NO
13. Is this test valid? (Does it measure what it is supposed to measure?)	YES / NO
14. Is this test usable? (easy to administer, score and interpret the results)	YES / NO

Remarks:

Program of Instruction Checklist

PROGRAM OF INSTRUCTION (POI) CHECKLIST

COURSE NAME:		CID:	
CHECKED BY:		DATE:	
REQUIRED DOCUMENTATION: CURRENT APPROVED POI , CORRESPONDING T&R MANUAL(S)/TIP/MOS MANUAL			
ITEM		Y	N
COVER LETTER/ROP			
Cover letter (or endorsement letter) and ROP			
Ensure POI Review Checklist is complete and signed.			
PREFACE – PAGE III			
Reflects course purpose, graduates' information, and POC.			
SECTION I – COURSE DESCRIPTIVE DATA			
COURSE TITLE: Reflects complete course title listed in student registrar/TIP. (1)			
LOCATION: Reflects school name and location address. (2)			
COURSE ID: Reflects CID listed in student registrar/TIP. (3)			
OTHER SERVICE COURSE NUMBER (OSCN): Reflects OSCN, if applicable. (4)			
MILITARY ARTICLES AND SERVICE LIST NUMBER (MASL): Reflects MASL if applicable. (Courses approved for International students receive a MASL Number.) (5)			
PURPOSE: Reflects course intent. (6)			
SCOPE: Reflects all areas of instruction. (7)			
LENGTH (PEACETIME): Reflects total number of training days. (8)			
CURRICULUM BREAKDOWN (PEACETIME): Reflects total academic/administrative hours - ensure that all categories contain designated hours. Each academic day will be at least 7 academic hours long. (9)			
LENGTH (MOBILIZATION): Reflects training length – use 10 hours/6 days per week calculation. (10)			
CURRICULUM BREAKDOWN (MOBILIZATION): Reflects peacetime curriculum breakdown, unless otherwise noted. (11)			
MAXIMUM CLASS CAPACITY: Reflects maximum class capacity (consistent with TIP) (12)			
OPTIMUM CLASS CAPACITY: Reflects optimum class capacity. (13)			
MINIMUM CLASS CAPACITY: Reflects minimum class capacity. (14)			
CLASS FREQUENCY: Reflects course iterations (consistent with TIP, unless additions or deletions). (15)			
TARGET POPULATION DESCRIPTION/PREREQUISITES: Reflects Target Population Description and Prerequisites - see MOS manual. (16)			
MOS RECEIVED: Reflects MOS received, if applicable. (17)			
OCCUPATIONAL FIELD MANAGER: Reflects agency managing course quotas. (18)			
FUNDING: Reflects MILPERS, TECOM (C464) or Unit funded. (19)			
REPORTING INSTRUCTIONS: Reflects reporting instructions and messing/billeting notes. (20)			
INSTRUCTOR STAFFING REQUIREMENTS: Reflects instructor billets and corresponding comments. (21) (See Appendix A for Instructor Computation Worksheet (ICW))			
SCHOOL OVERHEAD REQUIREMENTS: Reflects school overhead billets and corresponding comments. (22)			
TRAINING SUPPORT REQUIREMENTS: Reflects all facility/equipment/ammunition required to conduct one iteration of the course and corresponding comments. (23)			
TASK LIST: See Appendix B. (24)			

SECTION I - APPENDIX A - INSTRUCTOR COMPUTATION WORKSHEET (ICW)		
ICW notes should state how many instructors are required - if different from the ICW calculation. Additionally, if more instructors are required than the ICW number of instructors, identify where additional instructors will come from.		
SECTION I - APPENDIX B - TASKLIST		
TASK LIST reflects all current, signed T&R Manual events and does not include events not in the applicable T&R manual. Includes relevant comments. Includes required VBT		
SECTION II - SUMMARY OF HOURS		
Present.		
SECTION III - SCOPE OF ANNEXES		
Each Annex is complete and reflects the purpose of each annex.		
SECTION IV - CONCEPT CARDS		
LOCATION OF LEARNING OBJECTIVES REPORT: Ensure every Learning Objective (LO) is assigned to a concept card and ALL LOs are taught and evaluated. All TLOs will include at least two ELOs		
SECTION IV - INDIVIDUAL CONCEPT CARDS		
Reflects Lesson title.		
Reflects appropriate annex.		
Ensure total hours are appropriate for each lesson.		
Reflects all methods/hours.		
Ensure student-to-instructor ratio is appropriate for each method - reflect Maximum class capacity only.		
Reflects required media necessary to conduct class.		
Reflects required ammunition, if applicable.		
Ensure concept cards contain either LOs or Lesson Purposes.		
Ensure Terminal Learning Objectives (TLOs) contain condition, one behavior and standard verbatim from T&R event. If not, ensure Downgrade justifications are included for tasks that cannot be performed to standard. Downgraded TLOs should reflect behaviors expected from students - in the classroom environment.		
Ensure ELOs contain condition, one behavior and standard.		
Ensure all references required to conduct a class are listed.		
Ensure Administrative cards describe event in detail (check-in, check-out, graduation) - located in Annex Z.		
SECTION V- STUDENT PERFORMANCE EVALUATION		
Describes purpose and method(s) of the student's evaluation.		
Describes remediation procedures and what happens if student fails remediation.		
Describes course mastery/graduation criteria.		
Includes list and location in the POI where all events in the task list are performed to standard and which events are downgraded.		
SECTION VI - DISTRIBUTION LIST		
Ensure Distribution List reflects agencies where the POI is to be distributed - minimum distribution should reflect: COMMARFORRES/COMMARFORLANT/COMMARFORPAC and Marine Corps Institute (MCI).		
USEFUL INFORMATION		
To find calendar days - divide training days by 5 and multiply by 7 = estimated calendar days		
To find training days - divide calendar days by 7 and multiply by 5 = estimated training days		
Average length of a training day = total academic hours divided by training days		
TAD = 139 calendar days or less PCS = 140 calendar days or more		
Funding - (PCS = MILPERS) (TAD = TECOM (C 464) or unit funding)		

IMPLEMENT PHASE

Instructor Evaluation Checklist

Used by instructors to evaluate a fellow instructor during the presentation of a course (evaluators need to possess the same or advanced instructor qualifications as those being evaluated).

Lesson Observation Checklist

Used while a class is in session to evaluate the effectiveness of course materials.

Lesson Environment Checklist

Used to evaluate the instructional environment.

Lesson Safety Review Checklist

Used in either the preparation of a class/practical application or to ensure safety measures have been properly employed for a lesson.

Instructor Evaluation Checklist

INSTRUCTOR EVALUATION CHECKLIST					
NAME:		RANK:		DATE:	
COURSE:			LESSON TITLE:		
EVALUATION:		<input type="checkbox"/> Rehearsal 1 2 3 <input type="checkbox"/> Quarter 1 2 3 4		<input type="checkbox"/> Presentation <input type="checkbox"/> Certification (if applicable)	
INSTRUCTIONS: Evaluate each item on the checklist as YES, NI, (Needs Improvement), NO or NA (Not Applicable).					
1. INTRODUCTION	YES	NI	NO	NA	COMMENTS
a. Gain Attention. Presented effectively; relates to LOs					
b. WIIFM. Established need for students to listen.					
c. Overview. Identified purpose of lesson and main points.					
d. Learning Objectives. Introduced the learning objectives.					
e. Method/Media. Identified specific method(s)/media used.					
f. Administrative Instructions. IRF's, any other rules, etc.					
g. Evaluation. Identified how and when evaluation would occur.					
h. Transition. Closed introduction and opened main idea.					
i. Safety Brief (if applicable). Safety precautions/controls and Cease Training Criteria are explained.					
2. BODY	YES	NI	NO	NA	
a. Lesson Plan. Followed lesson plan.					
b. Examples. Clarified teaching points through use of examples.					
c. Transitions. Closed main idea and opened next.					
d. Probed. Used questions to check learning in transitions.					
3. SUMMARY	YES	NI	NO	NA	
a. Review Main Ideas. Reviewed conceptual framework.					
b. Provide Closure. Reaffirm importance of content.					
c. Closing Instructions. Clear and concise.					
4. PROBING/QUESTION & ANSWER TECHNIQUES	YES	NI	NO	NA	
a. Probing. Used probing questions throughout.					
b. Response. Responded effectively to student's questions/inputs.					
c. Response. Responded to areas of confusion.					
d. Questioning Techniques. Assessed student learning.					
5. FACILITATION TECHNIQUES	YES	NI	NO	NA	
a. Real World. Provided real world relevancy.					
b. Participation. Encouraged student participation.					
c. Interaction. Provided intellectual stimulation with students.					
d. Motivation. Used motivation techniques to monitor activity progress toward meeting lesson purpose.					
e. Focus. Established and maintained student attention.					
f. Instructions. Clear and concise for exercises/PA's					
6. METHOD	YES	NI	NO	NA	
a. Method employment. States purpose and desired outcome. Employs effectively.					
b. Safety Brief (if applicable). Safety precautions, Cease Training Criteria, and emergency action procedures are explained.					
c. Supervision and Guidance. Instructions and guidance to students is adequately provided.					
d. Debrief (if applicable). Overall feedback; review of learning points.					

INSTRUCTOR IMPROVEMENT PLAN

I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:

EXAMPLE

SIGNATURE AND TITLE OF INSTRUCTOR
DATE

Lesson Observation Checklist

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST: An observer completes this checklist while observing the lesson. This checklist is designed as a source of quality control as well as evaluate the effectiveness of the materials during implementation.

INSTRUCTIONS: Check the appropriate box: YES, NO, or N/A. If you answer "NO" to a question, note the item number with a comment for clarification and state a recommendation.

COURSE: _____

OBSERVER/TITLE: _____

DATE: _____

A. COURSE MATERIAL	YES	NO	N/A
1. Is the lesson plan the instructor uses the same as in the MLF?			
2. Is the student outline the student uses the same as in the MLF?			
3. Is the media the same as in the MLF? (Any modifications should be noted.)			
4. Are all supplemental student materials used the same as in the MLF?			
5. Are adequate directions for all supporting materials used located in the MLF?			
6. Has Operation Risk Assessment Worksheet (ORAW) been updated within the last year?			
7. Is the ORAW still accurate?			
8. Is the Instructor Preparation Guide still accurate?			
B. LESSON PLAN	YES	NO	N/A
9. Is the Gain Attention relevant to the learning objectives?			
10. Does the lesson being taught reflect a logical sequence of the material?			
11. Based upon viewing the lesson, are the lesson plans written with sufficient content so that any instructor can teach the class if needed?			
12. Do the instructor notes provide sufficient directions for the instructor?			
13. Are the activities/exercises in the lesson meaningful? (Do students seem to be learning from them?)			
14. Are the activities/exercises appropriately placed in the lesson?			
15. Are the method(s) effective to teaching the lesson content?			
16. Is the method used to teach students reflective of how students will be evaluated?			
C. STUDENT MATERIALS	YES	NO	N/A
17. Are the student materials easy to read?			
18. Are the student materials easy to follow?			
19. Can the students take the materials home?			
20. Are the students using the materials?			
D. MEDIA	YES	NO	N/A
21. Is the media visually appealing?			
22. Is the media large enough for all to see?			
23. Does the media compliment the lesson?			
E. FACILITIES/EQUIPMENT			
24. Are the facilities used conducive to the type of training?			
25. Is the equipment used adequate for the purposes of training?			

Comments/Recommendation (Write item number and then comment/recommendation):

OBSERVER SIGNATURE: _____ **DATE:** _____

LESSON TITLE: _____

Lesson Environment Checklist

ENVIRONMENT CHECKLIST
ENVIRONMENT CHECKLIST: An instructor or an observer can complete this checklist. An instructor may use the checklist to ensure classroom management. An observer may use it to evaluate the management of the instructional environment.
INSTRUCTIONS: Check the appropriate box: YES, NO or N/A (not applicable). If you answer "NO" to a question, note the item number with a comment for clarification and state a recommendation.

COURSE: _____

INSTRUCTOR/OBSERVER: _____

DATE: _____

A. TRAINING ENVIRONMENT	YES	NO	N/A
26. Is the instructional area well-ventilated (i.e. heat, hazardous fumes)?			
27. Is the lighting sufficient in the instructional area for the instruction and/or task?			
28. Is the temperature comfortable?			
29. Is noise minimized?			
30. Are distractions minimized?			
31. Are safety signs (i.e. hard hat area, welding in progress) visibly posted?			
32. Is safety equipment available and/or being used?			
33. Is the training facility clean?			
34. Is there adequate space for planned activities?			
35. Is the facility set up so that all students can view media, demonstrations, etc?			
B. TRAINING CONDITIONS	YES	NO	N/A
36. Are training aids and equipment operating effectively?			
37. Do training support personnel perform their duties properly?			
38. Is the support appropriate to requirements?			
C. VISITOR/OBSERVER PREPARATION	YES	NO	N/A
39. Is there a designated place for an observer station?			
40. Is there a Visitor/Observer Folder available in accordance with SOP policy?			

Comments/Recommendations (Write item number and then comment/recommendation):

INSTRUCTOR/OBSERVER SIGNATURE: _____ **DATE** _____

LESSON/PRACTICAL APPLICATION TITLE: _____

Lesson Safety Review Checklist

SAFETY REVIEW CHECKLIST

SAFETY REVIEW CHECKLIST: An instructor or an observer can complete this checklist. An instructor may use it in preparation for a lesson/practical application. An observer may use it to ensure that safety concerns are addressed appropriately and in accordance with Operation Risk Management. (Safety procedures/measures include, but are not limited to, heat stress control procedures, respiratory protection, sight protection, hearing protection, hand protection, head protection, foot protection, etc.)

COURSE: _____

INSTRUCTOR/OBSERVER: _____

DATE: _____

INSTRUCTIONS: Check the appropriate box: YES, NO, or N/A. If you answer "NO" to a question, note the item number with a comment for clarification and state a recommendation.

COMPLETE AS APPLICABLE	YES	NO	N/A
41. Instructor training completed.			
42. Instructors are present in sufficient numbers to prevent accidents during potentially hazardous or dangerous situations.			
43. Facilities ensure a safe working environment.			
a. Inspections of fire extinguishers are up to date.			
b. Exits are labeled and accessible.			
c. Area has appropriate ventilation for fumes.			
44. An Operational Risk Assessment Worksheet (ORAW) has been completed for the lesson and is located in the Master Lesson File (MLF).			
45. Hazard controls to eliminate or minimize potential risks are included in the instructor preparation guide and/or the detailed outline (lesson plan) for the lesson.			
46. Cease Training Criteria and procedures are thoroughly explained on the ORAW.			
47. Tools and equipment are in good working condition and safe to use.			
48. Training evolutions that require students to perform hazardous tasks are essential to accomplish learning objectives.			
49. Applicable safety procedures/protective measures are in place.			
50. A Training Safety Officer (TSO) has been assigned to high risk training events.			
51. Setback information (academic or personal issues) on students is available to the instructor.			

Comments/Recommendation (Write item number and then comment/recommendation): _____

INSTRUCTOR/OBSERVER SIGNATURE: _____ **DATE:** _____

LESSON/PRACTICAL APPLICATION TITLE: _____

EVALUATION PHASE

Instructional Rating Form

A form that at least 10 percent of students complete immediately following each lesson.

Examination Rating Form

A form that at least 10 percent of students complete immediately following each examination.

End of Course Critique

A questionnaire that 100 percent of students complete at the end of a course.

After Instruction Report

The primary means of an instructor assessing the effectiveness of instruction that comprises data from several different sources.

Post Graduate Survey

A questionnaire sent (i.e. email, mailed via postal service, available online) to course graduates approximately 3 months following completion of the course.

Post Graduate Supervisor Survey

A questionnaire sent (i.e. email, mailed via postal service, available online) to the supervisors of course graduates approximately 3 months following the graduate's completion of the course.

Safety Questionnaire

A form given to students to assess whether the student has been informed about safety issues.

School SOP Checklist

Assists the FLC in developing and ensuring that key elements are present in their schools SOP.

Sample Evaluation Plan/Graduate Job Performance

A generic evaluation plan that contains various data elements that will aid a school in constructing a specific evaluation plan.

Sampling Table

Used to determine how many questionnaires need to be sent out to approximate the desired return rate

Instructional Rating Form

INSTRUCTIONAL RATING FORM

One way instruction is improved is by sampling student reaction to the instruction. To assist in improving this lesson, please answer the following questions. This will assist the school in improving our courses.

Instructor: _____ **Date:** _____

Course: _____ **Lesson:** _____

INSTRUCTIONS: Circle the answer that indicates your level of agreement or disagreement as follows: **Strongly Disagree=1, Disagree=2, Agree=3, and Strongly Agree=4.** Please explain in the section labeled comments any ratings of 1 or 2. If the question is not applicable, then circle NA.

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
1. INSTRUCTOR					
a. The instructor showed a thorough knowledge of the lesson material.	1	2	3	4	NA
b. The instructor communicated the lesson material in a way that could be easily understood.	1	2	3	4	NA
c. The instructor gave precise instructions concerning in-class exercises.	1	2	3	4	NA
d. The instructor encouraged student participation.		2	3	4	NA
e. Student's questions were answered in a professional (not demeaning to the student) manner.	1	2	3	4	NA
2. LESSON CONTENT					
a. The content was presented at the right pace.		2	3	4	NA
b. The student outline aided my understanding of the content covered.		2	3	4	NA
c. The environment of the class was interactive.	1	2	3	4	NA
3. SAFETY					
a. Lesson related safety to job performance.		2	3	4	NA
b. Cease Training procedures were adequately explained.	1	2	3	4	NA
c. Safety precautions were reemphasized prior to commencing tasks.	1	2	3	4	NA
d. Safety was paramount at all times.	1	2	3	4	NA
e. Equipment/material was safe for use.	1	2	3	4	NA
4. METHODS/MEDIA:					
a. The in-class exercises required in the course were worthwhile learning experiences.	1	2	3	4	NA
b. The way that the class material was presented enhanced my ability to learn/perform the concept/task. I especially liked the _____ method.	1	2	3	4	NA
c. The media complimented instruction.	1	2	3	4	NA
5. STUDENT: Circle the answer that best describes your knowledge level.					
a. My knowledge of the content prior to this class was	None	Very Little	Average	Above Average	Expert
b. My knowledge of the content after completing the class was	None	Very Little	Average	Above Average	Expert

Name: _____ **Parent Unit:** _____

Overall Comments/Suggestions for the Class (use back of form if more space is needed):

Examination Rating Form

EXAMINATION RATING FORM

One way that we improve the examination process is by sampling student reaction to the examination. To assist in improving this process, please answer the following questions. These forms will not be viewed until after all tests have been scored and returned.

Name: _____ **Date:** _____

Course: _____ **Exam:** _____

A. INSTRUCTIONS: Circle the answer that indicates your level of agreement or disagreement as follows: Strongly Disagree=1, Disagree=2, Agree=3, and Strongly Agree=4. Please explain in the section labeled comments any ratings of 1 or 2. If the question is not applicable, then circle NA.

PRIOR TO TEST:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. Test instructions were clear and concise.	1	2	3	4	N/A
2. I was allowed the opportunity to ask questions.	1	2	3	4	N/A
3. The time allowed for testing was indicated prior to the start of the test.	1	2	3	4	N/A
4. The instructor indicated what materials could be used during testing.	1	2	3	4	N/A

DURING THE TEST:

5. Distractions were minimal.	1	2	3	4	N/A
6. I was aware of the time remaining to complete the test.	1	2	3	4	N/A
7. Unfair advantage was not given to any other student during the test.	1	2	3	4	N/A
8. A monitor was present at all times during the test.	1	2	3	4	N/A

B. INSTRUCTIONS: If you have taken a written test, please answer questions 9-11. If you have taken a performance test, please answer questions 12-18. If you are unsure of your test type, ask the test proctor.

WRITTEN TEST ONLY:

9. All materials (pen, paper, etc.) necessary for the test were available.	1	2	3	4	N/A
10. Questions were written in a way that I could understand.	1	2	3	4	N/A
11. The information I was tested on was covered in class.	1	2	3	4	N/A

PERFORMANCE TEST ONLY:

12. I had sufficient practice time prior to the test.	1	2	3	4	N/A
13. All equipment necessary for the test was accessible.	1	2	3	4	N/A
14. The skills/information I was tested on were covered sufficiently in class.	1	2	3	4	N/A
15. Performance task requirements were effectively communicated.	1	2	3	4	N/A
16. Safety precautions were reemphasized prior to commencing tasks.	1	2	3	4	N/A
17. Equipment/material was safe for use.	1	2	3	4	N/A
18. Cease Training procedures were adequately explained.	1	2	3	4	N/A

Circle your answer.

19. Prior to the test, I studied:	Less Than 1 Hour	1-2 Hours	2-3 Hours	More than 3 Hours	Did Not Study
-----------------------------------	------------------	-----------	-----------	-------------------	---------------

Check (X) yes or no. If answer is yes, please indicate subject areas. **YES** **NO**

20. Was there any portion of the test that you believe should have been covered more thoroughly during class/practical application? If so, please indicate the subject areas.

Other Comments (Please explain any questions rated 1 or 2): (REMARKS ON BACK)

End of Course Critique

END OF COURSE CRITIQUE

The End of Course Critique provides the school with your reaction to the course you just completed. The information you provide us is treated confidentially and is used to improve the quality of instruction for the overall course. Thank you for your input.

COURSE:

DATE:

STUDENT NAME:

<p>A. Circle or highlight the rating that indicates your level of agreement or disagreement. Please comment on all ratings of 1 or 2. All comments are encouraged regardless of whether you agreed or disagreed.</p>	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
<p>1. I had a clear understanding of what I would be required to learn or do in this course? (The learning objectives were clearly stated.)</p> <p>COMMENTS:</p>	1	2	3	4	5
<p>2. I am confident that I have learned or can perform the tasks required by the learning objectives?</p> <p>COMMENTS:</p>	1	2	3	4	5
<p>3. The written and performance exams tested my knowledge and/or ability to perform the learning objectives?</p> <p>COMMENTS:</p>	1	2	3	4	5

4. The quizzes/puzzles/games/review sessions, when used, increased my knowledge of the subject and prepared me for the tests.	1 2 3 4 5 N/A
COMMENTS:	
5. Class time was used to achieve the learning objectives.	1 2 3 4 5
COMMENTS:	
6. The time allotted to cover each lesson was appropriate for what I was expected to learn.	1 2 3 4 5
COMMENTS:	
7. Course length was appropriate for what was expected.	1 2 3 4 5
COMMENTS:	
8. The overall schedule for the course flowed logically and was well-organized.	1 2 3 4 5
COMMENTS:	

<p>9. Student outlines, training aids (i.e. internet sites, graphs, charts, maps), and/or references were available.</p>	1	2	3	4	5	N/A
<p>COMMENTS:</p>						
<p>10. The student outlines, training aids (i.e. internet sites, graphs, charts, maps) and/or references used supported instruction.</p>	1	2	3	4	5	N/A
<p>COMMENTS:</p>						
<p>11. Student outlines aided my understanding of the material.</p>	1	2	3	4	5	N/A
<p>COMMENTS:</p>						
<p>12. Student outlines were easy to follow.</p>	1	2	3	4	5	N/A
<p>COMMENTS:</p>						
<p>13. The media (i.e. PowerPoint, models, posters) used supported instruction.</p>	1	2	3	4	5	N/A
<p>COMMENTS:</p>						
<p>14. Considering the amount of material covered during the course, there was sufficient time available on both in-class and out-of-class (if applicable) work.</p>	1	2	3	4	5	
<p>COMMENTS:</p>						

<p>15. The methods (i.e. lecture, demonstration, practical application, case study, group exercises) used to present course information helped me to understand the course material.</p>	<p>1 2 3 4 5</p>
<p>COMMENTS:</p>	
<p>16. Instructors were knowledgeable and well-prepared.</p>	<p>1 2 3 4 5</p>
<p>COMMENTS:</p>	
<p>17. The instructors responded effectively to questions and input.</p>	<p>1 2 3 4 5 N/A</p>
<p>COMMENTS:</p>	
<p>18. The instructors were professional.</p>	<p>1 2 3 4 5</p>
<p>COMMENTS:</p>	
<p>19. The overall course gave me a thorough understanding of my duties in the operating forces and sufficient knowledge and skills to perform those duties.</p>	<p>1 2 3 4 5 N/A</p>
<p>COMMENTS:</p>	
<p>20. Instructors followed safety precautions at all times.</p>	<p>1 2 3 4 5 N/A</p>
<p>COMMENTS:</p>	

21. Lessons on safety were included as applicable. COMMENTS:	1 2 3 4 5 N/A
22. Lessons related safety to job performance as applicable. COMMENTS:	1 2 3 4 5 N/A
23. Cease Training procedures were adequately explained as applicable. COMMENTS:	1 2 3 4 5 N/A
24. Emergency action procedures were adequately explained as applicable. COMMENTS:	1 2 3 4 5 N/A
25. Safety precautions were put in place prior to each event as applicable. COMMENTS:	1 2 3 4 5 N/A

B. Answer the following questions.

26. Were there any particular lessons/blocks of instruction that were particularly confusing or could be improved? YES/NO -- If you responded yes, please explain.

27. Were there any portions of the course where there was idle time (i.e. standing around, not focused)? YES/NO -- If you responded yes, please explain.

28. What is your overall evaluation of the instructors?

What is your overall evaluation of the course?

After Instruction Report

AFTER INSTRUCTION REPORT						
INSTRUCTOR:			DATE:			
LESSON TITLE:			COURSE NUMBER:			
NUMBER OF IRFs:			NUMBER OF STUDENTS:			
<p>INSTRUCTIONS TO INSTRUCTOR: The Instructional Rating Form (IRF) allowed students to use a 1 to 4 rating scale with the level of agreement or disagreement as follows: Strongly Disagree = 1, Disagree = 2, Agree = 3, or Strongly Agree = 4. NA is on the IRF as an option for statements that are not applicable. For the After Instruction Report (AIR), calculate how many student(s) circled "1" and place that number in the blank under "1" beside the corresponding question. Follow the same procedure for the ratings of "2", "3", and "4". The instructor should address all negative responses ("1's" or "2's") under the instructor comments.</p>						
1. INSTRUCTOR: Questions related to the instructor.		1	2	3	4	NA
a. The instructor showed a thorough knowledge of the course material.						
b. The instructor communicated the lesson material in a way that could be easily understood.						
c. The instructor gave precise instructions concerning in-class exercises.						
d. The instructor encouraged student participation.						
e. Student's questions were answered in a professional (not demeaning to the student) manner.						
2. LESSON CONTENT: Questions related to the lesson content.		1	2	3	4	NA
a. The content was presented at the right pace.						
b. The student outline aided my understanding of the content covered.						
c. The environment of the class was interactive.						
3. SAFETY: Questions related to safety.		1	2	3	4	NA
a. Lesson related safety to job performance.						
b. Cease Training procedures were adequately explained.						
c. Safety precautions were reemphasized prior to commencing task.						
d. Safety was paramount at all times.						
e. Equipment/material was safe for use.						
4. METHODS/MEDIA: Questions related to Methods/Media.		1	2	3	4	NA
a. The in-class exercises required in the course were worthwhile learning experiences.						
b. The instructional method(s) used in presenting the class material enhanced my ability to learn/perform the concept/task.						
c. The media complimented instruction.						

5. STUDENT: Questions indicating student's perspective of any noted increased in his/her knowledge level. Refer to questions 5a and 5b to answer the questions below. Place number of students who indicate an increase in knowledge level in "a" and number of student indication NO increase in knowledge level in "b".	
a. How many students increased their knowledge to "Average", "Above Average", or "Expert"? (For example, if a student answers 5a on IRF as "None" and answers 5b as "Average", then the student perceives an increase in his/her knowledge level).	
b. How many students indicated that there was no change in their knowledge level? (For example, if a student answers 5a as "Average" and answers 5b as "Average", then no change has occurred in knowledge level).	
Comments (as noted by students from Instructional Rating Forms):	
Instructor Comments:	
Reassessment of ORA: (Comment on ORA; recommend additional safety considerations to ORA, provide lessons learned, etc.)	
<hr/> Instructor Signature / Date	

Course Chief Comments:

EXAMPLE

Course Chief Signature / Date

Post Graduate Survey

POST GRADUATE SURVEY

Course: _____ (Course Name) CID: _____ (Course ID #)

Instructions: This questionnaire is designed to gather information to evaluate the effectiveness of the _____ Course in preparing you for your current duty assignment. Please respond to all questions and return the completed questionnaire by (email or mail).

SECTION I: PERSONAL DATA - Please fill in appropriate data.

Name	Rank	Graduation Month/Year
Billet	MOS	
DSN number for contact	Email	

SECTION II: TASK TRAINING

The tasks listed below presently receive some emphasis in the course. Please rate each task/knowledge on the scales at the right in terms of its importance to your current job and the adequacy of training received by **bolding** or highlighting the most appropriate number. (Level of Preparedness scale may be skipped if the task has never been performed on the job.)

TASK/KNOWLEDGE	FREQUENCY	LEVEL OF PREPAREDNESS
INSTRUCTIONS: BOLD or Highlight the number that applies.	1- Daily	1- Not at all prepared
	2- Weekly	2- Somewhat prepared
	3- Monthly	3- Prepared
	4- Never	4- Well-prepared
(List tasks required in the course HERE)	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5

(Add additional pages if needed)

Post Graduate Supervisor Survey

POST GRADUATE SUPERVISOR SURVEY

Course: _____ (Course Name) CID: _____ (Course ID #)

Instructions: This questionnaire is designed to gather information to evaluate the effectiveness of the _____ (Course Name) Course in preparing graduates for future duty assignments. Please respond to all questions and return the completed questionnaire by (email or mail).

SECTION I: PERSONAL DATA - Please fill in appropriate data.

Graduate's Name	Rank	Graduation Month/Year		
Graduate's Billet	Type of Unit	MOS		
DSN number for contact	Email			
How long have you served in your current billet? (Bold or highlight one)	0-6 mths	7-12 mths	13-18 mths	Over 18 mths

SECTION II: TASK TRAINING

The tasks listed below presently receive some emphasis in the course. Please rate each task/knowledge on the scales at the right in terms of its importance to the graduate's current job and the adequacy of training received by **Bolding** or highlighting the most appropriate number. (Level of Preparedness scale may be skipped if the task has never been performed on the job.)

TASK/KNOWLEDGE	FREQUENCY	LEVEL OF PREPAREDNESS
INSTRUCTIONS: Bold or Highlight the number that applies.	1- Daily 2- Weekly 3- Monthly 4- Never	1- Not at all prepared 2- Somewhat prepared 3- Prepared 4- Well-prepared 5- Very well prepared
(List tasks required in the course HERE)	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5
	1 2 3 4	1 2 3 4 5

(Additional pages/sections may be added to provide specific information for the school, i.e. type o equipment being used in the FMF, procedures being followed in the FMF)

SECTION III: COMMENTS AND RECOMMENDATIONS

This section allows the supervisor to provide additional information and comments regarding the effectiveness of the course in preparing the graduate for their current job. Please record your response in the spaces provided. (Attach additional sheets if more space is required.)

1. What recommendations do you have for training tasks you feel were not covered adequately in the course?

2. If you feel some tasks listed need not be trained in the formal school, please list them here and explain your reasons.

3. Do you believe the graduate benefited from this course? If so, how? If not, why not?

4. How can we improve this course for future students? (Consider present/future procedure and equipment changes.)

Additional Comments:

Safety Questionnaire

SAFETY QUESTIONNAIRE

INSTRUCTIONS: This checklist is to ensure that you, the student, have been properly advised of safety issues specific to this training. Your comments will help this school provide safe training, improved guidance to the instructional staff, and to address your concerns regarding safety measures.

LESSON TILE/PRACTICAL APPLICATION:

INSTRUCTOR:

DATE:

A. Check the appropriate answer.		YES	NO			
2.	Did instructors follow safety precautions at all times?					
3.	Were safety precautions explained prior to training?					
4.	Were safety precautions reemphasized prior to practical applications and/or performance exam?					
5.	Were Cease Training procedures adequately explained?					
6.	Did the instructor explain the procedure to be taken in the event of a mishap?					
7.	Was a safety brief included as applicable?					
8.	Did the lesson relate safety to job performance?					
9.	Were the tools and equipment in good working condition and safe to use?					
10.	Was supervision available when performing potentially dangerous tasks?					
11.	Was there encouragement to report any unsafe or unhealthy conditions?					
B. Circle the rating that indicates your level of agreement or disagreement.		Strongly Disagree	Disagree	Strongly Agree	Agree	N/A
1.	I felt my safety was always a primary concern of the instructor.	1	2	3	4	N/A
2.	I felt that the training environment was both safe and non-hazardous.	1	2	3	4	N/A

Additional Comments (Write number of reference and then comment):

STUDENT NAME: _____ **DATE:** _____

School Standard Operating Procedure Checklist

SCHOOL SOP CHECKLIST**12. Determine Contents****a. Usability Information**

- | | |
|--|--|
| <input type="checkbox"/> Purpose | <input type="checkbox"/> Locator Sheet |
| <input type="checkbox"/> Scope | <input type="checkbox"/> Record of Changes |
| <input type="checkbox"/> Background | <input type="checkbox"/> Table of Contents |
| <input type="checkbox"/> Recommendations | <input type="checkbox"/> Appendices |
| <input type="checkbox"/> Certification | <input type="checkbox"/> Index |
| <input type="checkbox"/> Distribution | |

b. Non-Academic Information

- Mission
- Organization
- Operations & General Information
- Facilities
- Billeting
- Messing
- Discipline
- Staff Development
- Turnover Files
- Transportation
- Safety/Operational Risk Management
- Administration and Logistics
- Field Exercises
- Inspections
- Daily Routine
- Physical Fitness

c. Academic Information

- Job Analysis
- Design
- Development
- Methods and Media Selection
- Scheduling
- Master Lesson File
- Formats
- Validation
- Implementation
- Evaluation
- Course Content Review Board (CCRB)
- Mastery
- Graduation Requirements
- Remediation
- Programs of Instruction (POI)
- Course Description Data (CDD)
- Homework

Sample Evaluation Plan /Graduate Job Performance

SAMPLE EVALUATION PLAN / GRADUATE JOB PERFORMANCE

1. Purpose and Data Required. The purpose of this evaluation is to determine the effectiveness of the XYZ Course in adequately preparing graduates to perform the duties of MOS XXXX. The following data will be required to determine the effectiveness of the course.

- a. Individual Training Standards (ITS) for MOS XXXX.
- b. On-the-job performance data for graduates of Class XX-X from graduates and graduates' supervisors.
- c. Applicable technical and doctrinal references.

2. Sources of Data

- a. XYZ course materials [lesson plans, student materials, supplemental student materials, media, tests, Program of Instruction (POI), Record of Proceedings (ROP)]
- b. Graduates of Class XX-X (30 students).
- c. Supervisors of graduates from Class XX-X.

3. Schedule

a. Class XX-X will graduate on 30 July 2009. To ensure valid data can be collected, the evaluation is scheduled for 30 August allowing graduates to have been on the job at least 30 days. The principal evaluator has determined that it will require 30 days to complete an evaluation of the XYZ Course. The evaluation is scheduled to be completed 1 October 2009. However, any unforeseen delays or changes to the schedule will affect the completion date.

b. One principal evaluator and one part-time evaluator will be required to properly collect, analyze, and interpret data and report the results. The time and resources required are based on the following evaluation activities.

- (1) Collect and review course materials in preparation for survey design - 1 day
- (2) Design and validate survey questionnaires - 4 days
- (3) Conduct survey (mail/email questionnaires; receive/monitor responses; follow-up) - 20 days
- (4) Train part-time evaluator in data analysis and interpretation - 1 day
- (5) Data analysis and interpretation - 3 days
- (6) Prepare report of findings and recommendations - 1 day

4. Data Collection Methods

a. XYZ Course materials will be reviewed to gather data to develop relevant survey questions.

b. Survey questionnaires will be used to collect graduate job performance data. The survey questionnaires will be designed using a Likert rating scale to allow quantification and analysis of the data. A small number of questionnaire items will be designed for open-ended responses to solicit recommendations and other comments. The survey will be validated using SME's assigned to the school.

c. Because of time and resource constraints, this evaluation will be conducted by personnel assigned to the XYZ school. One evaluator will be assigned as the principal evaluator during data analysis and interpretation. The part-time evaluator will be trained to format and code data to assist in performing the data analysis. A copy of the survey questionnaire containing hypothetical data will be used as a training aid.

5. Method for Data Analysis and Interpretation: The following analyses will be conducted using data from the returned questionnaires.

a. For all responses concerning how well the course prepared students for subsequent job duties:

(1) Descriptive statistics for graduate and supervisor responses.

(2) Comparison between graduate and supervisor ratings of course effectiveness.

b. Descriptive statistics for graduate and supervisor responses concerning the importance of each ITE trained and how well each ITE was trained.

c. The qualitative data collected by open-ended responses will be categorized and analyzed to identify trends that may affect the structure of the course.

d. The results of these analyses will be interpreted to determine the extent to which training prepared graduates to perform the duties of MOS XXXX and the importance of each task trained.

6. Method for Reporting. A preliminary report of evaluation results will be presented and reviewed at the CCRB, scheduled for 20 October 2009. Based on this meeting, a ROP will be prepared documenting evaluation results and any recommended revisions to the course.

SAMPLING TABLE

Population	95% Confidence	90% Confidence	80% Confidence
10	10	10	9
20	19	19	18
40	36	35	32
60	52	49	44
80	67	62	54
100	80	73	62
120	92	83	69
160	114	101	81
200	133	115	90
250	154	130	99
300	171	142	106
350	187	153	112
400	200	161	116
450	212	169	120
500	222	176	123
600	240	186	129
700	255	195	133
800	267	202	136
900	277	208	139
1,000	286	213	141
1,500	316	229	148
2,000	333	238	151
2,500	345	244	154
3,000	353	248	155
3,500	358	251	157
4,000	364	253	157
4,500	367	255	158
5,000	370	257	159
10,000	383	263	161
25,000	394	268	163
100,000	398	270	164

HOW TO USE THIS TABLE

Example: For a population of 4,200 course graduates, an estimated (desired) return rate of 85%, and a confidence level of 95%, sample size would be determined using the following procedure:

1. Locate the number corresponding to the population size. Since 4,200 is not provided in the table, round the number up or down to the nearest value. For example, the population value of 4,200 would be rounded down to 4,000.
2. Locate the value corresponding to the 95% confidence level with a population size of 4,000. Using the table above, this value is 364 (meaning that 364 questionnaires are required). This figure should be 85% of the questionnaires mailed out.
3. To determine the number of questionnaires that need to be mailed out to obtain 364 usable questionnaires, substitute the values in the formula provided below. Using our example, for a population of 4,200 and an expected return rate of 85%, the desired sample size would be 364. Therefore, in order to obtain an 85% response rate (364 responses), 428 questionnaires need to be mailed out.

The table can be used as shown in the following example:

For a population of 4,000, 95% confidence level desired, and estimated return (response) rate of 85%:

$$\frac{364 \times 100}{85} = 428$$

Training Command Unfunded Training Requirement Request Form

1. Requesting Unit/Section: _____ 2. FY: _____

3. POC, Phone & E-mail: _____

4. Appropriation: _____ (O&M, MC; PMC)

5. AGSAG: _____

AGSAG: 3A2C Officer Acquisition 3B1D Specialized Skills Training 3B2D Flight Training 3BAD Training Support BSSI Base Ops
--

6. Requirement Type: _____ POM/PR, OEF/OIF/OCO, Emergent Training Requirement, Bridge Funding

7. CID/POI: _____
 (CID/POI Date/Status)
 (HHQ Staffing Comment)
 (Overhead Cost ISO CIDs/POIs)

8. Title of Requirement: _____

9. Importance:

Critical:	Critical to the unit's ability to operate
Important:	Unit/section severely degraded in ability perform mission without
Enhancing:	Good to do; will improve unit/section's existing capabilities

10. Priority: _____ of _____

11. Description of Requirement and reason for request:

Ensure DETAILED descriptions are provided by the requestors to preclude follow-on questions, i.e. provide all who, what, when, where, why and how of each request. Include unit price, quantity, etc., as applicable. Also describe the requirement that drives the funding request, i.e. specific TRNGCMD directive, T/E shortfall, UUNS, safety requirement, approved POI. Additionally, outline the operational impact (improvement) if the funding request is supported. If you are already providing this service then a detailed description/justification is required to support additional funds, i.e; "we stopped doing X in order to execute Z, but now we have to do X as well as the new requirement".

12. Impact If Not Funded:

Use performance metrics as applicable. Impact statements should leave no doubt to the reader as to mitigating actions commanders/section heads are prepared to execute should additional funding not be provided.

13. Status: Describe if this is a recurring validated unfunded requirement i.e. was this and how many times has this deficiency been submitted in the POM/PR, OIF/OEF Supplemental/MYR/EOY and where has the HHQ prioritized it.

14. New Contract(s) Establishment Required: No/Yes, if Yes can it be executed within the FY.

15. FYXX Supplemental Requirement Allocation/Obligation Phasing Plan (\$000)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
Allocation Plan													
Obligation Plan													

Allocation: When funding is needed in order to Commit the funds.

Obligation: When funding will be obligated in the Official Accounting System (SABRS).

16. FYXX Supplemental Requirement (\$000)

Category	Amount (\$000)
Civilian Pay (Civil Svc)	
WWTAD	
TAD	
SME TAD	
Supplies (Incl. Fuel)	
Equipment	
Printing/Repro	
Maintenance	
Postal	
Service Contracts	
Other (Specify)	
MIPRs/WRs (Specify purpose)	

16a. Quantity of items requested:

16b. TAMCN (TAM Control #):

16c. Civilian Labor Breakout:
Provide GS or YA rating of any new hire that supports the Initiative.

Notes: Itemized Listing: Include unit price, quantity, etc., as applicable. Identify the number of contractor support (if required), type of contractor, number of hours and hourly rate or yearly rate of contract. Include Other Direct Cost of the contract (i.e., TAD, NMCI seats, overhead, etc)

Examples:

<u>ITEM</u>	<u>QUANTITY</u>	<u>UNIT/COST</u>	<u>TOTAL COST</u>
MTSS Contract Support	120 personnel	approx 200,000/per	24M (example only)
Manikins	5	1,000 per	5000 (example only)

17. Recurring Outyear Costs (As Applicable \$000)

Appn	FY10	FY11	FY12	FY13	FY14	FY15	TOTAL

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ACRONYMS

AIMMS - Administration Instruction Manpower Management System

AIR - After Instruction Report

AFTMS - Air Force Training Management System

AOWP - Automated Orders Writing Process

ATRRS - Army Training Requirements and Reserve System

BNA - By Name Assignment

BTR - Basic Training Record

CBT - Computer Based Training

CCRB - Course Content Review Board

CDD - Course Descriptive Data

CDI - Compact Disc Interactive

CID - Course Identifier

CMC - Computer Mediated Conferencing

CT - Cease Training

CTC - Cease Training Criteria

CTE - Collective Training Event

DOD - Department of Defense

DODIC - Department of Defense Identification Code

DVC - Desktop Video Conferencing

EDCOM - Education Command

ECC - End of Course Critique

ELO - Enabling Learning Objective

ERF - Examination Rating Form

FEA - Front-End Analysis

FLC - Formal Learning Center

FLCER - Formal Learning Center Evaluation Report

FMF - Fleet Marine Force

GAR - Grade Adjusted Recapitulation
HRT - High Risk Training

ICM - Interactive Courseware Multimedia

IRF - Instructional Rating Form

ISD - Instructional System Development

IT - Interactive Televisions

ITRR - Institutional Training Readiness Report

ISC - Information Systems Coordinator

ITE - Individual Training Event

ITRO - Inter-service Training Review Organization

IVD - Interactive Video Disc

JTO - Joint Training Objective.

KSA - Knowledge, Skills, and Attitudes

LAW - Learning Analysis Worksheet

LOW - Learning Objective Worksheet

MCTIMS - Marine Corps Training Information Management System

MCCDC - Marine Corps Combat Development Command

MCTFS - Marine Corps Total Forces System

MILMOD/OTA - Air Force Military Modernization Program/Oracle Training Administration

MLF - Master Lesson File

MMTR - Military Manpower Training Report

MOS - Military Occupation Specialty

MPP - Manpower Plans and Policies

NITRAS - Navy Integrated Training Administrative System

ORM - Operational Risk Management

ORAW - Operational Risk Assessment Worksheet

POI - Program of Instruction

POM - Program Objective Memorandum
PPBE - Planning, Programming, Budget and Execution

RAPELLA - Reserve Affairs Personnel Entry-level Assignment System
RDM - Recruit Distribution Model

ROP - Record of Proceedings

SAT - Systems Approach to Training

SMART - Sailor Marine Academic Record Transcript

SME - Subject Matter Expert

SOP - Standing Operating Procedures

SSC - Service School Code

TRNGCMD - Training Command

TECOM - Training and Education Command

TIP - Training Input Plan

TLO - Terminal Learning Objective

TPD - Target Population Description

TQM - Training Quota Memorandum

T&R - Training and Readiness

TRRMS - Training Requirement Resource Management System

UD/MIPS - Unit Diary/Marine Integrated Personnel System

VC - Virtual Conferencing

VR - Virtual Reality

VTC - Video Teleconference

VTT - Video Teletraining

WWT - World Wide Travel

GLOSSARY

Academic Time. Academic time includes curriculum hours dedicated to lecture, practical application, performance examination, written examination, review, and tutoring within the Program of Instruction (POI).

Actual Item/Object. Equipment or devices that are actually utilized in the performance of the task or job.

Administrative Time. Administrative time consists of curricula hours committed to in and out processing times, commanding officer's time, graduation, physical training (when it does not have TLOs or ELOs associated with it and does not affect the student's GPA), inspections, and field days in a Program of Instruction (POI).

Affective Domain. A taxonomy for classifying objectives that deals with feelings, attitudes, values, and other indicators of emotionally-based behavior.

After Instruction Report (AIR). An evaluation tool that summarizes one-iteration of a lesson by documenting the student's assessment of a lesson, the instructor's assessment of a lesson (Instructional Rating Form) and exam (Examination Rating Form), test results related to the instruction, and any end of course critique data related to the specific lesson.

Aiding Conditions. Any information or resource that is available to the student and identified in the learning objective.

Analysis. Level of cognitive domain (Bloom, 1956) in which students are able to break down complex organizational structures into their component parts.

Analyze Phase. Initial phase of the Systems Approach to Training (SAT) process. The purpose of the analyze phase is to determine what the job holder must know or do on the job.

Andragogy. Literally means the art and science of teaching adults.

Application. Level of cognitive domain (Bloom, 1956) in which students are able to use learned material in new and concrete situations.

Attitudes. An acquired mental state that influences choices for personal action, such as preferences, avoidance, or commitment.

Audiotapes. Magnetic media that presents and uses audio to strengthen the learning of languages or other materials that require verbal repetition.

Auditory Learners. Learners who tend to learn better by hearing.

Background Knowledge. The knowledge a student already knows prior to the start of instruction. Research suggests that, outside of socio-economic factors, the best predictor of student learning is what the student's background knowledge is. Transference of knowledge from one domain to another is likely to be more successful if connections can be made between what we want the student to know and what the student already knows.

Basic Fundamental Movement. Level of psychomotor domain (Simpson, Harrow, & Simpson) in which students can perform inherent movement patterns by combining reflex movements which are the basis for complex skilled movements.

Behavior. Any activity, overt or covert, capable of being measured. Also, any activity the student is expected to exhibit after instruction and the primary component of a learning objective.

Body. Major section of a lesson in which learning is developed through support material and various teaching exercises to achieve instructional objectives; preceded by an introduction and followed by a conclusion.

Break Cues. Reminds the Instructor when to provide students with a break.

Briefing. A briefing is a formal or informal presentation in which a variety of significant facts is presented as concisely as possible. The briefing is rarely concerned with material beyond the knowledge level and is almost always accompanied by visual representation of the material in the form of charts, graphs, slides, and other aids. Strictly speaking, the briefing is not a teaching method, but it is sometimes used in school situations.

Case Study. The case study is a learning experience in which students encounter a real-life situation in order to achieve some educational objective. By studying realistic cases in the classroom, students develop new insights into the solution of specific on-the-job problems and also acquire knowledge of the latest concepts and principles used in problem solving.

Cease Training (CT). An agreed upon verbal and/or non-verbal signal used to temporarily cease all training when, in the opinion of the signaler, a serious hazard exists or an individual is experiencing serious problems.

Cease Training Criteria (CTC). Conditions or hazards, when present, require Cease Training (CT).

Central Tendency. A single number that best represents a distribution of a set of numbers. The three most common measures of central tendency are the mode, median, mean.

Characterization. Highest level of affective domain (Krathwohl, 1956) in which students integrate values or value systems into their own life style or philosophy of life.

Checklists. Checklist consists of carefully worded questions that the evaluator answers by his review of course materials or observation of course components (e.g., graduate or instructor performance, conduct of a class).

Clarifying Questions. Follow-up questions to confirm a respondent's answer or to clarify what the respondent has said.

Closed-ended Question. A question that limits respondents' answers to predetermined response categories. Multiple choice and yes/no questions are examples of closed-ended questions.

Closure. The final segment of a lesson during which instruction is appropriately ended by reemphasizing how the lesson presented will be meaningful to the student.

Coaching. An intensive learning experience for individual or for small groups, characterized by significant student involvement and immediate instructor feedback. A video recording of student performance is an excellent teaching aid when supplemented by an instructor's analysis and critique. This technique is particularly effective in instructor training.

Coding. Coding data is the process of organizing data into sets of categories to capture the meaning or main themes in the data. Coding is usually done in the analysis of qualitative data, but quantitative data can also be grouped into code categories.

Cognitive Domain. A taxonomy for classifying objectives that deal with verbal knowledge and intellectual skills such as concept learning and procedural skills.

Collaborative Learning or Cooperative Learning. An instructional approach in which students of varying abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal.

Collective Training Event (CTE). A collective event is a clearly defined, discrete, and measurable activity, action, or event (i.e., task) that requires organized team or unit performance and leads to accomplishment of a mission or function.

Collective Training Standards (CTS). Criteria that specify mission and functional area unit proficiency standards for combat, combat support, and combat service support units. They include tasks, conditions, standards, evaluator instruction, and key indicators. CTS are found within collective training events in the T&R manuals.

Compact Disc Interactive (CDI). It is an interactive multimedia system combining moving and still video, audio and program content on a compact disc, which can be played back in a dedicated CD-player. It operates on its own and it can be connected to a standard TV-set for displaying pictures and sound, and optionally to a stereo-system.

Comprehension. Level of cognitive domain (Bloom, 1956) in which students begin to develop understanding and are able to translate, interpret, and extrapolate subject matter under study.

Computer-Assisted Instruction. The use of computers to aid in the delivery of instruction. A variety of interactive instructional modes are used including tutorial, drill and practice, gaming, simulation, or combinations.

Computer-Based Training (CBT). An instructional methodology where students interact individually, presented through a variety of media, controlled and monitored by a computer.

Computer Mediated Conferencing (CMC). Conferencing using the personal computer and telephone line as the communication vehicles. It provides Instruction-Student and Student-Student interaction in both an asynchronous and synchronous mode.

Concept. A class of people, objects, events, ideas, or actions which are grouped together on the basis of shared critical attributes or characteristics, and are called the same name.

Concept Card. Provides formal schools/training units with a snapshot of individual lessons.

Concurrent Validity. The validity between a new exam and a previously recognized exam already accepted as valid.

Condition. That portion of the learning objective that describes the situation/environment in which the students perform the specified behavior. Conditions include any pertinent influence upon task performance, including any or all of the following: location of performance, environment, equipment, manuals, or supervision required.

Cone of Learning. The Cone of Learning shows the progression from reading to doing and how it correlates to what is remembered over time.

Conflicting Relationships. Conflicting relationships exist between learning objectives that involve opposite responses to the same cue in a different context.

Consistency. Describes the results of a reliable evaluation instrument which remain similar given similar testing conditions (similar students, knowledge base, physical testing situation, etc.) over a period of several uses.

Construct. Exists only in the mind. Examples are love and hate.

Content Validity. A test with high content validity measures the material being covered in the curriculum or unit being tested as defined in our objective(s). In other words the test questions should refer to the subject matter covered.

Course Content Review Board (CCRB). A formal review of course materials to determine the validity of course topics and make recommendations for changes, revisions, or deletions of the content a course to TECOM (C 469).

Course Descriptive Data (CDD). A report, which documents course description, resource requirements, and justification for the development or refinement of formal programs of instruction (POI), taught at Marine Corps training and education institutions.

Courseware. Paper-based, audiovisual, and electronically stored instructional material necessary to deliver a lesson, instructional module, or course.

Creativity. The imaginative recombination of known elements into something new and useful.

Criterion-Related Validity. Any test of carefully written measurable objectives to obtain data to compare student performance levels with that specified in the objectives.

Criterion-Referenced Assessment. An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance

objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction but it does not compare students to other students. (Compare to norm-referenced assessment.)

Cues. Markings that are graphically placed in the body of the lesson to assist the instructor in the presentation of instruction

Curriculum. All instruction conducted within a school, outlined into specific topics, along with detailed learning objectives, to include behavior, conditions, and standards.

Curriculum Validation Team. A method of validation in which an experienced jobholder, novice, supervisor, instructor, and instructional designer meet to review the instructional material.

Delivery System. The instructional method and media used to present the instruction.

Demonstration. A teaching method in which students observe and then practice a sequence of events designed to teach a procedure, a technique, or an operation. It combines oral explanation with the operation or handling of systems, equipment, or materials.

Dependent Relationships. Dependent relationships exist between learning objectives that are prerequisite to other learning objectives.

Design Phase. The second phase of the Systems Approach to Training (SAT) process, which defines the course learning objectives, test, and delivery system, and from which instruction is developed.

Diagnostic Test. The purpose of a diagnostic test is to measure the achievement of the supporting skills and knowledge that contribute to the ability to perform the criterion objective.

Dialogue. Interaction between two or more persons, one of whom may be the instructor, generally to present sharply opposing points of view for students. The dialogue is often highly structured towards preplanned goals and may take the form of questions and answers between the participants.

Dichotomous Variable. A variable with only two possible responses.

Differentiation. A characteristic of evaluation which requires that tests and rating instruments be capable of making distinctions between selected groups; usually masters or non-masters of specific instructional objectives in criterion-referenced testing or high and low overall test performers in norm-referenced testing.

Directed Discussion. Involves initiating discussion and channeling students' thinking and responses along predetermined lines.

Direct Question. A question directed at an individual or group with a specific answer.

Discussion Non-Directed Method. A group interactive process in which task or objective-related information and experiences are evoked from the student. The instructor normally plays a very limited or passive role.

Distracters. Incorrect alternative responses to questions. Distracters should be worded so they are believable, but clear enough so the student is never presented with a choice between several correct answers.

Distributed Practice Session. Based on time constraints of the course, the instructional developer divides practice periods into segments. This permits more efficient learning of the psychomotor skills.

Domains of Learning. A broad classification of learning types. The three widely accepted domains that are used in this manual are the cognitive (thinking, understanding), affective (attitudes, values), and psychomotor (physical skills).

Dress Rehearsals. A process in which an instructor delivers a lesson plan in its entirety to a group prior to the actual class.

Duty. A duty (primary skill) consists of one or more tasks performed in one functional area. A duty is the major subdivision of the work performed by one individual. It is recognized as being one of the position incumbent's principal responsibilities. A set of operationally related tasks within a given job.

Enabling Learning Objective (ELO). A subordinate learning objective which describes the behavior for prerequisite knowledge and skills necessary for a student to perform a TLO or steps of the ITE.

End of Course Critique. Evaluation instrument completed by the student after a course so that the student can assess the overall course.

Environment. The physical conditions and surroundings in which a job is performed, or in which learning takes place, including tools, equipment, and job aids.

Environment Checklist. Evaluation instrument used to assess physical conditions and training conditions.

Environmental Conditions. A Physical or social condition, in which the behavior of a learning objective must be performed.

Evaluate Phase. The fifth phase of the SAT process during which the formal school/detachment determines value, worth, or merit of the instructional program.

Examination Rating Form (ERF). A reaction form completed by students upon completion of examination.

External Evaluator. In either formative or summative evaluations, external evaluators, individuals not responsible for the instructional program, conduct the evaluations. External evaluators normally include Mobile Training Teams (MTTs) from higher headquarters, site visit teams from other schools.

Extrapolation. A type of learning at the comprehension level (Bloom, 1956) in which students develop sufficient understanding to estimate trends or predict outcomes regarding the subject matter under study.

Field Trips. A field trip is an out-of-classroom experience where students interact with persons, locations, and materials or equipment for the attainment of instructional objectives. An important aspect of the field trip is the student's encounter with real settings.

Formal Lecture. A structured and often rehearsed teaching lecture with no verbal participation by students.

Formal Training. Training (including specialized training) in an officially designated course conducted or administered in accordance with appropriate course outline and training objectives.

Formative Evaluation. Form of evaluation designed to collect data and information that is used to improve the activities and products of the ISD/SAT process while the system is still being developed.

Free Discussion. Akin to the "bull session" or the "war story" hour, free discussion can be a valuable adjunct to participatory management or brainstorming but, by its very nature, it seldom supports measurable objectives.

Front-End Analysis (FEA). A systematic process in which: (1) A job is analyzed to determine its component tasks and the knowledge and skills necessary to perform these tasks; (2) tasks are selected from training based on the determination of which knowledge and skills are not already in the students' repertoire; and (3) job related performance criteria are developed to measure trainees' ability to satisfy job requirements.

Gain Attention. An approach that stimulates student curiosity and describes the benefits students will obtain by paying attention to the instruction.

Guest Lecture. A guest lecture is a presentation by a person other than the instructor who is usually an expert. It is used to give variety to the class period or to supply information in an area where the instructor is not an expert.

Guided Discussion. An instructional method in which the students participate in an instructor-controlled, interactive process of sharing information and experiences related to the achievement of one or more learning objectives.

Hazard. A condition with the potential to cause personal injury or death, property damage or mission degradation.

Hierarchy. The characteristic of a domain of learning that rank orders the levels-of-learning of which it is composed. See *Taxonomy of Educational Objectives and Domain of Learning*.

Higher Levels of Learning. Those levels of learning above the comprehension level (Bloom, 1956) which may be considered as the practical application of concepts and principles to complex, real problems.

High Risk Training. Basic or advanced individual or collective training, essential for preparing Marines and units for combat, that exposes students and instructors to the risk of death or permanent disability despite the presence and adherence to proper safety controls.

Implement Phase. The fourth phase of the SAT process during which instruction is delivered to the students.

Independent Relationships. Skills and knowledge in one learning objective are unrelated to those skills and knowledge in another learning objective.

Indirect Discourse. Indirect discourse involves verbal interaction among two or more persons, which is seen and heard by students. Some examples include: dialogue, teaching interview, panel, skits, playlets, and other dramatizations.

Individual Rehearsals. A process in which an instructor practices a lesson plan without any assistance from other instructors.

Individual Training Event (ITE). The standards used to specify individual training proficiency requirements (tasks) that support unit mission performance. They include a task (behavior), condition, proficiency standards (often performance steps), and references. ITEs are generally derived from collective training standards. ITEs constitute the basis for design, development, implementation, and evaluation of all individual training conducted in units and institutions.

Informal Lecture. A conversational teaching lecture with considerable verbal interaction between instructor and students employing questions and discussion.

Instruction. The delivery of information to enable learning. The process by which knowledge and skills are transferred to students. Instruction applies to both training and education.

Instructional Aids. Materials used to teach where ownership belongs to the instructor. The students do not get to take the materials with them.

Instructional Design. An area of theory and practice that forms a knowledge base in the field of instructional technology. Processes for specifying conditions for learning.

Instructional Environment. Instructional environment refers to the instructional setting, media/equipment, support personnel, student materials, and the administrative functions the instructor must perform.

Instructional Material. All items of material prepared, procured, and used in a course or programs as part of the teaching or general learning process.

Instructional Method. The means used to present information to the student.

Instructional Rating Form (IRF). A reaction form (questionnaire) submitted to students following completion of a period of instruction that provides feedback on instructor performance, course materials, and instructional environment.

Instructional Setting. The location and physical characteristics of the area in which instruction takes place.

Instructional System Development (ISD). Identical to definition for "systems approach to training."

Instructor. The individual, military and/or civilian, assigned the responsibility of providing instruction.

Instructor Notes. Includes any information pertinent to the conduct of the lesson and can appear throughout the lesson plan.

Instructor Preparation Guide. A checklist that includes essential data, the instructor can quickly look at when preparing the lesson to get an idea of lesson content, duration, method, location, instructors required, references, and necessary instructional aids/equipment.

Interactive Courseware Multimedia (ICM). A set of commercially produced, computer-based, multimedia instructional modules, which comprise a full credit-bearing course. This courseware contains text, computer graphics, photographic stills, animation, sound and motion video. It offers highly interactive learning functionality for the learner, and contains instructional support and student support systems. The courseware is integrated into the delivery of courseware by the faculty. It is not intended for use as a "bolt on" attachment to a traditional lecture based course.

Interactive Multimedia Instruction (IMI). A group of predominantly interactive, electronically delivered training and education support products. IMI products include instructional software and software management tools used in support of instructional programs.

Interactive Television. Literally it combines traditional TV watching with the interactivity of the Internet and personal computer. Programming can include richer graphics, links to Web sites through TV Crossover Links, electronic mail, and chatroom activity and online commerce through a back channel (T-commerce).

Interactive Video Disc (IVD). Computer-controlled laser disc player used to present segments of video in a course or lesson.

Internal Evaluator. In either formative or summative evaluations, individuals working within the organization responsible for the instructional program, conduct the evaluation.

Interpretation. A type of learning at the comprehension level (Bloom, 1956) in which students develop and understand relationships among the various aspects of a communication and are able to perform such activities as making inferences, generalizing, and summarizing.

Interval Scale. Consists of mutually exclusive, exhaustive categories arranged in a hierarchical order. The intervals between numbers that represent categories are equal, but there is no true zero on the scale.

Interview. A set of structured questions used to gather information from respondents. Conducted in person or over the telephone.

Item Analysis. A set of methods used to evaluate the effectiveness of test items.

Item Difficulty. The number of people who get a particular test item correct, generally expressed in a percentage.

Item Discrimination. A comparison between people who have done well on a test and people who have not done well.

Introduction. Major section of a lesson designed to establish a common ground between the instructor and students, to capture and hold attention, to outline the lesson and relate it to the overall course, to point out benefits to the students, and to lead the students into the body of the lesson; usually contains gain attention, motivation, and overview steps.

Job. The duties, tasks, and task elements performed by one individual that constitutes his/her job. The job is the basic unit used in carrying out the personnel actions of selection, training, classification, and assignment.

Job Aid. Any item developed or procured for the purpose of assisting in the conduct of instruction and the process of learning. Examples of job aids include checklists, procedural guides, worksheets, etc.

Job Performance Measure. An instrument used to evaluate proficiency of a job holder on each task performed.

Job Task Analysis. A process of examining a specific job to identify all the duties and tasks that are performed by the job incumbent at a given skill level.

Kinesthetic. The ability to learn by through the use of motion, movement, or the performance of the required activity. Related to task requirements, one of the criteria for selection of delivery systems.

Kinesthetic Learner. Learners who tend to learn better by doing.

Knowledge. Information required to develop the skills for effective accomplishment of the jobs, duties, and tasks.

Knowledge-Based Tests. A knowledge-based test measures cognitive skills.

Knowledge level. The lowest level of the cognitive domain (Bloom, 1956) in which students have the ability to recall or recognize material in essentially the same form as it was taught.

Learning. A change in a person's behavior as a result of stimulus or experience. The behavior can be physical and overt, or it can be intellectual or attitudinal.

Learning Analysis. A procedure to identify a task's related knowledge and skills that must be learned before a student can achieve mastery of the task itself.

Learning Analysis Worksheet (LAW). Worksheet used during the learning analysis to generate knowledge and skills related to the task and its performance step(s).

Learning Objective. A statement of the behavior or performance expected of a student as a result of a learning experience, expressed in terms of the behavior, the conditions under which it is to be exhibited, and the standards to which it will be performed or demonstrated.

Learning Objective Worksheet (LOW). Worksheet used to generate learning objectives, test items, and the delivery system to be used.

Learning Style. An individual's preferred ways of gathering, interpreting, organizing, and thinking about information.

Lesson Plan. An approved plan for instruction that provides specific definition and direction to the instructor on learning objectives, equipment, instructional media material requirements, and conduct of the training. Lesson plans are the principal component of curriculum materials in that they sequence the presentation of learning experiences and program the use of supporting instructional material.

Lecture. A formal or informal presentation of information, concepts, or principles by a single individual.

Likert Rating Scale. A rating system that allows data to be evaluated on a quantitative scale.

Limiting Conditions. Any information or resource that is not available to the student and identified in the learning objective.

Main Points. The primary, logical break out of subject matter to support an instructional objective.

Managed On-The-Job Training (MOJT). Training conducted in the unit environment which utilizes a combination of classroom instruction and practical application. The classroom instructor is also the work supervisor of the trainee. Evaluation of the students is based upon the capability to demonstrate specific training standards.

Management-Oriented Evaluation. Approach to evaluation that entails collecting information to aid management decision-making as an instructional program operates, grows or changes.

Massed Practice Session. The instructional developer plans one continuous practice session due to time constraints of the course.

Master Lesson File (MLF). A compilation of documents that contain all the materials necessary to conduct a period of instruction or lesson.

Mastery. The achievement of the prescribed learning objective.

Mastery Learning. Criterion-referenced testing is the preferred method of testing for learning objectives taught in the formal school/training center. The criteria for test mastery are established by the learning objectives. The student, when completing a test, receives either a master (pass) or non-master (fail) for each learning objective. The student may be assigned an overall score, but it does not remove the responsibility of mastering each learning objective.

Measurement. The act of acquiring data in the educational environment without making value judgments regarding the relative or absolute merits of those data.

Measurement Error. The extent to which a score has been influenced by irrelevant or chance factors such as fatigue, practice, time between the instruction and the administration of the instrument, etc. Also, every test contains errors of measurement. No one test accurately measures a student's achievement or ability. Carefully designed standardized tests may have measurement errors of 5-10 percent. Teacher-designed tests have large measurement errors. A test result shows that a student falls into a range of scores and not just a single reported score. Focusing on a single score and ignoring the score range is among the most serious of score reporting errors.

Media. Means of presenting instructional materials to the learner; for example, filmstrips, videotapes, slides, wall charts, etc.

Media Cues. Used to remind instructors what media to use and when to present it during the lesson plan.

Median. The score above and below which 50 percent of the scores in the sample fall. Median is sometimes referred to as the "breaking score".

Mean. Arithmetic average of all scores.

Mediated Instruction. Includes such devices as power point, video, and audio used to present the planned course of instruction to the learner.

Mental Skill. Cognitive ability involving the processing, synthesis, and analysis of information.

Military Occupational Specialty (MOS). A four-digit code that describes a group of related duties and job performance tasks that extend over one or more grades. It is used to identify skill requirements of billets in T/Os, to assign Marines with capabilities appropriate to required billets, and to manage the force. It is awarded when performance-based criteria have been met as set forth in ITS/T&R Orders.

Mission Essential Tasks (MET). A MET is a collective task which an organization must be proficient in order to accomplish an appropriate portion of its wartime mission(s). MET listings are the foundation for the T&R manual; all event in the T&R manual support a MET.

Mission Essential Task List (METL). Descriptive training document that provides units a clear, war fighting focused description of collective actions necessary to achieve wartime mission proficiency.

Mode. The most frequently occurring score.

Models & Mock-ups. A model is a copy of a real object. It can be an enlargement, a reduction, or the same size as the original. The scale model represents an exact reproduction of the original, while simplified models do not represent reality in all details. Some models are solid and show only the outline of the object they portray, while others can be manipulated or operated. Still others, called mock-ups, are built in sections and can be

taken apart to reveal the internal structure. Whenever possible, the various parts should be labeled or colored to clarify relationships.

Modular Instruction. A prepackaged unit of instruction which typically contain a clear statement of objectives and all necessary learning resources to permit the learner to achieve these objectives. A module can be a complete unit or part of a course.

Motivation. Motivation interests the learner and focuses their attention on the lesson. The motivation for a lesson may be intrinsic or extrinsic. Intrinsic motivation refers to topics that students like or enjoy. Extrinsic motivation focuses on external rewards for good work or goal attainment.

Nominal Scale. Consists of descriptive categories. The number represents different categories in the set but has no mathematical meaning.

Non-Discursive Communication. Level of psychomotor domain (Simpson, Harrow, & Simpson) in which students communicate through bodily movements ranging from facial expressions to sophisticated choreographics; going from one movement to another in a specified order.

Norm-Referenced Assessment. An assessment designed to discover how an individual student's test scores are compared to scores on the test taken by a group of individuals who represent the target audience. Prevalent to aptitude and achievement tests that relate scores to a percentile. (Compare to criterion-referenced assessment.)

Objectives-Oriented Evaluation. Approach to evaluation that determines the extent to which learning objectives have been achieved (see criterion-referenced testing).

Objectivity. A characteristic of evaluation which requires that measurement in an educational environment be correct and factual and be free from instructor bias.

Observation. A form of evaluation conducted during practical applications, performance test, or on the job, where evaluators, instructors, or supervisors can observe the students' performance.

Observation Checklist. Evaluation instrument used to provide quality control and review effectiveness of instruction through the review of the Master Lesson File and the effectiveness of the lesson, activities, student materials, media, etc. as observed during a convening lesson.

Occupational Field (OCCFLD). A range of related military occupational specialties (MOS's) that share the same first two digits (e.g., 0300, 0311).

Open-Ended Question. A question that asks for narrative responses and allows respondents to respond in their own words.

Operational Risk Management (ORM). The process of dealing with risks associated with military operations. It includes risk assessment, risk decision-making, and the implementation of risk controls.

Operational Test and Evaluation. Approach to evaluation that determines whether a product represents a significant improvement or benefit over alternative products.

Ordinal Scale. Consists of categories arranged in a hierarchical order. The intervals between numbers that represent categories are not equal.

Organization. Level of affective domain (Krathwohl, 1956) in which students compare, relate, and synthesize new values into their own value systems.

Overhead Question. A question not specifically related to subject matter, but solicits a general response to the lesson.

Panel. A structured or unstructured discussion between two or more experts (generally excluding the regular instructor), presented in a variety of ways, such as constructive arguments followed by debate, response to questions from the instructor or the students, a preplanned agenda, a fixed or a random order of speakers, or free discussion.

Part Practice Session. A method of teaching that breaks down a task into parts. Used when tasks do not have highly interrelated subtask.

Pedagogy. Literally means the art and science of teaching children.

Peer Teaching. Method where instructors allow students to teach other students with the student available to clarify material presented unclearly.

Perceptual. Level of psychomotor domain (Simpson, Harrow, & Simpson) in which students interpret various stimuli (something that directly influences action) and make adjustments to the environment. Suggests cognitive as well as psychomotor behavior.

Performance. Part of a criterion objective that describes the observable student behavior (or the product of that behavior) against an established standard of performance as proof that learning has occurred.

Performance Checklist. The breakdown of a task into elements that must be correctly performed to determine whether each student satisfactorily meets the performance standards described in the objective.

Performance Measure. The absolute standard by which job performance is judged. It includes behaviors, results, and characteristics that can be observed and scored to determine if a student has performed a task correctly.

Performance-Based Test. Sample work situation that measures how well the student has mastered the psychomotor (physical) and cognitive (mental) skills required for task or job performance.

Physical Activities. Level of psychomotor domain (Simpson, Harrow, & Simpson) in which students perform activity requiring endurance, strength, vigor, and agility.

Physical Skill. Directly observable behavior requiring the movement of body muscles. Also referred to as psychomotor skill.

Pilot Course. A validation method used where instructional materials in final form are presented to a target population group.

Population. A well-defined group of subjects, things, or characteristics from which measurements are taken (for example, all students 6 feet or taller represents a specific population).

Post-Graduate Survey. Evaluation instrument to collect data from the graduates regarding a course previously attended.

Posttest. A test administered after the completion of instruction to assess whether a student has mastered the objectives of the class, lesson, course or other unit of instruction (see summative evaluation).

Practical Application. A technique used during an instructional session which permits students to acquire and practice the mental and physical skills necessary to perform successfully one or more learning objectives.

Practice and Provide-Help Cues. Practice cues describe the student's role in the practical application portions of a lesson, while provide-help cues describe the instructor's role.

Predictive Validity. We can establish predictive validity for our Correct Response to Test (CRT) in much the same fashion as we can determine concurrent validity. When we have two CRT measurements of what we believe to be the same skill or knowledge taken at a considerable length of time from each other, we may wish to determine how well the first CRT predicted success on the second CRT. We may wish to see how our school posttest predicts success on the job as measured by supervisor ratings. Or we may wish to determine how well a pencil-and-paper test can be used to predict future success on a performance exam. In these and similar situations, we can use various statistics to establish predictive validity between two CRT's as long as they are both scored on a pass or fail basis and the tests are separated by a substantial period of time.

Prerequisite. A requirement the student must possess before being able to receive instruction. It covers what a student must know before taking a lesson of instruction.

Pretest. A test administered prior to instruction to determine how much the student already knows (see formative evaluation).

Primacy. Material presented earlier or first.

Printed Materials. A form of visual information media that includes flat pictures, charts, diagrams, and graphs.

Probe. An unplanned instructor-initiated question used to seek clarification, probe for understanding, or to control the direction of the discussion; may be either direct or overhead question.

Process Method. Method used by evaluators to describe and document the actual development process of a specific course by use of a checklist.

Process Testing. Testing where the procedure or steps (tasks) used to get to the end result are used to evaluate the student.

Product Testing. Testing where the characteristics of a good product are used to evaluate the student.

Program of Instruction (POI). A training management document that describes a formal course in terms of structure, delivery systems, length, intended learning outcomes, and evaluation procedures.

Programmed Instruction. A method of instruction that usually includes a carefully planned sequence of small units of instruction which require the learner to respond to cues and receive immediate feedback. Various media (books, teaching machines, and computers) are used to deliver the programmed instruction to the learner.

Progress Method. Method used by evaluators to provide an audit trail that keeps management informed of the progress of the course development effort.

Progress Test. Tests administered throughout a course to evaluate student progress and to determine the degree to which students are accomplishing the learning objectives (see formative evaluation).

Projected Still Images. A form of visual information media that includes overhead transparencies and slides.

Psychomotor Domain. A major area of learning which deals with acquiring the ability to perform discrete physical skills requiring dexterity, coordination, and muscular activity.

Psychomotor Skills. Motor action directly proceeding from mental activity. Also referred to as physical skill.

Qualitative data. Qualitative data are subjective in nature. They emphasize standardization, precision, and reliability of measures of efficiency when evaluating training/education outcomes.

Quantitative data. Quantitative data are objective in nature and are gathered through standard methods (measures of efficiency, participant observation, interviews, etc.).

Questioning Method. Method used to emphasize a point, stimulate thinking, keep students alert, check understanding, review material, and seek clarification.

Questionnaire. A data collection instrument consisting of a printed form containing a set of questions used together information from respondents.

Range. The difference between the largest and smallest scores occurring in a distribution.

Rating Scales. Any number of instruments upon which instructors record their assessments of student performance through a process of observation or measurement and judgment.

Ratio Scale. Consists of categories arranged in hierarchical order that has equal intervals between categories (i.e., any two adjoining values in a ratio measure are the same distance apart). A true zero anchors the scale of a ratio measure.

Reading Method. Reading is the assignment to a student of printed materials including books, periodicals, microforms, manuals and regulations, and handouts (instructor-produced).

Receiving. Lowest level of affective domain (Krathwohl, 1956) in which students become aware of and pay attention to someone or something.

Recency. Material presented not long ago.

Record of Proceedings (ROP). The evaluation results and recommendations that are the result of the Course Content Review Board.

Reflex Movements. Level of psychomotor domain (Simpson, Harrow & Simpson) in which students perform an action without learning it in response to some stimuli (something that directly influences the activity).

Reliability. An indicator of score consistency over time or across multiple evaluators. Reliable assessment is one in which the same answers receive the same score regardless of who performs the scoring or how or where the scoring takes place. The same person is likely to get approximately the same score across multiple test administrations.

Remedial Instruction. Supplemental instruction designed to correct student misunderstanding of course material or a student learning deficiency. A sequence that provides an alternative, more basic approach to meeting the same instructional objective.

Responding. A level of the affective domain (Krathwohl, 1956) in principle which students act or comply with the instructor's expectations by performing an act and obtain satisfaction from it.

Risk. An expression of possible loss in terms of severity and probability.

Risk Assessment. The process of detecting hazards and assessing associated risks.

Role-playing. Students project themselves into simulated interpersonal situations and act out the parts of the persons and situations assigned by the instructor. Role-playing is generally limited to practice of the skills involved in interpersonal relations, such as counseling, interviewing, and conference leadership.

Safety Brief. A brief provided to make students aware of the identified hazards and the controls implemented to minimize risks.

Safety Checklist. Evaluation instrument used by instructors or the administration to ensure that proper safety procedures have been adhered to.

Safety Questionnaire. Student reaction form used to provide evaluation feedback on safety within the instructional environment.

Scales of Measurement. Method of measurement that specify how numbers assigned to variables relate to the property being evaluated or measured.

Self-Paced Instruction. Instructional method which permits a student to progress through a course of instruction at the student's own rate.

Simulation. Actual or mock-up of a piece of equipment that allows duplication of job performance.

Site Visit. Visit by formal school personnel to the Fleet Marine Force to observe and interview graduates.

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

Skilled Movements. Level of psychomotor domain (Simpson, Harrow, & Simpson) in which students perform a complex task with a degree of efficiency.

Slides. A piece of 35-millimeter film on which individual slides or frames appear in sequence. Some filmstrips are accompanied by a tape or disc that contains narration and a signaling device that indicates when to advance the filmstrip to the next frame. Depending on the type of projector, the film advances either manually or automatically.

Small Critical Audience Rehearsals. A process in which an instructor delivers a lesson plan in its entirety to a small group of instructor/peers to evaluate the delivery of a lesson.

Socratic Method. A conversation or discussion wherein two or more people assist one another in finding the answers to difficult questions. The method may resemble a guided discussion, but the goal is often to obtain specific answers to specific questions and not to stimulate discussion. This method facilitates the student's quest for understanding by requiring the student to answer questions on his/her own, to ponder the validity of what others have said or written, and to give reasoned support of his/her opinion to the other students in the group.

Standard. Part of a learning objective, the standard establishes a criterion for how well the task or learning objective must be performed.

Standard Deviation. Describes the amount of variability in a group of scores.

Standing Operating Procedure (SOP). A document that outlines the policies and procedures of an organization.

Stem and Responses. Makes up multiple choice test items. The stem presents a problem, question, statement, or situation, all information needed to answer the multiple-choice question. The response is made up of several possible responses where only one response is the correct answer.

Storyboard. A script sheet that shows key visualization points with accompanying video information.

Student. The individual receiving instruction, the individual learning from the interactive courseware, or an individual who has been placed in a learning situation to acquire knowledge and skills required for accomplishment of specific tasks.

Student Data Form. Form used to collect personal data from the student upon arrival at a course.

Student Materials. Additional facts and information given to the students as a study guide that can be referred to during the course and as a job aid that students can take back to their unit following completion of the course. There are two types of student materials, student outlines and supplemental student materials.

Student Outline. Student material which provides the student with a general structure to follow during the class and a conceptual framework that highlights the main ideas of the class.

Student Query. "Students asking questions" is often used in combination with other methods such as the lecture, the panel discussion, or the teaching interview, but it could be used by itself, either on a one-to-one basis in tutoring or coaching or as part of small or large groups. The method is student controlled, although the responder can also control the session to a certain extent if skillful enough. Students' questions may often be a measure of the degree of their understanding of a particular matter, that is, they "know enough to ask the right questions."

Subject Matter Expert (SME). An individual who has a thorough knowledge of a job, duties/tasks, or a particular topic, which qualifies him to assist in the training development process (for example, consultation, review, analysis, advise, critique).

Summary. A major section of a lesson, which follows an introduction and body. It should contain a summary, closure, and administrative directions.

Summative Evaluation. Used to make judgements and determinations concerning student achievement and the effectiveness of the instructional program. Summative evaluations lead to grades, to reports about a student's relative level of competence, and to alterations of instructional programs. Also designed to collect data and information during the operational (field) tryouts of equipment/system in order to determine the effect of the instruction under operational conditions and to make any changes or revisions to the system prior to becoming operational.

Supplemental Student Materials. Any handout, other than the student outline, given to the students to support the instruction.

Supportive Relationships. Skills and knowledge in one learning objective have some relationship to those in another learning objective.

Survey Test. A survey test is designed to determine what prospective students already know and can do before receiving the instruction.

Synthesis. Level of cognitive domain (Bloom, 1956) in which students are able to put parts together to form new patterns or structures.

Systems Approach to Training (SAT). An orderly process for analyzing, designing, developing, implementing, and evaluating an instructional program which ensures personnel acquire the knowledge's and skills essential for successful job performance.

Target Population Description (TPD). The TPD provides a general description of the target population and establishes administrative, physical, and academic prerequisites that students should possess to be assigned to a formal school of instruction. The level of experience the average student

will bring into the classroom must be considered. Due to their lack of experience, entry-level students may not be able to comprehend multiple objectives in a single lesson.

Task. A unit of work usually performed over a finite period of time, which has a specific beginning and ending, can be measured, and is a logical and necessary unit of performance.

Task List. All designated T&R Manual events for inclusion in a POI.

Taxonomy of Educational Objectives. A systematic classification scheme for sorting learning outcomes into three broad categories (cognitive, affective, and psychomotor) and rank ordering these outcomes in a developmental hierarchy from least complex to most complex.

Teaching Interview. The instructor questions a visiting expert and follows a highly structured plan, which leads to educational objectives. The advantage of the teaching interview over the guest lecture is that the instructor controls the expert's presentation. The expert normally requires little or no advance preparation, but responds extemporaneously from general experience. When a question-and-answer period follows the interview, students can interact with the expert.

Terminal Learning Objective (TLO). A TLO is a statement of what a student is expected to perform upon completion of a lesson, topic, major portion of a course, or course completion.

Test. Any device or technique used to measure the performance, skill level or knowledge of an individual.

Time Cues. Approximations for the amount of time required for presenting each lesson component. Each component and main idea of a lesson plan has a time cue. The sum of all the main idea time cues equal the time cue for the body.

Training. Instruction and applied exercises for the attainment and retention of skills, knowledge, and attitudes required to accomplish military tasks.

Training & Readiness (T&R) Event. An individual or collective training standard.

Transfer of Learning. The extent to which what the student learned during instruction is used on the job.

Transparencies. An overhead transparency is usually made from acetate or plastic, which has been prepared for us on an overhead projector. If hand drawn transparencies are needed, materials such as heavy-duty, clear plastic bags, document protectors, and reprocessed x-ray film can be used in place of commercially produced acetate. In addition, transparencies can be made from existing printed material by using a thermoprocess machine and special film.

Transitions. Statements used by the instructor to move from the introduction of a lesson to the body, between main points between sub points within each main point, and from the body to the conclusion of the lesson. These statements show a logical relationship between the lesson segments they connect.

Validation. The process by which the curriculum materials and instruction media materials are reviewed by the contractor for instructional accuracy and adequacy, suitability for presentation, and effectiveness in providing for trainees' accomplishment of the learning objectives. Validation is normally accomplished in tryouts with a representative target population. The materials are revised as necessary as a result of the validation process.

Validity. A characteristic of evaluation, which requires that testing instruments measure exactly what they were intended to measure. A test with high content validity measures the material covered in the curriculum or the unit being tested. A test with high criterion validity successfully predicts the ability to do other work. For example a test to be an auto mechanic with high criterion validity will successfully predict who will become a good mechanic.

Variability Attributes. Characteristics shared by some, but not all, members of a class of people, object, events, ideas, or actions which are grouped together on the basis of shared critical attributes and called by the same concept name.

Variance. The average squared deviation from the mean variance is useful for determining how far off the mean students score on a particular test item or test.

Valuing. Level of affective domain (Krathwohl, 1956) in which students accept, prefer, or commit themselves to an object or behavior because of its perceived worth or value; to appreciate.

Video Tele-Training (VTT). Supports distance learning and video teleconferencing which allows us to send and receive presentations, allows students to interact with the instructors and students at distance sites and has the capability of connecting to more than 20 classrooms/sites around the world with one instructor teaching them all. This technology also has the capability of connecting to almost any kind of broadcast format.

Virtual Conferencing. Video teleconferencing that allows instructors the ability to send and receive presentations, and allow students the opportunity to interact with instructors at distance sites.

Virtual Reality (VR). Virtual reality is the computer-generated simulation of a real or an imagined environment or world. It can be graphics-based (e.g., a walk-through of a building) or text based (e.g., a description of a city where participants can interact with one another).

Visual Learners. Learners who tend to learn better by seeing.

Whole Practice Session. A method of teaching an entire task. Used when tasks have highly interrelated subtask.

HIGH RISK TRAINING INSTRUCTOR PRE-ASSIGNMENT CHECKLIST

1. **Prerequisites.** To be considered for assignment to a high-risk training instructor billet, all personnel must meet the following criteria (where applicable, hiring- or position-description criteria shall specify requirements for civilian personnel):

a. A minimum of two years left on their current enlistment (or agree to extend or reenlist) prior to executing such orders.

b. No court-martial convictions within the past 5 years and not more than 2 NJPs within the past 5 years (no more than 1 NJP in the 12 months preceding transfer date).

c. No drug-related incidents within the last 5 years and no alcohol-related incidents within the last 2 years preceding the transfer date.

d. Meet personal appearance and weight standards with no unresolved history of assignment to weight control or personal appearance programs.

e. Pass the PFT.

f. Complete an instructor-training course prior to executing orders (or during delay en route). Courses are currently taught at Camp Lejeune (M03XRGGA), Camp Pendleton (M10XRG1), and also by Mobile Training Teams from either of these bases (M03XRGM and M10XRGM). Personnel having successfully graduated from Navy Instructor Training School (receiving an NEC of 9502) are excluded.

2. **Medical Screening.** Coordinate with the detaching command to request a medical record screening. Any findings suggestive of a behavioral problems or difficulty in interpersonal relationships, such as any medically documented problems related to hypertension, stress, alcohol related or psychological dysfunction, etc., are potentially disqualifying and must be identified.

3. **Findings.** A report summarizing the results of the prerequisites and Medical Screening findings will be forwarded to the formal school or detachment commander.

HIGH RISK TRAINING INSTRUCTOR COMMAND SCREENING GUIDE

1. Objective. Training activity COs are ultimately responsible for ensuring high-risk instructor candidates are screened for professional, physical, and psychological suitability. This guide will assist COs in conducting screenings appropriate to the training environment and risk/stress level. While the instructor screening process must begin at the detaching activity, it is the responsibility of the gaining activity to inform the detaching activity that the candidate will teach high-risk curricula and the level of screening required. The outline below describes the screening process and identifies the majority of physical and psychological factors that could disqualify someone for high-risk instructor duty.

2. Screening and Interview Sequence

a. Upon identifying a candidate for high-risk instructor duty, the gaining activity shall contact the detaching activity and provide appropriately tailored screening requirements and forms for recording screening milestones. The candidate must be fully screened periodically to the standards outlined below. Training activity COs may wish to repeat portions of the screening, but all training activities shall interview incoming instructor candidates. Subparagraphs 2b(3)(a) through 2b(3)(c) below provide some helpful guidelines in determining suitability.

b. All high-risk instructor candidates shall have the following procedures completed:

(1) Service Record Screen. Any adverse administrative entries, below average performance evaluations, non-judicial punishments, etc., shall be brought to the COs attention prior to the interview. The training activity CO may delegate record screening authority to a subordinate within the command.

(2) Physical Requirements. The candidate must meet general duty criteria, physical readiness requirements, and any special duty qualifications required by chapter 15 of the manual of Medical Department (MANMED), such as diver, flight, or firefighter requirements.

(3) Medical Officer Interview, Record Review, and Questionnaire

(a) Candidates shall complete OPNAV 1500/53. This questionnaire shall be forwarded as an enclosure to the request for medical screening and interview.

(b) Competent medical authority (i.e., medical officer, physician assistant, nurse practitioner (family practice), or independent duty corpsman) shall conduct the medical record screening.

(c) For high-risk instructor candidates, an interview shall be conducted in conjunction with the medical record review. Areas of concern and suggested questions are provided in the Medical Officer's Interview Guide located on page 6 of enclosure (2) within this document. Training activities shall provide these questions as an enclosure to the request for medical screening and interview for high-risk instructor candidates only.

(d) The medical activity completing the screening shall forward the results to the requesting CO or OIC utilizing the sample Results of Medical Screening provided on page 8 of enclosure (2) within this document.

(4) CO's Interview. The CO's interview is required for high-risk instructor candidates. The interview shall be conducted following the service and medical record screening, and medical officer interview. The CO's interview must assess how specific factors have affected and will likely affect a candidate's performance in a high-risk training environment. This interview is the final factor in determining suitability for high-risk instructor duty. The areas of concern, with suggested questions, are provided on page 9 of enclosure (2) within this document. The training activity CO may delegate interviewing authority to a subordinate within the command.

3. Determination of Suitability

a. The following criteria outline serious risk issues that provide cause for disqualification for high-risk or instructor duty:

(1) Chronic medical condition, which hampers the candidate's ability to perform training duties.

(2) In-service hospitalization for a major mental disorder such as a psychotic disorder, bipolar disorder, major depression, or suicide ideation or behavior.

(3) In-service diagnosis of personality or impulse control disorder.

(4) Any confirmed incident of child or spousal abuse (by member).

b. The following criteria outline risk issues that must be closely investigated, would likely require specialty referral for expert evaluation, and may be cause for disqualification from consideration as a high-risk instructor:

(1) Disciplinary problems/adverse service record entries.

(2) Poor work performance trends.

(3) Incident resulting in referral to family advocacy.

(4) Medically noted traits of a personality disorder not sufficient to support diagnosis of personality disorder.

(5) Treatment for a substance use disorder within the last 2 years (still in the aftercare period).

(6) In-service outpatient treatment for evaluation or therapy for suicide ideation, threats to harm others, or other mental health problems.

c. Candidates must meet any specific guidelines in the MANMED, chapter 15, for general duty criteria, and any special duty qualifications.

d. Based on screening results, the detaching CO shall recommend, via service record entry, whether or not the candidate should be assigned to high-risk instructor duty.

e. If the gaining activity declines the candidate based on the detaching activity's negative recommendation for high-risk instructor duty, the detaching activity shall request M&RA reassign the candidate to other than high-risk instructor duty.

f. If the gaining activity accepts the candidate, they shall interview the candidate and review the results of the screening.

g. A service record entry shall be made indicating the candidate's suitability/unsuitability for high-risk instructor duty. This entry shall be signed by the training activity CO or designated representative. The service record entry shall not identify reasons for unsuitability.

(Sample Letter)
REQUEST FOR MEDICAL SCREENING

(Date)From: Commanding Officer, _____
To: OIC, _____ Branch Medical ClinicSubj: REQUEST FOR MEDICAL SCREENING FOR HIGH-RISK INSTRUCTOR DUTY,
ICO _____

Ref: (a) OPNAVINST 1500.75B

ENCL: (1) OPNAV 1500/53 (Oct 2009) Medical Questionnaire
(2) Medical Officer's Interview Guide
(3) Results of Medical Screening

1. Request you conduct the following medical evaluation to assist us with screening subject named member for possible duty as a high-risk instructor per reference (a):

a. For High-risk Instructor Candidates Only. Complete enclosure (1) and submit to medical officer for review.

b. Screen medical record of subject candidate in his/her presence. Screening must be conducted either by the medical officer, physician assistant, nurse practitioner (family practice), or independent duty corpsman.

c. Enclosure (2) is provided to assist you in conducting the medical record screening and interview. Enclosure (3) is provided to assist in reporting a determination as to whether any disqualifying factors are present.

2. The reviewer may request a specialist referral if the review reveals a need for it. The results of the medial screening must be forwarded to the requester and recorded in the candidate's medical record.

3. My point of contact is _____
(Name) (Phone)

(Signature)

MEDICAL OFFICER'S INTERVIEW GUIDE

The following are suggested topics for the medical interview. For any issues that are not resolved to your satisfaction during the interview, refer for specialty consult or evaluation. Look for signs of stress or annoyance in the candidate when discussing these issues, especially regarding abusive behavior and substance abuse.

Interpersonal Relationships/Job Adjustment

1. Have you ever been referred to a physician or chaplain due to personal or work-related stress that adversely affected your performance?
2. Have you any history of spousal/child abuse or suicidal behavior?
3. Have you experienced any anxieties or phobias that have caused you to be removed from a particular work environment?

Mental/Physical Health

1. Have you consulted a civilian health care provider within the past year? (As appropriate, the medical reviewer should obtain records from the civilian physician.)
2. Are you currently taking prescription medications? Will the condition affect your ability to perform duties?
3. Have you ever gone before a medical board? (A copy must be available in the candidate's health record.)
4. Is there any documented history of psychological or physiological reaction to stress, tension, vascular headaches (recurrent), upper respiratory symptoms, and unstable hypertension? (Explore any history of emotional problems that would suggest vulnerability to maladaptive stress coping, such as adjustment (situational) disorders, depressive episodes, recurrent anxiety.)
5. Have you ever been concerned at any time about your emotional health or ability to cope with stress?
6. Have you ever sought psychological counseling by a physician, psychologist, priest, social worker, etc.?
7. Have you threatened suicide or any other self-destructive behavior?
8. Have you ever threatened to hurt another individual?
9. Have you ever experienced persistent irrational fear or phobias such as flying, high places, confined spaces, water, etc.?

10. Do you have a problem with anger, recurrent anger, or controlling anger?

Substance Abuse

1. Have you ever consumed alcohol during work hours or come to work hung over, requiring a referral for competency for duty?
2. Have you ever been referred for evaluation for substance abuse?
3. Have you ever been involved in an alcohol-related incident?
4. Have you ever had concern about your drinking pattern or experienced guilt or remorse for behavior that occurred while drinking?
5. Has alcohol ever caused any family, personal, or work difficulties? (Specifically address driving under the influence (DUIs), fights, quarrels, and tardiness or missing work.)
6. Do you have a history of drinking excessively?
7. Do you drink early in the day?
8. Has anyone criticized your drinking pattern or advised you to change your drinking pattern?
9. Have you ever-experienced blackouts?

Interpersonal Relationships

Was the candidate abused as a child (physically, emotionally, or sexually)?

Documented History of Impulsive Behavior

1. Is there any evidence of untreated alcohol abuse or alcohol dependence? (At least 1-year post treatment with an adequate documented recovery program is required prior to accepting orders as a high-risk instructor)..
2. Is there any psychiatric diagnosis of personality disorders? (Applicable in the case of any psychiatric diagnosis requiring medication or hospitalization unless symptom-free for 1 year and declared fit for full duty by a formal medical board.)

(Sample Letter)
RESULTS OF MEDICAL SCREENING

(Date)

From: OIC, _____
To: Command Officer, _____

Subj: REQUEST FOR MEDICAL SCREENING FOR HIGH-RISK INSTRUCTOR DUTY,
ICO _____

The requested screening and interview have been completed. Information does/does not indicate that there are potentially disqualifying factors in the instructor's medical history. The candidate is/is not suitable for high-risk instructor duty.

Comments: _____

(Signature)

COMMANDING OFFICER'S INTERVIEW GUIDE

The following are suggested topics for the CO's interview. For any issues that are not resolved to your satisfaction during the interview or commented on by the medical reviewer, refer to your health care facility for specialty consult/evaluation. Look for signs of stress or annoyance in the candidate when discussing these issues, especially regarding abusive behavior and substance abuse.

Interpersonal Relationships/Job Adjustment

1. Have marital problems, financial problems, or family advocacy issues ever adversely affected your work performance?
2. Have you ever had problems relating to your supervisors?
3. Have you been a supervisor? Are you comfortable in that role? Have you had problems dealing with subordinates?
4. Have you had disciplinary problems or lost your temper in the work place?
5. Do you understand and adhere to guidelines for sexual harassment, core values, and personal discrimination?
6. Have you switched rank/rates or had problems advancing in rank/rate?
7. Have you ever been counseled for fighting, writing bad checks, indebtedness, or unauthorized absence (UA)?
8. Since enlistment/commissioning, have you ever been arrested?

Interpersonal Relationships (Using information obtained from service records review or interview, address the following areas.)

1. How many times has the candidate been engaged, married, or divorced? (More than twice should raise concern).
2. Does the candidate have broken active duty? If yes, explore the reasons.
3. How many times has the candidate been fired from a job?
4. During broken service, was the candidate unemployed for 6 or more months?

Documented History of Impulsive or Aggressive Behavior (This information may be substantiated by service record review.)

1. Since entering the Naval Service, has the candidate been involved in two or more fights or physical altercations? If so, these must be thoroughly evaluated. This is especially important if injuries occurred.
2. The candidate must be specifically asked about civilian arrests and asked to provide information. More than one misdemeanor arrest or any felony arrest must be fully evaluated.
3. Has the candidate ever been suspended or expelled from school? More than once may be significant. The interviewer must explore the number of times and the reason. Concern should be raised if this occurred during his/her high school years.
4. Does the candidate do things without thought that get him/her into trouble? (Examples might include impulsive spending, speeding tickets, going UA or saying things in anger that later have to be retracted.)
5. Is there a documented history of unreliability or has there been a concern about irresponsible behavior?
6. Is there any documented history or recurrent indebtedness, gambling, or misuse of personal funds significant enough to be drawn to command attention?

NOTE: When instructor candidate is referred to the local medical facility for mental health evaluation, it must entail, at the minimum, a standard diagnostic interview conducted by a qualified mental health professional. Hospital corpsmen or other such individuals are not satisfactory for this purpose. Any indicated psychometric testing may be utilized. The mental health professional must report on the SF 513 Medical Record -Consultation Sheet any diagnoses using criteria of DSM-III-R, Diagnostic and Statistical Manual of Mental Disorders, Third Edition, Revised. A professional opinion must be rendered regarding the psychological suitability of the candidate for the proposed high-risk instructor billet.

FORMAL SCHOOLS SEAT COORDINATING INSTRUCTIONS

1. Marine Corps Training Input Plan (TIP). This is a five-year training plan that represents a deliberate effort to identify all formal learning requirements. It also represents the cornerstone for out-year budget plans, and it serves as the basis for allocating funds for centrally controlled programs. The TIP provides the schoolhouse, HQMC, and MCCDC the ability to conduct long term planning, programming and budgeting actions. The Deputy Commandant for Manpower and Reserve Affairs (DC, M&RA), Commander, Marine Forces Command, Commander, Marine Forces Pacific, Commander, Marine Forces Reserve, Commander, Marine Forces Special Operations Command, and Occupational Field Managers all provide requirements for this plan. The Training Input Plan is developed and maintained by Formal Schools Training Branch, TECOM (C 4611).
2. Requirement Sponsors. In general, CMC (M&RA) provides all entry-level (active and reserve, officer and enlisted), all lateral move, and some skill progression (normally, all skill progression which leads to a primary MOS (PMOS)) learning requirements used to develop the TIP. MARFORRES provides all non entry-level SMCR requirements, while Occupational Field Managers provide non-PMOS and some skill progression (non-PMOS) requirements for the TIP. M&RA (MP/RA) develops current and out-year plans for entry-level training and other active component PMOS training and submits them for entry into the TIP. MARFORRES submits reserve component PMOS requirements for post entry-level training.
3. Processing Cycle. CG, TECOM (C 4611) publishes the TIP annually per the TIP Processing Schedule. There are two key reasons for the TIP processing schedule: it allows the Marine Corps to align its training requirement development time-line with that of the other Services, and it aligns our training requirement development process with the Program Objective Memorandum (POM) and Budget processes.

The basic steps in the TIP process are summarized below: (PFY = Present Fiscal Year)

- | | |
|--------|--|
| 1 Aug | TECOM (C 4611) initiates requirement solicitation process via e-mail announcement to all requirement generators in preparation of the upcoming TIP. |
| Nov | TECOM (C 4611) releases naval message and supporting e-mails specifying the requirement for all requirements sponsors (manpower planners, OccFld Managers/MOS Specialists, MARFORRES, etc.) to submit best estimate training requirements to C 4611 by 15 Jan |
| 15 Jan | TECOM (C 4611) receives TIP inputs from all requirement generators, commences review and validation of sponsors' best estimate requirements. In preparation for the TIP Conference, C 4611 programs validated requirements into the TIP Conference Tool within MCTIMS Student Registrar. |
| Mar | TECOM (C 4611) conducts annual TIP conference for PFY+1 through PFY+6. All requirement sponsors must attend the conference. |
| Apr | TECOM (C 4611) staffs "Final" TIP [PFY+1] to CG, TECOM for signature. |

Enclosure (3)

- 1 May TECOM (C 4611) publishes & distributes the training input plan for next fiscal year [PFY+5]. Distribution is via Marine Corps Training Information Management System (MCTIMS) website.
- 1 Jun Receive all class schedules from all schools for the next fiscal year [PFY+1].
- 1 Jul Validate class schedules and spread allocations for next fiscal year [PFY+1].
- 15 Jul TECOM (C 4611) publishes Class Schedules and Seat Allocations for next Fiscal Year [PFY+1] in MCTIMS Student Registrar module.

4. Execution

a. The objective of the TIP conference is to finalize solicited TIP requirements from recognized requirement sponsors, and to finalize the validation of the training track and course data managed by C 4611. The conference is approximately 3 days in length and covers every formal course approved by CG TECOM. Face-to-face coordination between C 4611, Occupational Field Managers, and MARFORs, along with requirement comparison with historic throughput are advantages of the conference that make it vital to TIP development. For this reason, C 4611 will not entertain TIP submissions received outside of the TIP process and the TIP conference unless the submitting activity conducts all coordination that would have been accomplished through the process and during the conference. Throughout the TIP process, learning requirements are entered directly into Student Registrar for compilation into the TIP.

b. Once published, the TIP functions as the baseline document for C 4611 to produce Training Quota Memoranda (TQM) during the execution year. Comptroller (C 464) uses the TIP to determine the dollar costs associated with projected training. It is also used by Manpower Management (C 460) to evaluate instructor requirements, and schoolhouses use it to produce course schedules and to program resources to support training.

c. For all MOS and individual course requirements, M&RA, Occupational Field Managers and MARFORRES training specialists must determine what their learning requirements will be for the present fiscal year plus one year, and make projections for the following four out-years. We recognize that most Occupational Field Managers and MARFORRES planners do not have the same planning tools as the manpower planners at M&RA.

However, they must consider all issues that will impact the need for training and provide their best-educated estimate of what is both necessary and feasible. This is extremely important because the TIP is the basis for budgeting and funding travel, per diem, and school overhead costs; manpower requirements, in terms of instructors, are also based on it. If we overestimate either the need or availability of Marines to train, we may over-obligate funds or program seats we won't use. On the other hand, if we underestimate our need, we will have to make special efforts to fund and obtain unplanned school seats. This process is especially critical with respect to other Service (Army, Navy, and Air Force) training. Often, our quotas to other Services' courses are tied to instructor and budget support. This support has been established by formal or informal agreements based on student throughput. If that throughput changes, we will be asked to increase

our instructor and monetary support. Since it is extremely difficult to identify structure and money to compensate for non-programmed requirements, every possible effort must be made to ensure training requests are absolutely valid and supportable. Therefore, every available information source must be used to determine accurate training needs. Some, but not all, of the possible information sources are the Tables of Organization (T/O), the assignment monitors at M&RA (MMA/MMEA), Marine Forces training coordinators, knowledge of upcoming changes (equipment, structure, mission, etc.), MCCDC (C 46), and MPP.

d. All requirements submitted through the TIP process, will be compared to the average of the last 3 years throughput, as reflected in the MCTIMS Student Registrar. Any requirement submissions not justified by MCTIMS throughput will be denied unless significant justification is provided.

5. Training Input Plan Changes. The training process is dynamic and requirements will inevitably change. Please remember the TIP is a planning document and actual training execution may vary. As changes occur during the course of each execution year the TQM, which identifies courses, classes, and student quotas, will be updated. The updated TQM will be loaded into the Student Registrar and the MCTIMS Website (<https://timsapp.tecom.usmc.mil>). For this reason, MCTIMS Student Registrar is your primary source for course, class, and quota information during the execution year.

6. Requirements/Training Constraints. The requirements listed in the TIP are the projected number of students who need to be trained during the FY to meet USMC Manning and MOS needs. Inability to meet the requirement degrades operational readiness and leads to a backlog of Marines awaiting training. Therefore, schoolhouses must strive to train to the stated requirement. Specifically, schoolhouses must endeavor to schedule their classes to provide sufficient capacity during each trimester in order to meet the requirement for that trimester (refer to TIP/TQM Reference Guide on the MCTIMS Website for a complete explanation of "Trimesters"). If a course of instruction's capacity is constrained and the requirement cannot be met, the schoolhouse must aggressively determine the nature of the constraint (instructors, facilities, equipment, billeting, funding, etc.) and immediately report it to the CG, TECOM (C 46)/Training Command (C 47).

7. Validation Requirement. On 13 June 2005, the Marine Corps began using the Student Registrar as the sole source of data to validate training utilization, training requirement estimates, and funding for training quotas. This means that C 4611 will measure course utilization for each year and compare it to the sponsors' stated formal learning requirements for the year. By collecting this data, C 4611 will provide a measure of effectiveness for requirement planning and actual training execution. C 4611 will also use the data to justify our formal learning requirements with the other services and in the budget process. To ensure we have accurate and timely information in Student Registrar, it is absolutely essential that schoolhouses validate their class convening rosters in Student Registrar within 5 calendar days of class convening date. Schoolhouses must subsequently validate class completion rosters in Student Registrar within 7 calendar days of graduation. Use of Student Registrar is mandatory.

HIGH-RISK TRAINING COURSES AT FORMAL SCHOOLS

MARINE CORPS FORMAL COURSES

East Coast

Quantico, VA:

M02M729 METHODS OF ENTRY COURSE
M02GPR9 METHODS OF ENTRY SUPERVISOR COURSE

Camp Lejeune, NC:

M031302 BASIC COMBAT ENGINEER
M0381KB COXSWAIN SKILLS (CRRC/RRC)
M03ACC2 COMBAT ENGINEER OFFICER
M03ACS2 COMBAT ENGINEER NCO
M03H4JB SMALL BOAT COXSWAIN (RIVERINE) PHASE II

Dive School, Panama City, FL:

N2016H1 MARINE CORPS COMBATANT DIVER COURSE

SERE School, Brunswick, ME:

N51M5Q1 SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE)

EWIGLANT

West Coast

Bridgeport, CA:

M24M7A1 SUMMER MOUNTAIN LEADERS
M24M7B1 WINTER MOUNTAIN LEADERS

Coronado, CA:

N28M5Q1 SURVIVAL, EVASION, RESISTANCE, AND ESCAPE (SERE)

Camp Pendleton, CA:

M10AHK2 BASIC RECONNAISSANCE

EWIGPAC

K0410014 FIRE SUPPORT MAN
K0620016 OFFSHORE PETROLEUM DISCHARGE SYSTEM OPDS SINGLE ANCHOR LEG MOOR
(SLAM) TECHNICIAN
K2E8111 COXSWAIN SKILLS
K2E3742 BASIC SCOUT SWIMMER
K2E3745 INFANTRY COMPANY SMALL BOAT RAID COURSE
K0103921 MARINE COMBAT INSTRUCTOR OF WATER SURVIVAL TRAINING