

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

1. References.

- a. AR 350-1, Army Training and Leader Development, 19 August 2014
- b. TR 350-70, Army Learning Policy and Systems, 6 December 2011, (Other TRADOC Regulations and Pamphlets as needed and required)
- c. TP 350-70-12, The Army Distributed Learning (dL) Guide, 3 May 2013
- d. TP 350-70-13, System Training Integration, 27 October 2014
- e. TP 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 March 2015
- c. ULC Pamphlet 350-70, Training Development Guide, 1 April 2016

2. **Purpose.** To provide the requirements and the outcomes for an Instructor Meeting to revise PROSEPECT course content.

3. **Applicability.** The operational responsibilities and procedures established in this Annex apply to all civilians and contractors assigned, attached, or conducting business with the ULC.

4. **Office of Primary Responsibility (OPR):** ULC/HQ

5. **Policy.** Instructor meetings are required in order to revise course material that is outdated because of change in regulations, procedures, technology or to create a validated new course. The meeting focus should be based on specific areas of the course that requires updated or new course material. Course Managers must ensure that the revision remains focused and aligns with sound instructional design and educational development processes. The outcomes will be to make sure that measurable learning objective are developed, that learning content supports the learning objectives, and finally that the learning objectives are assessed in the posttest. In order to accomplish these goals, the course manager must follow the below process:

6. Procedures.

a. Develop an Agenda: The Course Manager (CM) will develop an agenda with specific goals set prior to the Instructor Training meeting.

(1) The agenda will describe the reason for the meeting and the specific lessons that will be addressed during the training meeting. For example, the agenda will indicate that a change to regulation ER XX-XXX has caused material in lessons 2, 3 and 5 to be outdated and must be revised to support the change in doctrine. The CM and Division Chief (DC) will back brief Deputy Chief ULC and QA/QC office to attain synchronization on expected outcome at a minimum of 15 working days prior to meeting.

(2) The agenda will be broken down into a specific schedule of daily outcomes. During the instructor meeting the CM will conduct a daily "hot wash" to determine daily progress with a summary sent to DC. This will be scheduled in the agenda as well.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

(a) Before the Training Meeting: The CM will review the course material and determine the specific areas that require revision. The course material should be reviewed during the implementation of the course and notes made of where the course learning objectives and course content does not support the posttest. These notes should guide agenda development.

(b) During the Training Meeting: The Deputy Chief ULC will open the meeting followed by the QA/QC office providing an overview of the ADDIE process. They will discuss the importance of learning objective, learning content, and posttest correlation which determines empirically if learning is taking place. The CM will lead the activities of the instructor training meeting. The CM will focus the instructional design/development team on developing learning objectives for the revised course material. The learning objectives must be measurable and observable. The learning objectives must support Bloom's taxonomy and the correct learning domain. Once learning objectives are developed the CM will lead the group in developing the posttest. Course content will be developed to support the learning objectives and the posttest. CM will develop lesson plans while the instructors/SMEs are developing practical exercises and visual aids to support classroom learning activities. CM will incorporate the practical exercise (PE) into the lesson plan and ensure the practical exercise has a "School House Answer." This is the SMEs answer to the PE, demonstrated to the students and a check knowledge method. This will allow instructors to measure where the class is at given point. The required deliverables from an instructor training meeting are:

*Lesson Plans with measurable learning objective

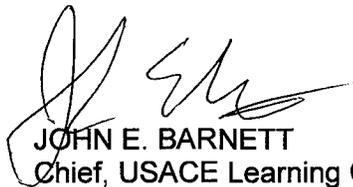
*Posttest that measure the learning objective.

*Course content that supports the learning objectives.

If practical exercise (PE) are implemented as training events each PE will have a "School House" solution and will allow instructors to provide students with performance feedback.

(c) After the Instructor Training Meeting: CM will brief the Chief ULC, Deputy Chief ULC, DC, and the QA/QC on accomplishments of the training meeting. The approved agenda will be the guide for the brief. The CM will be prepared to show the required approved deliverables. The revised course material will be uploaded to the ULC SharePoint site.

7. Instructor meetings must be planned in advanced and the instructional design team must have preconceived goals and specific outcomes in mind prior convening the meeting. Research and work should be done before meeting face-to-face to determine the specific outcomes for the instructor meeting.



JOHN E. BARNETT
Chief, USACE Learning Center

1 Apr 16

3 Encls:

Encl A: Sample Instructor Meeting Agenda

Encl B: Sample Lesson Plan (How To)

Encl C Example ILE Lesson Plan Critical Thinking

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Enclosure A: Sample Instructor Meeting Agenda

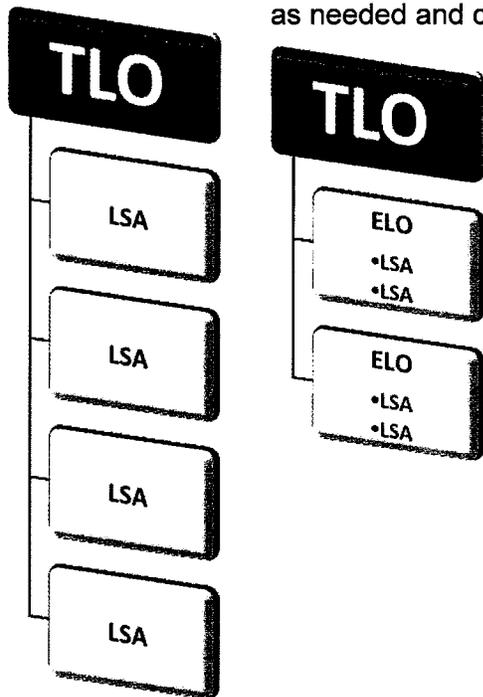
Sample Agenda				
Time/Day	Event	Person Responsible	References	Meeting Goal
0800-0815 Day One	Opening Remarks	Deputy Chief	ULC Pam 350-70	Welcome Instructional Design Team
0815-0830 Day One	Addie Process	QA/QC	ULC Pam 350-70	Provide the instructional design team with information on how the ADDIE process supports effective instruction.
0830-1130 Day One	Update Module One, Lesson Two	Course Manager	EM XXX-XX	Update course content in Lesson Plans to reflect change in EM XXX-XX insuring that it is emphasized that XY&Z must support ABC&D.
1130-1230	Lunch	Everyone	None	
1300-1500 Day One	Update Module One PE	Instructor A	EM XXX-XX	Update Practical Exercise so that the new concepts and principles from EM XXX-XX are applied. Update "School house" answer to reflect usage of new concepts and principles.
1500-1600 Day One	Update Module One assessment items	Course Manager	ULC Pamphlet 350-70	Update all assessment items for module one that have been affected by course revisions due to update of EM XXX-XX
1600-1700	Daily AAR	Course Manager	ULC Pamphlet 350-70	Discuss what was accomplished during the day and determine if the training meeting is on track. Provide the daily AAR in writing to the Division Chief.

Note: This is a sample Agenda. More than one reference can be used to update course material as applicable. The point is that the goal for the revision should align with a doctrinal reference and a lesson plan or a specific annex in the lesson plan. Day two through five (if applicable) should follow the same format.

Enclosure B: Sample Lesson Plan (How To)

Lesson Plan Structure

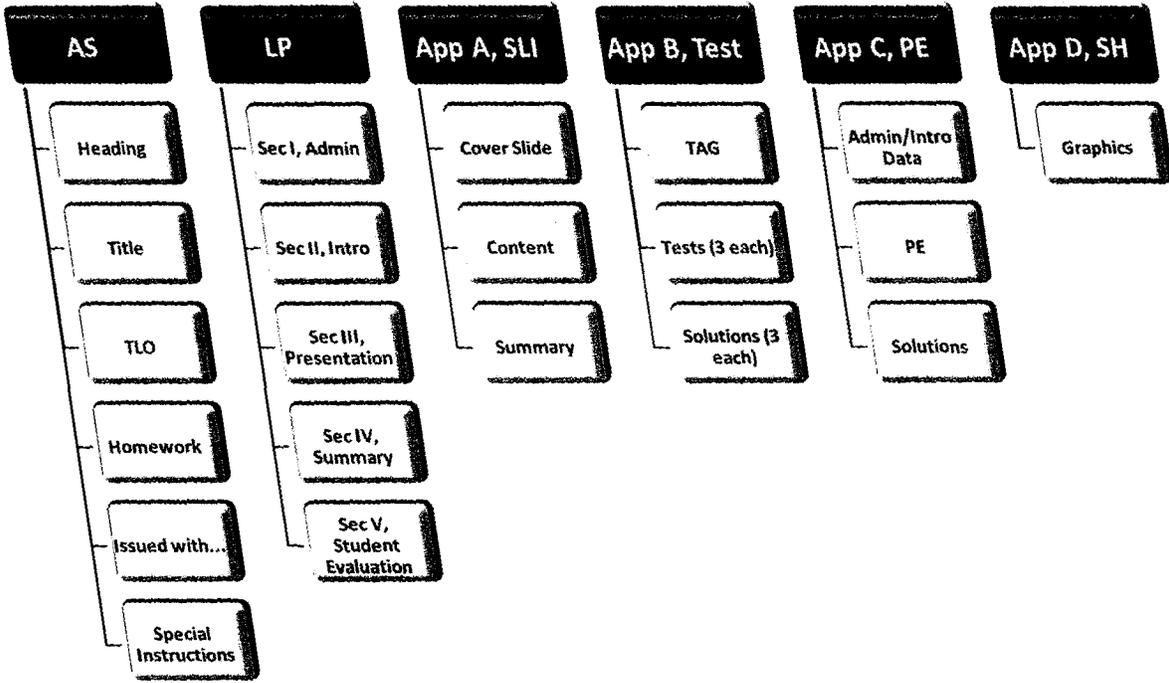
Understand Lesson Plan Structure. A Lesson Plan (LP) can have only one Terminal Learning Objective (TLO), but it may contain several Enabling Learning Objectives (ELOs). It should never have one ELO. Usually, if you're only teaching one individual task, option 1 (*Figure 1-1, left example*) is used; if teaching two individual tasks or more, option 2 (*Figure 1-1, right example*) is used. This is a guide and sometimes option 1 is used for two tasks; training developer and Subject Matter Expert determined. LPs can contain as many ELOs as needed and can contain as many Learning Steps/Activities (LSAs) as needed. Remember, tasks are guides only; sometimes their performance steps do not support doctrine (the doctrine is key).



Complete Lesson Plan Structure. Figure 1-2 details a complete lesson plan with all appendixes.

- AS = Advance Sheet
- LP = Lesson Plan
- App A, SLI = PowerPoint File
- App B, Test = TAG, Tests, and Test Solutions
- App C, PE = Practical Exercise(s)
- App D, SH = Student Handout(s)

ULC ANNEX 518, Instructor Training Meetings 1 APR 16



ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Lesson Plan (LP) Section I, Administrative Data

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	250-19D30	2.00	CAVALRY SCOUT BNCOC

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
		<u>INDIVIDUAL</u>
	171-121-4045 (*)	CONDUCT TROOP LEADING PROCEDURES
	551-721-3359	PREPARE A STRIP MAP

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	171-150-0087	ENGAGE TARGETS WITH A CALIBER .50 M2HB FLEX MACHINE GUN ON AN M1A2 SEP TANK

Academic Hours	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		1 hr 10 mins / Conference / Discussion
		3 hrs / Conference/Demonstration
		45 mins / Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
	Total Hours:	5 hrs 5 mins

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	N/A

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Prerequisite Lesson(s)

Lesson Number Lesson Title
 None
 Use as needed.

Clearance Access

Security Level: Unclassified
 Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD6. This product/publication has been reviewed by the product developers in coordination with the foreign disclosure authority. This product is releasable to students from foreign countries on a case-by-case basis.

Default should be FD5

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 3-20.15 (FM 17-15)	TANK PLATOON	01 Nov 2001	
FM 3-20.98 (FM 17-98)	RECONNAISSANCE PLATOON	02 Dec 2002	
Link appropriate doctrine; ensure data is correct and most current.			

Student Study Assignments

1. Study... Master the details of the subject and fix them in your mind through application of the study process (survey, question, read, review, and recite). Prepare to test on the subject (orally, written, and/or performance).
2. Read... Be proficient in the subject for discussion in the classroom. Prepare to take one or more practical exercises on the subject (orally, written, and/or performance).
3. Scan... Be familiar with the topic(s). Read the topic sentence of each paragraph. Prepare to participate in checks on learning during classroom discussion (orally, written, and/or performance).
4. Review... Review is used for material previously discussed in class. Review all notes, Advance Sheets, and any material related to the class as applicable.

This data will also be on the Advance Sheet (exact).

Example:

1. Study FM 3-20.15, Tank Platoon, Chapter 5.

Instructor Requirement

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Additional Support	<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Personnel Requirements	Senior Instructor		1	5 hrs

Equipment Required	<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
for Instruction	6730-00-933-4871 SCREEN, PROJECTION			Yes	4	
	70209N COMPUTER, CPU (COMMERCIAL ITEM)			Yes	8	
	70210N COMPUTER, LAPTOP PORTABLE (COMMERCIAL ITEM)	1:1		No	4	
	70210N COMPUTER, LAPTOP PORTABLE (COMMERCIAL ITEM)			Yes	4	
	70223N COMPUTER MONITOR (COMMERCIAL ITEM)			Yes	8	
	70236N COMPUTER PRINTER (COMMERCIAL ITEM)			Yes	4	
	X03330 PROJECTOR, W/ COMPUTER INTERFACE (COMMERCIAL ITEM)			Yes	4	

* Before Id indicates a TADSS

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Materials Required Standard Verbiage

Instructor Materials:

- a. Lesson plan with Appendix A, C, and D as applicable.
- b. PowerPoint file.
- c. All references linked to this lesson plan.

Student Materials:

Laptop, containing the following material:

- a. All references linked to this lesson plan.
- b. Advance Sheet.
- c. Appendix A - PowerPoint file (if applicable)
- d. Appendix C - Practical Exercise without solutions (if applicable).
- e. Appendix D - Student Handout(s) (if applicable).

Classroom, Training Area, and Range Requirements

GEN INST BLDG, 18888 SF, 16PN

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance Standard Verbiage

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

T - 12 weeks.

- 1. Check with operations to ensure class is scheduled and classrooms, training aids, and transportation have been reserved. Resolve scheduling conflicts.
- 2. Order field manuals, technical manuals, maps, and other materials as needed.
- 3. Review training standing operating procedure.
- 4. Preview lesson plan.
- 5. Identify the number of instructors, assistant instructors, and support personnel needed. Coordinate these requirements with operations.

T - 6 weeks.

- 1. Check lesson plans and visitor's laptop (or paper documentation) and update as needed.
- 2. Check to see that any ordered materials have been received. Follow up on unfilled orders.

T - 1 Week.

1. Verify that the classrooms and training areas are scheduled and ready for training.
2. Conduct final coordination with transportation, classroom, and other resource managers.
3. Conduct a final coordination meeting with instructors and support personnel and establish an instructor's intent for training.
4. Conduct a final check on all training aids and materials for serviceability and accountability.
5. Conduct a dress rehearsal of the entire class.

T - 1 Day

1. Inspect classroom.
2. Ensure the following items are present and serviceable:
 - a. Digital projector and related computer equipment.
 - b. PowerPoint slides, and other materials as applicable.
 - c. Projector screen.
 - d. Lesson plan.
 - e. Visitor's laptop – lesson plan open (or paper documentation present).

T-Day

1. Arrive at classroom 30 minutes prior to class.
2. Prepare classroom for learning activities.
3. Conduct training.
4. Obtain Students' feedback.
5. Conclude class according to schedule and lesson plan. Make note of problems or suggested changes to lesson plan and submit them to the SSG using an ERATTA Sheet (PDF Form).
6. Have Students police the classroom prior to their departure.
7. Release the Students.
8. Secure the classroom.
9. Turn in training report to operations.

**Proponent
Lesson Plan
Approvals**

Name

Rank

Position

Date

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Lesson Plan (LP) Section II, Introduction

Overview. Introduction Data associated with the lesson plan. Ensure font used for RTF windows is Aerial 10pt. Standard Blurb may be modified as needed.

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Small Group Instruction (SGI)</u>

Motivator

Standard Verbiage

INSTRUCTOR will facilitate a brief student discussion on the lesson plan motivator. A motivator can be in the form of a discussion, short demonstration, or video clip that should:

1. Provide relevance and significance to the lesson.
2. Gain student interest and focus the student on what they are to learn.
3. Explain why the student needs to perform the learning objective and the consequences of nonperformance.
4. Explain the actual job or battlefield conditions that make mastering the terminal learning objective essential for the Student.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	<p>The action statement:</p> <ul style="list-style-type: none">(a) Describes exactly what the student must do after completing a specific part of the training.(b) Is performance oriented. (NOTE: We should train as we fight. Training in the field and on equipment is the preferred training method. When this is not possible, training should simulate actions required in task performance.)(c) Begins with a single action verb.(d) Should be observable, measurable, and expressive behavior that is as concrete and overt as possible. (NOTE: See TR 350-70, Appendix D, Standard Verb List and section VI-6-6, for LO descriptive details.) <p>Example: Prepare a Situation Report (SITREP).</p>
----------------	--

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

<p>Conditions:</p>	<p>The condition statement:</p> <ul style="list-style-type: none"> (a) Reflects training conditions and identifies anything that has pertinent influence upon performance of the objective, including environment, equipment, manuals, assistance, or required supervision. (b) Is written to training conditions, not actual wartime conditions. (c) Should relate to the action only. (d) Should approximate projected operational environments to the closest extent possible. (NOTE: The condition statement can be written in paragraph or bullet format.) <p>Example: In a classroom environment, given a situation in a contemporary operational environment. Contact has been broken and you have received an order from your PL / PSG to prepare and send a SITREP.</p>
<p>Standards:</p>	<p>The standard statement may have multiple criteria. These can be written in paragraph or bullet format. The statement must reflect standards that:</p> <ul style="list-style-type: none"> (a) Are observable and provide clear, measurable criteria for evaluating learning objective performance, which will be influenced by the training conditions. (b) Describe the performance level students must achieve to satisfactorily complete the training. (NOTE: The LO standard and task standard may be different, but all training should prepare the student to perform to task performance standard.) (c) Minimize subjectivity during student evaluation. (d) Are written in the <i>present</i> tense. <p><u>Example:</u> Assess your vehicle situation and status. Prepare a SITREP in standard subparagraph/line number format. Submit the SITREP to the next higher element. Maintain situational awareness.</p>

Safety Requirements Standard Verbiage

1. There are no special safety considerations for this lesson. Instructors will use the facility SOP to provide a safety brief as part of the introduction. Students will react to any emergency situation IAW the facility SOP.
2. In the event of a fire, students will exit the classroom in an orderly manner (last one out closes the door); meet at the location the Primary Instructor has designated; class leader will hold an accountability formation and report his findings to Primary Instructor.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

3. In the event of severe weather or tornado, Students will exit the classroom in an orderly manner; move to the location the Primary Instructor has designated (basement or center of building); class leader will hold an accountability formation and report his findings to Primary Instructor.

Risk Assessment Level

Low - IV - E. Instructor will conduct a Risk Assessment Worksheet (DA Form 7566, CRM Worksheet, Apr 05) prior to training and brief Students on identified hazards and required controls.

Standard Verbiage

Note: "Low" is automatically entered in LP. "Low – IV – E." is for standard classroom. Subject to change...see FM 5-19.

Environmental Considerations

NOTE: It is the responsibility of all Students and DA civilians to protect the environment from damage.

Standard for classroom

Standard Verbiage

Evaluation

***Matches Advance Sheet, Section II, Appendix B, and Section V of LP. (Modify in PE(s) to cover only PE). See TP 350-70-5, SAT: Testing, for more information.*

Performance Tests:

1. This lesson plan will be informally evaluated during class using checks on learning such as questions and answers and a practical exercise.
2. This lesson plan will be formally evaluated after class during the _____ Examination and AAR, 809Nxxxx. Check your training schedule for date(s) and time(s) as appropriate.
3. You will be required to achieve a 100% in order to receive a GO on the examination within XX minutes.
4. No classroom notes will be used during the exam. Only notes for planning purposes (prompted by the INSTRUCTOR) prior to the exam may be used for the test, (if applicable).
5. You will be able to use the reference materials used in this lesson during the exam.

Knowledge-Based Tests:

1. This lesson plan will be informally evaluated during class using checks on learning such as questions and answers and a practical exercise.
 2. This lesson plan will be formally evaluated after class during the _____ Examination and AAR, 171Dxxxx. Check your training schedule for date(s) and time(s) as appropriate.
 3. As a minimum, you must achieve 70% on the examination within 30 minutes to receive a GO.
 4. No classroom notes will be used during the exam. Only notes for planning purposes (prompted by the INSTRUCTOR) prior to the exam may
-

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

be used for the test, (if applicable).

Instructional

Lead-In

Standard

Verbiage

INSTRUCTOR will facilitate a brief student discussion on the lesson plan instructional lead-in. This statement should tie the TLO to previous learning or student experiences and lead into the actual presentation.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Lesson Plan (LP) Section III, Presentation

Overview. Presentation Data associated with the lesson plan. Ensure font used is Aerial 10pt. Standard Blurb may be modified as needed. Please note format used; check your format!

SECTION III. PRESENTATION

1. Learning Step / Activity 1. The TLO and ELO (if applicable).

Method of Instruction: Conference/Demonstration

Instructor to Student Ratio: 1:16

Time of Instruction: 1 hr

Media: Small Group Instruction (SGI)

a. Terminal Learning Objective (TLO). *(Located in Section II of Lesson Plan;*

(1) Describes exactly what the student must be capable of performing under the stated conditions to the prescribed standard on lesson completion.

(2) Is written for each lesson.

(3) Occurs only one time per lesson regardless of presentation method, media, or technique.

(4) May:

(a) Be the same as the task it supports.

NOTE: Write TLOs to reflect on-the-job performance as much as possible.

(b) Support a part of a task (i.e., a performance step, skill or knowledge).

(c) Support more than one task.

(5) Has only one verb.

b. Enabling Learning Objective (ELO). *(Located in Section III of Lesson Plan).*

NOTE: Generally, we use a TLO with LSA(s) for a single task taught/supported. For an ELO, usually we will have one ELO per task taught/supported, although, this is not mandatory. .

(1) Supports student learning of the TLO.

(2) Is optional for lesson plans; is required for CBI lessons.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

(3) Describes exactly what the student must be capable of performing under the stated conditions to the prescribed standard on completion of a part of the lesson.

(4) Has only one verb.

c. Quality Control.

To ensure quality learning objectives, design personnel must ensure LOs:

(a) Require and fully describe (in action, condition, and standard terms) student performance.

(b) Have only one verb.

(c) Have an observable standard that provides criteria for measuring learning objective performance.

(d) Apply sound training principles and will lead to the student being able to perform the supported tasks to their established standards.

NOTE: Reference - TR 350-70, VI-6-6.

NOTE Conduct a check on learning and summarize the learning activity.

Add a few questions and answers here.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

2. Learning Step / Activity 2. The LSA example description, outputs, and examples.

Method of Instruction: Conference/Demonstration
Instructor to Student Ratio: 1:16
Time of Instruction: 1 hr
Media: Small Group Instruction (SGI)

NOTE: Ensure your LSAs reference the doctrine you are using to develop/revise by use of “**NOTE:**”

a. Description. Learning steps / activities are the actions the student must learn in order to perform the supported objective to the established standard. They are scheduling events for scheduling purposes and:

(1) Provide a structured means to focus student learning on a small part of what they need to learn.

(2) Are developed for each learning objective. Conversely, there should be no learning step/activity in a lesson that does not directly support a LO.

(3) Are normally written in student action terms, i.e., they begin with a verb.

(4) Are sequenced to maximize learning.

(5) Provide the basis for identifying the learning step/activity specifications.

(6) Are included in the lesson outline.

NOTE: Learning steps/activities serve the same purpose for a self-paced lesson (e.g., IMI), but some of the specific actions may not be required (e.g., instructor/student ratio).

b. Outputs. The result will be sequenced learning steps/activities with identified:

(1) Methods of instruction.

(2) Media.

(3) Time requirements.

(4) Instructor-to-student ratio.

(5) Resource requirements, etc.

c. Examples. Examples of learning steps/activities are as follows:

(1) Demonstrate an ability to perform the TLO.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

NOTE: This will function as a test with a method of instruction code "TE."

- (2) Participate in the performance exercise AAR.
- (3) Remain afloat in a swimming pool for 1 hour with the use of a life jacket.
- (4) Load an M-16 rifle.

NOTE: Reference - TR 350-70, VI-6-8.

d. Learning Step/Activity Specifications. The training developer identifies or establishes the specifications for each learning step/activity in a lesson. These specifications are the foundation for the lesson plan, establishment of the training schedule, compilation of the program of instruction, and resource acquisition. List the learning step/activities in presentation order. Specifications: are as follows:

(1) Method of instruction (see Appendix H of TR 350-70, Methods and Techniques for Delivering Instruction.

(2) Instructional media (video tape, IMI, 35 mm slides, etc.) List media name and identification number, if available.

NOTE: Length and use of full motion video should be limited ONLY to when it is absolutely essential to show motion to accomplish the training objective.

- (3) Instructional time (in minutes).
- (4) Instructor/student ratio.
- (5) Instructor and student-to-equipment ratio.
- (6) Environmental considerations.
- (7) Safety factors and hazards.
- (8) Risk assessment code.

NOTE: See TR 350-70, Chapter I-2, Safety and Environment, for environmental, safety, and risk assessment requirements.

- (9) Security requirements.
- (10) Training resource requirements.

NOTE: See "Resource Identification" (TR 350-70, Chapter VI-6).

- (11) References required (to paragraph level).

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

(12) Student handout requirements.

NOTE Conduct a check on learning and summarize the learning activity.

:

Add a few question and answers here (Check on Learning Tab).

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

3. Learning Step / Activity 3. Format with check on learning example.

Method of Instruction: Conference/Demonstration
Instructor to Student Ratio: 1:16
Time of Instruction: 1 hr
Media: Small Group Instruction (SGI)

NOTE: 1. Set tabs approximately **.25** (1/4 inch) at least out to 1 inch.
2. Proper indentation (also referred to as "bowlegging") in an LSA:

a. Your first performance step of the LSA (your first entry on an LS/A).

b. Spacing done per line for section III (presentation only).

(1) Two spaces (not tab) after item number/letter.

(2) Two spaces between sentences. Two spaces between sentences.

(a) Generally, manual .25" tabs in ASAT rtf block will do and I've found to be quickest (but not the "A" answer).

(b) Split tables in your final rtf (looks better) before printing. If you don't know how to split a table or what a table is, please see an Instructional Systems Specialist. Also, always let the text wrap back to the far left margin. In your rft, it should line up with "a." in LSAs.

1. Underlined "1" but not the period.

2. When underline starts (for 1. and a., no spacing, even in section III on the LP.

a. If you go past this, you're probably too far.

b. It can get confusing for the SGI going past these.

NOTE: tab it after the colon, then text or 1. followed by two spaces.

a. Don't use "NOTES:" with an "S" and do use all caps and make bold.

NOTE:<tab>1.<two spaces>First note.

<tab> x2 2. Second note.

b. Good? Questions? Just ask. Don't like something? Inquire.

c. Remember, above is for section III (Presentation) only. In sections I, II, IV, and V, only space when changing indentation.

NOTE Conduct a check on learning and summarize the learning activity.

:

NOTE: The following is an example of writing a "check on learning" for you LSA.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

Operate Engine Compartment Fire Extinguisher - Automatic Mode.

Q1. If possible, what direction should the tank face?

A1. Into the wind.

Reference: TM 9-2350-388-10, page XX.

Q2. When 2ND SHOT switch is engaged, how long will it be before the 2nd shot fire extinguisher bottle is discharged?

A2. About 18 seconds after 2ND SHOT switch is moved to rear.

Reference: TM 9-2350-388-10, page XX.

Q3. If you move the 2ND SHOT switch forward before 18 seconds have passed, what will happen?

A3. 2nd shot fire extinguisher bottle will not discharge.

Reference: TM 9-2350-388-10, page XX.

Operate Engine Compartment Fire Extinguisher - Manual Mode.

Q4. When would you use manual mode procedures for an engine compartment fire?

A4. Use manual mode when MASTER WARNING light is on and ENGINE FIRE light is flashing and 1ST SHOT DISCHARGED light did not come on.

Reference: TM 9-2350-388-10, page XX.

Q5. Where should you position the gun tube after you have moved the tank to face into the wind?

A5. Have turret and gun moved so gun tube is over either side and driver can exit.

Reference: TM 9-2350-388-10, page XX.

ULC ANNEX 518, Instructor Training Meetings 1 APR 16

4. Learning Step / Activity 4..

Method of Instruction: Conference / Discussion

S/GI to Student Ratio: 1:16

Time of Instruction: 15 mins

Media: Small Group Instruction (SGI)

a. Have INSTRUCTOR and assigned Student Discussion Leader use the Center for Army Lessons Learned (CALL) website at <http://call.army.mil/> and / or the Battle Command Knowledge System (BCKS) on AKO at <https://www.us.army.mil/suite/page/136429> (you can access Mounted ManeuverNet professional forums from the menu selection on the main AKO page for BCKS) to get the most current and relevant information on Tactics, Techniques, and Procedures (TTPs) being used in the Operational Environment (OE) for a group discussion.

b. Individual Student experiences are welcome and encouraged. All materials being presented must be related to the lesson plan task(s) and approved by the INSTRUCTOR.

c. Inform the group that TTPs are not testable.

Note: a., b., and c. above is the standard blurb used for this LSA.

NOTE Conduct a check on learning and summarize the learning activity.

:

No need for Q&A in TTP LSA.

5. Learning Step / Activity 5. Practical Exercise.

Method of Instruction: Practical Exercise (Performance)

Instructor to Student Ratio: 1:16

Time of Instruction: 45 mins

Media: Small Group Instruction (SGI)

Refer to Appendix C.

NOTE: The sole purpose of this LSA is to capture PE time. Appendix C will contain all PE material.

NOTE Conduct a check on learning and summarize the learning activity.

:

No need for Q&A in PE LSA.

Lesson Plan (LP) Section IV, Summary

Overview. Summary Data associated with the lesson plan. Ensure font is Aerial 10pt. Standard Blurb may be modified as needed.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Small Group Instruction (SGI)</u>

Check on Learning Standard Verbiage

Determine if the Students have learned the material presented by soliciting Student questions and explanations. Ask the Students questions and correct misunderstandings.

Review / Summarize Lesson

During the last 16 hours, we have discussed and conducted practical exercises covering the major areas listed below:

1. Plan reconnaissance missions:
 - a. Receive and analyze the mission.
 - b. Issue a warning order.
 - c. Form a tentative plan.
 - d. Start necessary movement.
 - e. Conduct a leader's reconnaissance.
 - f. Complete the plan.
 - g. Issue the OPORD.
 - h. Supervise and refine the mission as needed.

2. Conduct reconnaissance missions :
 - a. Execute pre-combat operation checks.
 - b. Conduct area/zone reconnaissance.
 - c. Execute scout platoon actions on contact.

ULC Annex 518: Instructor Training Meetings 1 Apr 16

Lesson Plan (LP) Section V, Student Evaluation

Overview. Administrative Data associated with the lesson plan. Ensure font used for RTF windows is Aerial 10pt. Standard Blurb may be modified as needed.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

***Matches Advance Sheet, Section II, Appendix B, and Section V of LP. (Modify in PE(s) to cover only PE). See TP 350-70-5, SAT: Testing, for more information.*

Performance Tests:

1. This lesson plan will be informally evaluated during class using checks on learning such as questions and answers and a practical exercise.
2. This lesson plan will be formally evaluated after class during the _____ Examination and AAR, 809Nxxxx. Check your training schedule for date(s) and time(s) as appropriate.
3. You will be required to achieve a 100% in order to receive a GO on the examination within XX minutes.
4. No classroom notes will be used during the exam. Only notes for planning purposes (prompted by the INSTRUCTOR) prior to the exam may be used for the test, (if applicable).
5. You will be able to use the reference materials used in this lesson during the exam.

Knowledge-Based Tests:

1. This lesson plan will be informally evaluated during class using checks on learning such as questions and answers and a practical exercise.
 2. This lesson plan will be formally evaluated after class during the _____ Examination and AAR, 171Dxxxx. Check your training schedule for date(s) and time(s) as appropriate.
 3. As a minimum, you must achieve 70% (7 out of 10 questions correct) on the examination within 30 minutes to receive a GO.
 4. No classroom notes will be used during the exam. Only notes for planning purposes (prompted by the INSTRUCTOR) prior to the exam may be used for the test, (if applicable).
 5. You will be able to use the reference materials used in this lesson during the exam.
-

ULC Annex 518: Instructor Training Meetings 1 Apr 16

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

**Standard
Verbiage**

ULC Annex 518: Instructor Training Meetings 1 Apr 16
Annex B Test Administration Guide (Template)

APPENDIX B TAG, TEST AND TEST SOLUTIONS

Introduction This Appendix B (Test Administration Guide (TAG), Test Versions, and Test Solutions) are sensitive in nature. All testing materials must be safeguarded from compromise and access is controlled.

**EXAMINATION (TESTING) MATERIAL
SENSITIVE IN NATURE**

**DO NOT COPY, PRINT, REPRODUCE, OR TRANSMIT
UNLESS AUTHORIZED IN WRITING**

ULC Annex 518: Instructor Training Meetings 1 Apr 16

APPENDIX B TAG, TEST AND TEST SOLUTIONS

Terminal Learning Objective

NOTE: Inform the Students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the Student] will:

Action:	Exact per lesson plan or consolidated if by module
Conditions:	Exact per lesson plan or consolidated if by module
Standards:	Exact per lesson plan or consolidated if by module

This EXAM contains

TABLE OF CONTENTS		
		Page
Section I	Test Administration Guide (TAG)	B-2
Section II	Test Version A	B-X
Section III	*Scoring Key, Version A	B-X
Section IV	Test Version B	B-X
Section V	*Scoring Key, Version B	B-X
Section VI	Test Version C	B-X
Section VII	*Scoring Key, Version B	B-X
Section VIII	TD Notes (delete from completed App B)	

* In most cases, one Scoring Key is needed per each test version.

Note: All blue text represents data needed or information to training developer. Upon final revision / development, all blue text must be updated accordingly and / or removed.

Note: This Appendix B template is for testing by module or individual lesson plan(s).

Note: TP 350-70-5, SAT: Testing, dated 20 Aug 2004, defines procedures for test development. This template supports:

1. Knowledge-based tests (TP 350-70-5, Chapter 7)

ULC Annex 518: Instructor Training Meetings 1 Apr 16

APPENDIX B SECTION I, TEST ADMINISTRATION GUIDE (TAG)

Administrative Procedures

Administrative Process:

The Chief Evaluator (SSGL / SFC or above) will serve as test site NCOIC and verify Soldier attendance. The Evaluators (SGL) will provide the Students with all materials and equipment prescribed in this TAG. The Evaluator will read the instructions to Soldiers, which is provided in this TAG. If this TAG focuses on knowledge-based examinations taken online using the Armor School's Learning Management System (LMS), also known as Core LS, then you also need the TEST BLOCK TAG that supports this Appendix B. It contains specific details for test administration using Core LS. If this TAG focuses on performance examinations (terrain board or hands-on), then this TAG is all you need (no TEST BLOCK TAG will exist).

Administrative Process for Students Receiving NO-GO:

If a Soldier does not receive a GO, he will be counseled by his SGL with additional counseling provided by the SSGL and then retested. The Soldier will be informed of his mistakes, counseled, and provided with remedial training before taking the retest. The retest will be given at a later time, but prior to the next test point. A Soldier receiving a second NO-GO will be counseled (again by SGL then Division Chief) and is subject to elimination from the course.

Evaluation Criteria

Exact per lesson plan(s)

Diagram of Testing Facility

None needed (conducted in classroom).

Personnel, Equipment, and Materials Required

Personnel: One Chief Evaluator (test site NCOIC) and one Evaluator per 16 students.

Facility / Equipment: GEN INST BLDG with a table & chair per Soldier. One wall clock per room.

Materials (per Soldier): Laptop computer with Internet connection to <https://adl.knox.army.mil/CoreUMW/Login.asp>.

Modify this section needed (i.e., add terrain board, micro armor, maps, references authorized, etc.)

ULC Annex 518: Instructor Training Meetings 1 Apr 16

Test Planning Time

	HOURS	MINUTES
1. TAG Time:	0	00
2. Testing Time:	0	00
3. Review Time:	0	00
4. Total Time:	0	00

NOTE: all testing time calculations DO NOT support the 50-minute academic hour. Calculations are based on a 60-minute academic hour. In most cases there will be no breaks during testing. Breaks are controlled by the Chief Evaluator and usually occur after testing is complete.

Instructions to Soldier

NOTE. Read instructions as written.

Let me have your attention! At this test site, you will be tested on your knowledge of _____ list lesson(s) by title _____.

To receive a GO, you must achieve 70% by answering 7 out of 10 questions correctly. During this exam, you will not be able to use any references. You must complete the exam within 30 minutes.

Timing of the exam is controlled by me (the Evaluator). You may start when I say "*you may begin*". You will stop all work when I tell you "*stop*", when the 30 minutes have elapsed. The official time started will be annotated on the whiteboard and correspond with the clock on the wall.

Do you have any questions concerning the administration of this test?

Remember you are bound by the Honor Code listed in your student guide. Your instructor may check any approved supporting testing materials, such as computer files on a laptop (if equipped), classroom notes, or doctrinal references before you leave the classroom to ensure that no unauthorized testing material is in your possession. For laptops, routine system software checks have been implemented to identify suspected incidences of cheating. Students who are suspected of cheating on examinations are subject to the Uniform Code of Military Justice (UCMJ), articles 107, 132, and 134. You will be immediately dismissed from the course if any form of test material is in your possession.

- | |
|--|
| <p>NOTE:</p> <ol style="list-style-type: none">1. Repeat instructions only once!2. Answer Soldier questions about test instructions.3. Ensure Students understand what they have to do. |
|--|
-

ULC Annex 518: Instructor Training Meetings 1 Apr 16

Scoring Key

See this appendix, page B-X for Version A, page B-XX for Version B, and page B-XX for Version C.

**Safety
Precautions**

1. There are no special safety considerations for this lesson. Instructors will use the facility SOP to provide a safety brief as part of the introduction. Solders will react to any emergency situation IAW the facility SOP.
 2. In the event of a fire, Students will exit the classroom in an orderly manner (last one out closes the door); meet at the location the Primary Instructor has designated; class leader will hold an accountability formation and report his findings to Primary Instructor.
 3. In the event of severe weather or tornado, Students will exit the classroom in an orderly manner; move to the location the Primary Instructor has designated (basement or center of building); class leader will hold an accountability formation and report their findings to the Primary Instructor.
-

**Additional
Information**

SGL are responsible for ensuring no references (if authorized) are tabbed, or fixed in such a way that benefits the Student for quick referencing. No cell phones or flash drives are authorized within the testing classroom. As soon as a Student is finished with the test, check to ensure no testing material has been compromised.

APPENDIX B SECTION II, TEST VERSION A

Lesson Plan Title

Situation: You are a tank commander currently deployed on a peace keeping mission in a small failing state. Former Regime Loyalists (FRLs) in the failing state are extremely hostile towards the United States. Your platoon is conducting offensive operations and a large minefield has just been detected. FRLs are very innovative and creative for employing a variety of mines, to include firing on command. Your platoon leader sends you a FRAGO by radio (for the digitally equipped tanks, you receive a message by FBCB2) requiring you to employ the mine-clearing blade. Reconnaissance thus far has determined the minefield is not under observation; nevertheless, another element will provide overwatch. The leading edge of the minefield has been determined. The landscape is topsoil with few trees and brush. Severe rain has occurred in the past few days.

1. As you visually inspect and plan your route with binoculars and available tank sights to the leading edge of the minefield, you know that threat forces usually mark their minefields to protect their own forces, so what are you most likely looking for to identify this?

- a. Damaged vehicles.
- b. Signs placed on trees, post, or stakes.
- c. Dead animals.
- d. Trip wires.

2. At what depth setting (in inches) will you employ the MCB based on your location?

- a. 10.
- b. 12.
- c. 14.
- d. 16.

3. Your MCB is equipped with an improved dog-bone assembly (IDA). With an IDA, what additional capability are you capable of?

- a. Defeating magnetic mines.
- b. Defeating pressure mines.
- c. Defeating chemical mines.
- d. Defeating tilt-rod mines.

Situation Continues: You have chosen your route and now you're in the last covered and concealed position with hatches closed and gun positioned, overwatch has been established, and you have begun to move towards the entrance start point.

4. The area selected for the lane must be free of rocks or other obstacles, but what other feature should the proposed lane possess?

- a. Not more than 25% of craters.
- b. Cannot be CBRN contaminated.
- c. Relatively flat terrain.
- d. Incline cannot exceed 20 degrees.

ULC Annex 518: Instructor Training Meetings 1 Apr 16

APPENDIX B SECTION III, SCORING KEY, VERSION A

Lesson Plan Title

1. Answer: b.
Reference: FM 20-32, page 10-1.
2. Answer: a.
Reference: TM 9-2590-509-10, page 2-20.
3. Answer: a.
Reference: FM 20-32, page 10-15.
4. Answer: c.
Reference: FM 20-32, page 10-16.

ULC Annex 518: Instructor Training Meetings 1 Apr 16

APPENDIX B SECTION IV, TEST VERSION B

ULC Annex 518: Instructor Training Meetings 1 Apr 16

APPENDIX B SECTION V, SCORING KEY, VERSION B

ULC Annex 518: Instructor Training Meetings 1 Apr 16

APPENDIX B SECTION VI, TEST VERSION C

ULC Annex 518: Instructor Training Meetings 1 Apr 16

APPENDIX B SECTION VII, SCORING KEY, VERSION C

ULC Annex 518: Instructor Training Meetings 1 Apr 16

PRACTICAL EXERCISE 1 SHEET

CONFERENCE METHOD DELIVERY

Title	Practical Exercise 1 - Deliver Conference Method Presentation
Lesson Number / Title	157-280-0015 version 1.0 / Deliver Instruction
Introduction	None
Motivator	None
Learning Step/Activity	<p>NOTE: The instructor should inform the learners of the following Learning Step/Activity requirements.</p> <p><i>At the completion of this activity, you [the student] will deliver a 20 minute Conference method of instruction presentation.</i></p>
Safety Requirements	Remind students of the Army Safety Program and its relationship to their conduct and performance at all times.
Risk Assessment	Low
Environmental Considerations	It is the responsibility of all Soldiers and DA civilians to protect the environment from damage including and recycle paper and plastic.
Evaluation	Students will be assessed by the instructor/facilitator using the Facilitation Performance Evaluation Checklist (PEC).
Instructional Lead-In	<p><i>How learning takes place affects how instruction is delivered. The Army follows proven instructional events and methods. Your activity during this learning period is to present instruction by the conference method of instruction.</i></p> <p><i>At the end of this lesson, you will be able to present instruction effectively by conferencing with students using guiding discussion techniques.</i></p>
Resource Requirements	<p>Instructor Materials:</p> <p>Learner Materials:</p> <p>Practical Exercise instruction for learners</p>
Special Instructions	None
Procedures	Review the Instruction PEC with students.

ULC Annex 518: Instructor Training Meetings 1 Apr 16

This PE requires you to present your assigned lesson by the Combined Conference and Demonstration/PE method of instruction. Your presentation will be evaluated using the Instruction PEC. You must achieve a minimum 80% rating to complete this PE successfully.

Do you have any questions about the presentation and the evaluation checklist? You have until _____ to prepare and rehearse. Then we will hear each of your presentations and follow each with an informal student-led AAR. This is your first graded instructor/facilitator instruction presentation.

Note: Dismiss students to practice (rehearse) their lesson.

Feedback
Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation, including any information to help answer students' questions about the test. Provide remedial training as needed.
