

Department of the Army  
Headquarters, United States Army  
Signal Center of Excellence  
Fort Gordon, Georgia 30905-5000

\*USASIGCoE&FG Regulation 672-4

23 January 2014

Decoration, Awards, and Honors  
**INSTRUCTOR/FACILITATOR RECOGNITION PROGRAM**

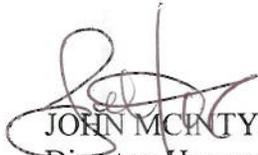
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OFFICIAL:



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**History:** This publication is a revision.

**Summary.** This regulation establishes a USASIGCoE&FG Instructor/Facilitator Recognition Program. It provides procedures for selection of an Instructor/Facilitator of the Quarter (I/FOQ) and Instructor/Facilitator of the Year (I/FOY).

**Applicability.** This regulation applies to all military and civilian Instructor/Facilitators within the United States Army Signal Center, all training departments, and USASIGCoE&FG.

**Proponent and exception authority.** The proponent of this regulation is the Directorate of Training (DOT).

**Army management control process.** This regulation does not contain management control provisions.

**Supplementation.** Supplementation of this regulation is prohibited, unless approved specifically by the Commander, United States Army Signal Center of Excellence and Fort Gordon (USASIGCoE&FG).

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\*This regulation supersedes USASIGCoE&FG Regulation 672-4, 12 July 2004.

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**Suggested Improvement.** Users are invited to send comments and suggested improvements on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, USASIGCoE&FG, ATTN: ATZH-DTM-S, USASIGCoE, Georgia 30905-5000 and/or submit DA Form 1045 (Army Ideas for Excellence Program [AIEP] Proposal) to installation AIEP coordinator.

**Distribution.** This regulation is available on the USASIGCoE&FG publications web site at [http://www.gordon.army.mil/dhr/fg\\_regulations\\_and\\_forms/index.html](http://www.gordon.army.mil/dhr/fg_regulations_and_forms/index.html).

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## General Policies

**1-1. Purpose.** This regulation establishes a SIGCoE Instructor/Facilitator Recognition Program and sets forth procedures for selection of an I/FOQ/I/FOY.

### 1-2. References

- a. Army Regulation (AR) 600-9, *The Army Weight Control Program*.
- b. TRADOC Regulation 350-18, *The Army School System (TASS)*, dated 21 July 2010.
- c. TRADOC Regulation 600-21, *Noncommissioned Officer Education System Instructor/Facilitator Development and Recognition Program*, chapter 4, paragraph 5, page 11, dated 10 July 2013
- d. TRADOC Pamphlet 350-70-3, *Staff and Faculty Development*, dated 4 February 2013
- e. DA Form 2A, *Personnel Qualification Record Part 1 – Enlisted Peacetime (Computer Print Out for AD use only, Do Not Requisition.)*
- f. DA Form 705, *Army Physical Fitness Test Scorecard*.
- g. DA Form 1045, *Army Ideas for Excellence Program (AIEP) Proposal*.
- h. DA Form 1059, *Service School Academic Evaluation Report*.
- i. DA Form 2028, *Recommended Changes to Publications and Blank Forms*.
- j. DA Form 4187, *Personnel Action*.
- k. DD Form 214, *Certificate of Release or Discharge from Active Duty*.
- l. OPM SF182, *Authorization, Agreement, and Certification of Training*.

**1-3. Objective.** The SIGCoE&FG Instructor/Facilitator Recognition Program is established to provide incentives for a more professional and productive Instructor/Facilitator force and to enhance the quality of instruction provided at the Signal School. The program is designed to stimulate pride and esprit de corps among Instructor/Facilitators and give recognition to those who demonstrate exceptional standards of performance.

**1-4. General.** The Instructor/Facilitator Recognition Program provides for an I/FOQ from each training department, academy, armed forces' units, DDEMAC and garrison organizations to compete for the SIGCoE I/FOQ. In turn, each of the SIGCoE quarterly winners will compete for the SIGCoE I/FOY. The training departments, academy, armed forces' units, DDEMAC and garrison organizations will select representatives from each category in which their organization would like to be represented as the I/FOQ during the first month of the quarter. This will ensure all nominations are forwarded to Staff and Faculty Development Section (SFDS) in time to compete

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for the SIGCoE I/FOQ. The winners will then compete for USASIGCoE's I/FOQ during the second month of the quarter. During the last month of the fiscal year, the SIGCoE I/FOQ winners will compete for SIGCoE's I/FOY. The SIGCoE I/FOY winner may be eligible to compete for TRADOC I/FOY. There are several I/FOQ categories: Officers, warrant officers, noncommissioned officers (NCOs) and civilians.

### **1-5. Nominee qualifications**

a. Instructor/facilitator qualification is a one-part process (TRADOC PAM 350-70-3). Qualification is the process taken for an individual to become an instructor/facilitator. "Qualification" means that the instructor/facilitator candidate has enrolled in and completed the SFCT course requirement to become an assistance instructor on the platform.

b. Instructor/facilitator certification is a three-part process (TRADOC PAM 350-70-3). "Certification" means that the assistant instructor/facilitator has successfully completed Parts I, II, and III of the entire certification process to become a primary instructor/facilitator on the platform.

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

(2) Part 2. Demonstrate subject matter expertise/mastery of the proponent course content requirements as defined by the institution. Instructor/facilitator candidates serve as an assistant instructor/facilitator and instruct/facilitate, at a minimum, one or two lessons of the proponent's course they will teach. Instructor/facilitator candidates will be observed by a certified SFCT instructor/facilitator of the same course. The certified instructor/facilitator will provide verbal feedback and a written evaluation of the instructor/facilitator candidate's performance at the end of each part. The instructor/facilitator candidate's evaluation will remain on file for a period of 5 years. In addition, the instructor/facilitator candidates must successfully master the proponent school's specific requirements as defined by the institution.

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

### **1-6. Qualification Requirements**

a. The instructor must be a graduate of the Military Occupational Specialty (MOS) course the instructor will be teaching. Instructors must be a qualified Subject Matter Expert (SME) on the content of the course, block of instruction, lesson or module taught. The instructor must provide

documentation of being a graduate of the MOS course. The documentation can be the graduating certificate, a DA Form 1059 or SF 182.

b. The instructor must have successfully completed the training institution's course requirements, block of instruction, lesson, or module; the instructor will be teaching and have received a current passing evaluation prior to the instructor certification packet being submitted for approval.

c. The instructor must successfully complete the Small Group Instructor Training Course (SGITC) or Intermediate Facilitation Skills Course (IFSC) to instruct Noncommissioned Officer Education System (NCOES), Warrant Officer Education System (WOES), and Officer Education System (OES).

d. The instructor/facilitators in the U.S. Army War College; all Leadership Development and Education (LDE) schools including Intermediate Level Education (ILE) and Captains Career Course (CCC); the Sergeants Major Course within the Sergeants Major Academy; graduate level course; and courses required for civilian certification must have successfully completed the Faculty Development (FCP) 1 course to qualify as an Assistant Instructor (AI) in the above courses listed. The instructor/facilitators do not need to take the Army Basic Instructor Course (ABIC).

#### **1-7. Certification Requirements**

a. US Army military instructors/facilitators must satisfy the following requirements:

- (1) Possess required MOS, Additional Skill Identifier (ASI), skill qualification identifier, and subject matter expert qualifications for courses to be taught.
- (2) Successfully complete the current foundational, CAC-T, ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course.
- (3) Hold the rank of SSG/E-6 or higher or be a qualified SGT/E-5 with a waiver.
- (4) Complete the current CAC-T, ATSC-provided small group instructor/facilitator course, or complete an equivalent CAC-T, ATSC-approved course (when instructing/facilitating instruction using a Small Group Instruction (SGI) method of instruction).
- (5) Be in compliance with AR 600-9 Army weight control standards. (Table 3-1, page 4).
- (6) Pass the APFT, as outlined in AR 350-1 (physical fitness, height and weight requirements, 3-12 – 3-13, pages 56 -57), AR 614-200 (selection criteria, pages 60-61), and training circular 3-22.20, FM 3-22.20 (Appendix A, page 339), TR 350-70 (chapter 7, Certification requirements, pages 89-90) and the proponent school instructor certification program.

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**Special Note:** In accordance with AR 350-1 Commanders may administer the APFT as often as they wish; however, they must specify beforehand when the results are for record. The AA and Active Guard/Reserve (AGR) Soldiers will take the APFT at least twice each calendar year. A minimum of 4 months will separate record tests if only two record tests are given. The intent is for the Active Army and the AGR Soldiers to take a record APFT every 6 months. Mission requirements often prevent the even spacing of record tests. Therefore, commanders are encouraged to test Soldiers for record as close to the record test window as possible. Soldiers in RC Troop Program Units (TPUs) will take the APFT at least once each calendar year. A minimum of 8 months will separate record tests if only one test is given, with no more than 14 months between record tests. Soldiers that require makeup testing or re-testing for an APFT failure are exempt from the 8-month rule. Soldiers requiring makeup testing will be scheduled in accordance with the unit Standard Operating Procedures. Soldiers requiring retesting for an APFT failure will be scheduled as prescribed in paragraph 1–21e (5) of AR 350-1.

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

(8) Receive instructor/facilitator certification approval by the DOT, commander, SFDB chief, or designated authority. Commanders will ensure no instructor assumes Primary Instructor (PI) duties unless certified by the proponent.

**Special Note:** If the instructor has a profile that permits him/her from performing any APFT exercises, a medical physician will need to annotate the instructor cannot perform any APFT exercises on the profile, (AR 40-501, Physical Profiling, Ch. 7, pages 75-77). The instructor certification will continue if/when documentation is clearly annotated.

(9) Must hold the required security clearance to deliver classified course material. A Memorandum for Record (MFR) from security manager (within 6 months) will be accepted as documentary evidence of security clearance.

### b. All Department of the Army (DA) Civilian Instructors

(1) Must meet the qualification requirements identified in section 8 of the MOI, prior to submitting an instructor certification packet. All documents required for qualification must be included in the instructor certification packet.

(2) In educational departments and/or courses, must meet the guidelines for Army Education, FDP 1 and FDP 2 to satisfy the certification requirements for SI 5K. Applicable departments and courses are: the U.S. Army War College; all ILDE schools including Intermediate Level Education (ILE) and Captains Career Course (CCC); the Sergeants Major Course within the Sergeants Major Academy; graduate level course; and courses required for civilian certification.

(3) Must meet the requirements in accordance with TR 350-10 (paragraph 2-14, small group leader, senior small group leader and instructors standards, pages 25-27) of being evaluated quarterly and maintaining a copy of the quarterly evaluations in the instructor's folder for the past 12 months. The TRADOC Instructor/facilitator of the year (I/FOY)

Evaluation/Score Sheet and TRADOC I/FOY Evaluation Criteria Sheet will be used when conducting the instructor's quarterly evaluations. This instructor performance checklist will be used in all of the training departments.

(4) Must successfully complete the Support Cadre Training Course (SCTC) as outlined in TR 350-6, (table B-1, page 86).

(5) Must hold the required security clearance to deliver classified course material. A memorandum for record (MFR) from security manager (within 6 months) will be accepted as documentary evidence of security clearance.

c. All Contracted Instructors

(1) Must meet the qualification requirements identified in section 8 of the MOI, prior to submitting an instructor certification packet. All documents required for qualification shall be included in the instructor certification packet.

(2) Performance Work Statement (PWS) shall identify the instructor certification requirements. An instructor certification packet shall be submitted when the government has determined the instructor has obtained the mastery level as a SME to teach the block of instruction, lesson, annex or module that was stated in the PWS.

(3) Must receive a current (within 1 month) passing evaluation prior to the instructor certification packet being submitted for approval. The TRADOC IOY Evaluation/Score Sheet and TRADOC IOY Evaluation Criteria Sheet will be used when conducting the instructor's quarterly evaluations.

(4) Must be evaluated after five years by the Contracting Officer Representative (COR) to determine if the instructor should retain his/her certification IAW the Army Basic Instructor Course, version 3 (ABIC v3) or the Foundation Instructor Facilitator Course (FIFC), FDP 1 and/or FDP 2 requirements.

(5) Must successfully complete the SCTC per TR 350-6, (table B-1, page 86).

(6) Must hold the required security clearance to deliver classified course material. The **Joint Personnel Adjudication System** statement (JPAS) or MFR from security manager (within 6 months) will be accepted as documentary evidence of security clearance.

d. Other Service Instructors

(1) Will adhere to all the certification requirements as listed in the Inter-service Training Review Organization memorandum of agreement dated 10 August 2005.

(2) All instructor and school support personnel will be under the operational control of the host during academic hours. Host will not remove or use instructors during academic hours for other functions or details unless coordinated and agreed to by the participating Service.

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Participating Services may not utilize instructor personnel during academic hours without the prior approval.

(3) Instructors will exercise authority over the students in the class and will be under the control of the host for consolidated courses. The instructor staff will preside over all students and be considered part of their supervisory chain of command.

(4) Instructor evaluation will be in accordance with participating Service directives. The participating Service should be informed immediately of any performance problems for instructors of consolidated courses. An instructor record will be established and maintained for each instructor. This record will include an education plan for completion of requirements for instructor qualifications. Format of instructor records will comply with host requirements for consolidated training. Instructors may qualify for host/participating Services' Master Training Specialist designation.

(5) Instructors for collocated courses are not required to meet requirements of the MOI as they simply are located on Fort Gordon and utilize classrooms space; the training does not include Army students. They maintain their own rules/requirements and our standards do not apply.

### **1-8. SIGCoE I/FOQ and I/FOY selection panel qualifications**

- a. Panel members must be certified Instructor/Facilitators having completed a TRADOC-approved Instructor Course.
- b. Panel members for small group instruction must have completed small group instruction (SGI) or the Intermediate Facilitation Skills Course (IFSC).
- c. Panel members must have served as an Instructor/Facilitator for a minimum of six months.
- d. Panel members must not be assigned to the same training department or academy as any nominee.
- e. Panel members will be required to evaluate each nominee's presentation.

### **1-9. Incentives**

- a. Instructor/Facilitator of the Quarter – (Participating Organization Level) determined by organization.
- b. Instructor/Facilitator of the Quarter – (SIGCoE Level).
  - Letter of Commendation by Commanding General or equivalent.
  - Directorate of Training Certificate of Achievement.
- c. Instructor/Facilitator of the Year – (SIGCoE Level).
  - Letter of Commendation by Commanding General or equivalent.

- Directorate of Training Certificate of Achievement.
- (Military) \$500 savings bond.
- (Civilians) \$500 cash award.

**Note: Awards are subject to change without notice.**

## **1-10. Responsibilities**

- a. DOT CSM will monitor the Instructor/Facilitator Recognition Program to ensure standards are maintained and the program is viable.
- b. SFDS will:
  - (1) Oversee the Instructor/Facilitator Recognition Program.
  - (2) Appoint members to I/FOQ and I/FOY selection panels.
  - (3) Issue instructions and guidelines to SIGCoE's I/FOQ and I/FOY selection panels.
  - (4) Collect rating sheets from panel members and correlate data to select the winners based on numerical rating.
  - (5) Invite SIGCoE I/FOQ to present a class to a group of students enrolled in SIGCoE's ABIC v3 or FIFC courses.
  - (6) Provide timely notification to training departments about results of I/FOQ/I/FOY competitions.
- c. The participating organizations will:
  - (1) Establish a program within the guidelines of this regulation for competition to select an I/FOQ at the organization level. The training organization I/FOQ winner will be eligible to compete for SIGCoE's I/FOQ.
  - (2) Complete the appropriate award documentation to G1.
  - (3) Respond to SFDS request to schedule a time, date, and location for at least two classes to be presented by the candidate.
  - (4) Ensure all candidates are qualified to compete with the guidelines in this regulation.
  - (5) Provide one member for the SIGCoE's I/FOQ or I/FOY selection panel if requested by Chief, SFDS.
  - (6) Provide information on winner to Public Affairs Office (PAO) for appropriate media coverage both internally and externally.

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d. Panel members for SIGCoE's I/FOQ and I/FOY will:

(1) Rate each nominated Instructor/Facilitator's presentation using the latest TRADOC I/FOY form and TRADOC I/FOY Evaluation Criteria Sheet.

(2) Keep all ratings and observations confidential and do not discuss with other panel members or anyone other than SFDS. This could compromise the fairness of the competition.

(3) Submit the ratings to the SFDS NCOIC within the established timeframe.

e. PAO will:

(1) Provide adequate news coverage and publicity for the program.

(2) Assist in the inclusion of I/FOQ with other command quarterly award winners at appropriate awards presentation ceremonies.

(3) Aid in submission of Hometown News Releases as required.

### **1-11. Selection Criteria**

a. Instructor/Facilitators must be observed for one academic hour (or other time period, as directed by SFDS) in a conference or small group class by all panel members.

b. Selection panel will include at least three members.

c. Selection will be equitable and will not differentiate between civilian and military Instructor/Facilitators of all grades.

d. Selection will be based on numerical ratings given by panel members using the latest TRADOC I/FOY Form and TRADOC I/FOY Evaluation Criteria Sheet, as appropriate.

e. Ties will be resolved by the senior panel member.

**Appendix A**  
**TRADOC I/FOY Evaluation Criteria Sheet**

**Top Section: Administrative Information**

**INSTRUCTOR:** LAST NAME, First Name, Middle Initial

**CATEGORY:** WO (Warrant Officer), FG (Field Grade Officer), CG (Company Grade Officer), CIV (Civilian), NCO (Noncommissioned Officer), AR (Army Reserve), NG (National Guard)

**TIME:** The time that the **presentation started**

**DATE:** The date of the evaluation.

**CENTER/SCHOOL:** (For example: “Transportation Center and School,” or “ALMC”)

**RANK:** CPT, SSG, GS-11 et cetera

**BRANCH:** ORD, FA, et cetera

**AR/NGB:** Circle one, or put “n/a”

**Introduction**

**ATTENTION/GREETING: Gaining student attention by giving the proper greeting of the day, introducing self and the lesson unit.** Capturing the audience’s attention—calling the block of instruction to begin. “Good Morning,” or “Good Afternoon, OAC 5/03,” are examples.

**MOTIVATOR (RELATE TO COE/ORG): Informing the student why the lesson is important, the need to know and the consequences of a non-performer.** Preparing the student for learning through some specific vehicle—that is, query, humor, personal narration, analogy, film clip, enacting a scene, et cetera. Instructor should include the benefits of the course, and the risks to job performance if the student does not complete the training. There should be an overview of the position and importance of the lesson in the overall training environment, and potential instructional strategies that will be used in the course. (The motivator is the most important part of the introduction.)

**PROVIDES LEARNING OBJECTIVE: Describes exactly what the student must be capable of performing under stated conditions to the prescribed standard on lesson completion.** Stated in language the students will understand, instructor should relate what the student should be able to do following the training which is observable and measurable, the setting in which they will be able to do it, both in the learning environment and in the transfer setting, and the speed and accuracy with which they will be required to perform, both **during and after** the training. The LO is clearly articulated vocally by the instructor, or students.

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**REVIEWS SAFETY/CRM/ENV:** Inform the students of the general safety factors and requirements for the lesson. Use instructor NOTES to make specific safety points as appropriate during the actual class presentation. If there are none, so state.

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

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

The instructor should assess the **training environment** for the block of instruction, and conveys those considerations to the students (for example, adequate lighting, ventilation, use of hazardous materials, information related to disposing chemicals, et cetera).

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

Provide a statement asserting whether or not the block is **testable**.

**RELATES INSTRUCTION TO PREVIOUS/FUTURE CLASSES:** Information to the student detailing how this block “fits” into the course plan (“During or last class we covered...,” or “This block will prepare you for\_\_\_\_, which will be covered in the upcoming week.”). Relate the content to the student’s course-relevant prior knowledge.

### **Presentation**

**EFFECTIVE COMMUNICATION:** Utilizing suitable language, both verbal and nonverbal, as well as active listening strategies to ensure successful interaction between students and students, as well as between students and instructor.

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

**EYE CONTACT:** Self Explanatory

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

**USE OF TRANSITIONS DURING LESSON:** Providing a verbal segue between teaching points—not simply stating “next slide” or “on the next slide we have.” Relating the content to

the student's course-relevant prior knowledge is an important strategy in transitioning from one point to the next. Pointer words for steps or stages such as "first," "second," "third," or "as a result" help with transitioning.

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

**USE OF STUDENT MATERIAL/TNG AIDS:** Instructional Methods/Materials: discovering learner traits, adjusting T&E to meet the needs of the learners, the environment or the learning itself, categorizing goals/objectives and adapting the learning situation if applicable. Ability to apply sample course using both direct instruction and problem based learning, and determine which is appropriate for the learning situation.

**FREQUENT INTERACTIONS W/CLASS:** Using the true conference method as opposed to lecture. During lesson presentation, there must be a MINIMUM of 3 instructor-generated student interactions. Instructor-student dialogue (developmental questions) and student hands-on activities are examples of student interactions. Instructor-generated interactions should occur approximately every 3-6 minutes. The instructor should engage the students mentally by group discussion, asking questions, prompting, et cetera. Relating the content to the student's course-relevant prior knowledge, pointing out new or unusual elements of what students are learning, getting students to demonstrate, asking for participation are a part of lesson interaction.

**QUESTIONING TECHNIQUE/FIELDING:** Asking clear and pertinent questions relevant to the learning environment; ensuring questions from learners are answered and followed up as required; using a variety of question types and levels. Fielding questions refers to how comprehensively and accurately an instructor can provide a response to a question.

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

**VARIES STUDENT ACTIVITIES:** Creating a learning environment which involves more than students simply listening to instructor's lecture, with a periodic question or two interspersed. Some examples include having students write on the board, breaking into

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discussion groups or teams, hands-on activity, having the student summarize a teaching point, et cetera (see previous information on “interactions”).

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

**LEARNER MOTIVATION/ENGAGEMENT:** Gaining, maintaining, and sustaining learner attention by:

- Providing clear objectives or goals for learning.
- Creating a favorable environment toward learning.
- Setting realistic expectations for learners.
- Creating and providing opportunities for learners to succeed.

**FOSTERS STUDENT CENTERED LEARNING:** Instructor insures that the learning situation and environment is conducive to placing the students at the heart of learning, using more of an approach to guide the learner through interactions with self and peers. Students become responsible for their own learning. The instructor relinquishes focus from an instructor-centered learning environment. Instructor employs examples and activities that promote application of learning, with opportunities to demonstrate application of knowledge or skill in realistic environment; encourages and promotes autonomous learning.

**AWARENESS OF LEARNING TRANSFER:** Instructor specifically determines if students are understanding—and more importantly, able to apply the learning. Instructor asks students questions related to the lesson material just covered; asks them **to apply** what was learned, and provides review of teaching points before moving on to the next topic area. This is not the same as the lesson summary.

**“USE”VERSUS “REMEMBER” KNOWLEDGE APPROPRIATE:** The lesson selected for presentation should showcase **application knowledge** for full credit in this area. Sufficient concept information and teaching points must be presented during the lesson so that degradation of training does not occur. The instructor should provide the full range of information related to the topic. This is “remember” knowledge. All training, however, should include practice, or “use” knowledge. Part task practice should be followed by whole task practice, which should mirror the job environment. Practice should begin with the simple, moving to more complex and/or increasingly novel situations.

**ENSURES ORG/ETHICAL CONTEXT:** Understanding ethical and legal inferences as it relates to T&E, treating learners with dignity/respect, steering clear of conflicts of interest, respecting copyright laws, et cetera.

**Summary**

**REVIEW/SUMMARY OF LOs:** A review will comprehensively highlight the lesson ELOs and/or learning steps/activities which support. Instructor provides a complete review/recapitulation of all information presented—“So we have learned today that...”

**ASSESSMENT OF STUDENT LEARNING:** Employing a variety of clarification and feedback strategies, giving clear, relevant, timely, and specific response based on the learning situation; providing learners opportunities to ask for clarification or feedback; being fair, honest and open when providing feedback or receiving feedback from learners. Communicate assessment criteria to students, monitor individual and group performance, assess learner attitudes, assess learning outcomes, and provide learners with opportunities for self-assessment.

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

**Narrative Review (Points Awarded During the Packet Assessment)**

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

**EXCELS IN INST. PERFORMANCE?** Based on **clearly written information presented in the narrative packet**, is there evidence which supports the instructor’s ability to train soldiers above and beyond average instructor performance?

**INSTRUCTIONAL PREPARATION:** Articulating how well the instructor prepares for teaching, including educational preparation, and reviewing specific documents, et cetera.

**TACTICAL/TECHNICAL KNOWLEDGE:** Self explanatory.

**ETHICAL/LLEGAL CONSIDERATIONS:** Ensuring fairness and equity in classroom situations, fostering respect among all students, treating students with dignity, demonstrating a knowledge of copyright and fair use guidelines.

**WELL WRITTEN INSTR. NARRATIVE:** Creativity, comprehensiveness, above adequate development, appropriate language reviewed in this section.

**MODELS GOOD PROFESSIONAL CONDUCT:** This section speaks to any qualities which enhance professionalism in the teaching environment, as well as in other situations.

**OVERALL COMMENTS:** See ratings. Broad range of responses, from “missing material,”& “poorly written,” to “comprehensive” “Well-rounded,” et cetera.

**RECOMMENDATIONS:** Specifically to the instructor.

**EVALUATOR SIGNATURE:**

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**NOTE: All points in each section provide a total score of 95. In addition, each reviewer can give additional points (up to five) in the scoring section, and has space in the “notes” section for substantive commentary relative to any given criteria area in each category (introduction, presentation, summary, narrative folder).**

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

**Appendix B**

**TRADOC I/FOY EVALUATION/SCORE SHEET**

TRADOC IOY EVALUATION/SCORE SHEET			
INSTRUCTOR:		CATEGORY:	TIME:
CENTER/SCHOOL:		RANK:	BRANCH:
			AR/NGB
<b>INTRODUCTION</b>		<b>NOTES</b>	
ATTENTION/ GREETING	1 ____		
MOTIVATOR (RELATE TO OE/ORG)	4 ____		
PROVIDES LEARNING OBJECTIVE	3 ____		
REVIEWS SAFETY/CRM/ENV	3 ____		
EVALUATION (INFORMS STUDENT)	2 ____		
RELATES INSTRUCTION TO PREVIOUS/ FUTURE CLASSES	2 ____		
TOTAL (15)	____		
<b>PRESENTATION</b>			
EFFECTIVE COMMUNICATION	4 ____		
MOVEMENT/MANNERISMS	2 ____		
EYE CONTACT	2 ____		
LITTLE RELIANCE ON PPT/ Lesson Plan	4 ____		
USE OF TRANSITIONS DURING LESSON	2 ____		
SEQUENCE/ORGANIZATION	2 ____		
USE OF STUDENT MATERIAL/TNG AIDS	1 ____		
FREQUENT INTERACTIONS W/CLASS	4 ____		
QUESTIONING TECHNIQUE/FIELDING	4 ____		
POINT CLARIFICATION/FEEDBACK	4 ____		
VARIES STUDENT ACTIVITIES	4 ____		
CLASSROOM/ TIME MANAGEMENT	3 ____		
LEARNER MOTIVATION/ENGAGEMENT	4 ____		
FOSTERS STUDENT CENTERED LEARNING	5 ____		
AWARENESS OF LEARNING TRANSFER	3 ____		
"USE" VS "REMEMBER" KNOWLEDGE APPROPRIATE	3 ____		
ENSURES ORG/ETHICAL CONTEXT	2 ____		
TOTAL (53)	____		
<b>SUMMARY</b>			
REVIEW/SUMMARIZES Los	2 ____		
PROVIDES TRANSITION	2 ____		
ASSESSES STUDENT LEARNING	3 ____		
SUMMARIZES ENTIRE LESSON	2 ____		
TIME (Not To Exceed 20 MINUTES)	3 ____		
TOTAL (12)	____		
		Page 1	

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NARRATIVE/FOLDER REVIEW		RATING		SCORING	
EXCELS IN INST. PERFORMANCE?	2 _____	91 – 95	OUTSTANDING	INTRODUCTION	_____
INSTRUCTIONAL PREPARATION	2 _____	86 – 90	ABOVE AVERAGE	+	
TACTICAL/TECHNICAL KNOWLEDGE	3 _____			PRESENTATION	_____
ETHICAL/LEGAL CONSIDERATIONS	2 _____	76 – 85	AVERAGE	+	
WELL WRITTEN INSTR. NARRATIVE	4 _____			SUMMARY	_____
MODELS GOOD PROFESSIONAL	2 _____	70 – 75	NEEDS IMPROVEMENT	+	
CONDUCT	_____			NARRATIVE REVIEW	_____
TOTAL (15)		0 – 69	UNSATISFACTORY	EXTRA POINTS (1-5) *	
OVERALL COMMENTS:				_____	
RECOMMENDATION:				_____	
EVALUATOR SIGNATURE:				_____	
				<b>FINAL SCORE =</b>	
				<b>Page 2</b>	

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**Glossary**

**Section I:  
Abbreviations**

AIEP	Army Ideas for Excellence Program
ALMC	Army Logistics Management College
A-P-C	Ask – Pause – Call
ASI	additional skill identifier
ATTN	attention
AR	Army regulation when used with a number/Army Reserve
BNCOC	Basic Noncommissioned Officer Course
CG	company grade officer
CIV	civilian
CPT	captain
DA	Department of the Army
DOD	Department of Defense
DOT	Directorate of Training
ELO	enabling learning objective
FA	field artillery
FG	field grade officer
FIFC	Foundation Instructor Facilitator Course
IAW	in accordance with
I/FOQ	Instructor/Facilitator of the Quarter
I/FOY	Instructor/Facilitator of the Year
IFSC	Intermediate Facilitation Skills Course

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MOS	military occupational specialty
NCO	noncommissioned officer
NCOES	Noncommissioned Officer Education System
NGB	National Guard Bureau
OAC	Officer Advance Course
OES	Officer Education System
PAO	Public Affairs Office
POI	program of instruction
RNCOA	Regimental Noncommissioned Officer Academy
SCTC	Support Cadre Training Course
SFDS	Staff and Faculty Development Section
SGI	small group leader
SGITC	Small Group Instructor/Facilitator Course (US Army)
SOP	standing operating procedures
SSG	staff sergeant
TASS	The Army School System
TLO	terminal learning objective
TM	technical manual
TR	TRADOC regulation
TRADOC	United States Army Training and Doctrine Command
USASIGCoE&FG	United States Army Signal Center of Excellence and Fort Gordon
WO	Warrant Officer
WOES	Warrant Officer Education System

## **Section II: Terms**

### **Checklist**

- **Job aid:** Used to determine or ensure a process or procedure is followed. The execution sequence lists the elements of the activity. A check is usually placed beside each element as it is accomplished.
- **Test:** A list of actions identifying critical actions to perform that are objectively observed and measured, to determine student performance of the objective to the prescribed standard; the sequence of performance, if any; and identification of steps requiring accomplishment, if any. Actions are measured using the absolute measures GO or NO GO. The performer either performs or does not perform the action described in the learning objective; or, meets or does not meet the performance criteria.

### **Feedback**

Information and data, provided both within and outside the training system, that indicates the efficiency or effectiveness of the system or product. It is the data and information provided to the appropriate training proponent concerning the effectiveness and efficiency of the proponents training products. Also, information provided to a student concerning their training performance.

### **Item analysis**

The process of determining whether a test item functions as intended. Alternatively, individual test items results are used to determine the effectiveness of the item. It is used to obtain feedback on training deficiencies, score exceptions, and improve future versions of the test.

### **Reclama**

A formal student challenge to a test item, setting forth the reason for the challenge.

### **Remedial instruction (or remediation)**

Remedial instruction are those learning activities/events provided to a learner, after test grading, in preparation for retesting, to provide special, additional, or refresher training on those learning objectives not mastered.

### **Retest**

A retest consists of a second or subsequent test administered to a learner, which covers the learning objectives not mastered (passed) on the preceding test administration.

### **Sensitive test material**

Any learner measurement/testing material that is controlled to assure the validity of the test responses. Without this assurance, the goals of testing are not accomplished. Sensitive material may include individual test items, test booklets, test administration guides, adjunct test material, scratchpads and notes, checklists, and scoring keys used for performance and performance-based exercises and tests.

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### **Subject matter expert (SME)**

An individual with a thorough knowledge of a job (duties and tasks), who is well qualified in the subject matter and is usually trained and experienced in a particular subject area. This knowledge qualifies the individual to assist in the training development process, which includes; consultation, review, and analysis.

### **Terminal learning objective (TLO)**

The main objective of a lesson. It is the performance required of the student, to demonstrate competency in the material taught. A TLO describes exactly what the student is expected to perform, under the stated conditions, to the prescribed standard on lesson completion. There is only one TLO per lesson, regardless of presentation method or media, and it has only one verb. The TLO may cover one critical task, part of a critical task (that is, a skill or knowledge), or more than one critical task. The TLO may be identical to the critical task taught, or a disparity may exist between them. Where there is a disparity, it is the TLO standard that the student achieves to demonstrate competency for course completion.

### **Test**

A means of examination, trial, or proof; a series of questions or problems designed to determine knowledge or competency. A device, technique, or measuring tool used to—

- Determine if a student or group can accomplish the objective to the established standard.
- Determine if training does what it is designed to do, efficiently and effectively.
- Measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group.
- Collect data, as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

### **Test control**

The application of security measures to protect tests, test items, and related sensitive material from unauthorized disclosure, from the time of their creation, until they are obsolete or destroyed.

### **Test item**

Synonymous with test question.