

JROTC Program for Accreditation (JPA) Coversheet

School:
Date:
Location: (City/State)

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

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

Brigade team members:

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

Figure B-1. JPA Coversheet

JPA School Visit Point Summary Sheet

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

Table B-1. JPA School Visit Point Summary

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

Appendix B-1. Battalion Staff Continuous Improvement Project Presentation

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

Successful implementation of this process documents Cadets' understand the processes of continuous improvement, problem solving, planning, goal setting and how to use them to guide the organization throughout the year. This is an outstanding leadership tool. JROTC leadership, education, and training are demonstrated in a real-life, project-based learning experience, and is clearly evidence of Standard 3: Teaching and Assessing for Learning—*the institution's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning*. Further explanation in Indicator 3.3 says *teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations*.

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

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

Continuous Improvement Point Sheet - 35 Points Total

Rubric	Points (3, 2-1, 0)
Introductions; Role and role towards goal	
Goals Defined; supports higher mission	
Identified Problem/s for Improvement	
Data Researched/Gathered/Benefit Ident	
Identified Team Goals/SMART	
Ident Improvement Plan using curriculum	
Milestones & Benchmarks Identified	
Responded to Feedback/All Knowledgeable	
Conclusion Identified & tied to curriculum	
Milestones & Timeline worked	
<u>Reflection</u> Future Improvement	
Presentation Delivery (.5 pts max each)	(.5, .25, 0)
Attendance/Proper Attire	
Visual/Audio Aids	
Delivery	
Response to Feedback	

Appendix B-2. Service Learning Project Presentation

The JROTC AdvancED Standards for Accreditation notes in Standard 3: Teaching and Assessing for Learning, *the institution's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. Further explanation in Indicator 3.3 says teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. A key evidence for this accreditation standard is Service Learning.*

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

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

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

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

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

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

Service Learning Project Presentation Rubric

Determine whether the Service Learning criteria addressed are *proficient, emerging, or unsatisfactory* as each of the three sections of the brief are presented. There are 20 points possible for this presentation. Some criteria address Cadet presentation and

Service Learning Point Summary - 20 Points Total

<u>Planning & Prep</u>	1 max pt ea (1, .5, 0)
Benefits Community	
How enhances learning	
How relates to curriculum	
Identifies JROTC competencies	
Explains role of teamwork	
Project could be modified to meet SL guidelines	
<u>Implement</u>	No Point
Process to conduct project	
Evidence of plan & goal/s defined	
Plan has lesson competencies & outcomes	
Plan has 5 W's & how	
Team & Individual reflection	
<u>Reflection & Integration</u>	No Point
Evidence of participation in structured reflection	
Summarized the impact on team & individual	
Results of project, what learned, foster change?	
Presented new ideas for SL projects	
<u>Presentation & Delivery</u>	No Point
Introductions, Explain role in SL	
Visual/Audio Aids	
Eye Contact & Appropriate gestures	
Spoke clearly, Avoided Slang or fillers	
Appropriate feedback; Cadets overall knowledge	

Appendix B-3. Cadet Portfolio and Interview Guide

The JROTC Program for Accreditation Standard 3: Teaching and Assessing of Learning notes *the institution's curriculum, instructional design, and assessment practices guide ensure teacher effectiveness and student learning*. Cadet portfolios and interviews help provide evidence of teaching and learning occurring within the program.

The Cadet Portfolio (electronic/digital or hard copy) is one of the most authentic forms of assessment within the JROTC program. JROTC Cadets create a portfolio containing an organized collection of work based on accomplishments, personality, goals and aspirations. The portfolio should provide insight and information on the Cadet's personal achievements and growth over time, specifically targeting the five program outcomes of the JROTC curriculum. Instructors will ensure all Cadets and participating students have a portfolio and will periodically discuss evidence of growth and improvement demonstrated in the portfolio. Instructors can require additional assignments in the portfolios to address areas of concern of their school and the individual needs of the Cadet. In addition to the criteria listed below, Cadets are encouraged to include any other artifacts related to their accomplishments, personality, goals and aspirations. All Cadets will maintain a Cadet Portfolio for the duration they are enrolled in a JROTC program. Instructors should provide a copy of **Appendix C-3: Cadet Portfolio Checklist** to Cadets prior to the JPA visit.

Scoring: Brigade and DAI staffs will use the Cadet Portfolio and Interview Guide to review portfolios during JPA visits. To review a good sampling of portfolios, it's recommended to randomly select 10—three LET 1, three LET 2, two LET 3, and two LET 4. Consider using the guiding questions, or your own questions, to keep the dialogue focused on what the Cadet has learned and how they applied it.

Each criterion is worth two points, unless noted otherwise. Each portfolio accounts for 20 points. Average the scores and provide one score on the JPA School Visit Point Summary Scoring Worksheet. Make as many copies of the Cadet Portfolio and Interview Guide as needed to score each of them appropriately.

LET 1

Program Outcomes	Criteria	Evidence (✓)
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	Written summary about how Winning Colors® behavior clusters can be used to guide problem-solving or goal achievement (U1C2L3).	
	Written summary about using conflict resolution techniques in a real or hypothetical conflict (U1C4L3).	
	Completed scoring guide from the Stationary Movements and Marching Techniques Performance Assessment Task (U1C3L2).	
Value the role of the military and other service organizations	Journal entries of applying study skill strategies during a 2-3-week period (U1C2L6).	
Graduate prepared to succeed in post-secondary options and career pathways	Completed Success Profiler Personal Skills Map with a written Personal Growth Plan (U1C2L8).	
	Written anger management action plan using the SMART process (U1C4L2).	
Make decisions that promote positive social, emotional, and physical health	A plan using the SMART process to set personal goals for Cadet Challenge (U1C5L2).	
	Completed Dining Out or Cadet Ball packet, including all protocols and arrangements (U1C1L4).	
Engage in civic and social concerns in the community, government, and society	Completed plan for a service learning project (U1C6L2).	

LET 2		
Program Outcomes	Criteria	Evidence (✓)
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	Written reflection describing your leadership attributes (U2C1L2).	
	Completed LET 2 Personal Skills Map (U2C2L5).	
	Essay from any course (U2C2L2).	
Value the role of the military and other service organizations	Written description of your response to the drill scenario in U2C3L2. (U2C3L2).	
Graduate prepared to succeed in post-secondary options and career pathways	Self-written speech (U2C2L3)	
	Completed Career Exploration Strategy and Timeline (U2C2L4).	
Make decisions that promote positive social, emotional, and physical health	One completed First Aid help card for treating a common injury (U2C4L2).	
	Cadet Challenge results for LET 2.	
Engage in civic and social concerns in the community, government, and society	Written summary describing the actions you take to prevent or stop bullying or cyberbullying (U2C5L1).	
	Written summary of your current personal health habits and a plan to improve health habits (U2C6L1).	

LET 3		
Program Outcomes	Criteria	Evidence (✓)
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	Written self-improvement plan for improving leadership and management skills (U3C1L5).	
	Written reflection about an ethical dilemma (U3C1L6).	
	Written reflection about your plan to improve supervisory skills (U3C1L7).	
Value the role of the military and other service organizations	Written summary about the duties and responsibilities of a platoon leadership position (U3C3L1).	
Graduate prepared to succeed in post-secondary options and career pathways	A personal action plan for attending a post-secondary institution (U3C2L1).	
	A resume (U1C2L3).	
	Written Battalion Continuous Improvement Plan (U3C1L4).	
Make decisions that promote positive social, emotional, and physical health	An action plan to address prejudice (U3C4L1).	
	Completed LET 3 Personal Skills Map (U3C2L3).	
Engage in civic and social concerns in the community, government, and society	Completed service learning project plan and schedule (U3C6L1).	

LET 4		
Program Outcomes	Criteria	Evidence (✓)
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	New or revised lesson plan (U4C1L2).	
	Completed Feedback Scoring Guide (U4C1L3).	
	Self-assessment of your leadership communication skills (U4C3L2).	
Value the role of the military and other service organizations	Flow Map or written summary describing the commands and responses used in a company drill (U4C3L3).	
Graduate prepared to succeed in post-secondary options and career pathways	Written plan for achieving two goals after high school (U4C2L1).	
	Written plan for the LET 4 capstone project (U4C1L1).	
	A chart showing a 10-year path toward your professional goals (U4C2L2).	
Make decisions that promote positive social, emotional, and physical health	JROTC Core Abilities Self-Assessment Summary (U4C2L1).	
Engage in civic and social concerns in the community, government, and society	Completed Gantt Chart used in the management of a service learning project (U4C4L1).	
	Written paper describing a current issue affecting citizen rights (U4C5L2).	

Appendix B-4. Cadet Drill

Cadet drills will be in accordance with TC 3-21.5 and the instructions in this appendix. Wear and appearance of the uniform will be in accordance with AR 670-1. The evaluations will include formation (assembly), dress/alignment, Cadet leader control, and unit response/execution. The brigade team must observe the unit formation. Exhibition drill, competition drill, and local drill standards will NOT be used in lieu of the Cadet Drill directions below.

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

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

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

Table B-4-1. Cadet Drill Criteria

Cadet Drill Criteria

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

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

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

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

Appendix B-5. In-Ranks

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

Personal appearance and grooming should meet or exceed established unit standards. At a minimum, hair (both male and female) will be well groomed, and must not extend below the uniform collar. Hairstyles must permit the appropriate headgear to be worn properly.

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

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

Cadets are expected to answer graded questions.

Examples.

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

Example: 88 Cadets inspected

23 deficiencies

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

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

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

Example: 88 Cadets questioned

23 incorrect answers

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

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

IN-RANKS SCORING WORKSHEET

Step 1 - Uniforms:

_____ Number of Cadets Inspected.

_____ Number of Deficiencies.

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

Step 2 - Questions:

_____ Number of Cadets questioned.

_____ Number of incorrect answers.

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

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

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

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

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

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

Appendix B-6. Color Guard

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

Table B-6-1. Color Guard Criteria

Color Guard Scoring Worksheet

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

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

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

Total Points _____

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

Appendix B-7. Unit Report

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

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

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

Appendix B-9. JROTC Instructor Portfolio and Interview Guide

The JROTC Standards of Accreditation Standard 3: Teaching and Assessing for Learning says *the institution's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning*. While this standard is the most critical for instructors, there are other standards impacting the instructors as well. The items in the instructor portfolio provide evidence to support participation in continuous improvement efforts, use of data to inform changes and collaboration. This form provides examples of evidence.

Instructors must participate in their own growth and professional development in an effort toward becoming the best instructor they can be. When instructors value life-long learning, it can translate to the classroom experience. Cadets can pick up their enthusiasm and passion for education and ultimately affect the Army JROTC mission, "To motivate young people to be better citizens."

The criteria below can be used as you interview your instructors during a JPA visit. Each instructor portfolio will be evaluated separately; the total score for this section of the JPA will not be an average of portfolio scores. High and low portfolio scores can positively or negatively impact a total JPA score. Portfolio scores below the minimum will be re-evaluated by the Brigade staff within one year of the JPA. This allows an instructor time to improve upon their effectiveness and professional development.

If an instructor scores the maximum points in every category, they could achieve 32 points. However, the maximum points entered on the JPA School Visit Point Summary Worksheet for this section is 30 points. No more than 30 points per instructor may be entered on Appendix B-10, JPA School Visit Point Summary Worksheet.

For JPA purposes, a new instructor is defined as an SAI or AI with less than three years' experience. Each instructor portfolio will be evaluated, including new instructors. However, the points for new instructors' portfolios will not be used to compute the percentage for the unit's overall score. To compute the percentage for the unit's overall score, use the formula in Appendix B-10, JPA School Visit Point Summary Worksheet. On the JPA Final Report, Brigade personnel should indicate a course of action for new instructors to improve their portfolio score.

Ensure JROTC instructors have a copy of **Appendix C-4: JROTC Instructor Portfolio and Interview Guide** to use as a guide for assembling their portfolio. Use these same criteria during your evaluation and provide feedback to your instructor by commending them for outstanding performance and professional development or helping them think through some short- and long-term goals toward a continuous improvement action plan.

Due to time constraints during a JPA visit, suggest instructors provide printed or digital copies of their artifacts to the Brigade staff prior to arrival for a JPA.

Portfolio Criteria	Products Providing Evidence	Guiding Questions
A. Portfolio includes a Resume/Bio/Vitae, photo, height/weight = 1 point	All 3 items required: <ol style="list-style-type: none"> 1. Current Resume – hard copy or e-file <u>or</u> Current Biography or Curriculum Vitae 2. Current DA photograph filed in JCIMS 3. Height/Weight screening recorded in JCIMS 	<ul style="list-style-type: none"> — <i>What personal accomplishments can you add to your resume or vitae?</i> — <i>How have you contributed to your professional development?</i>
Brigade Staff Comments:		
Portfolio Criteria	Products Providing Evidence	Guiding Questions
B. Portfolio includes semester Syllabi, MTS, school policies = 1 point	All 3 items required: <ol style="list-style-type: none"> 1. Current year's syllabi for each LET level taught 2. JROTC Curriculum Plan 3. School guidelines/policies (screen shot or website URL) 	<ul style="list-style-type: none"> — <i>Does your program have a posted weekly training schedule or pacing guide?</i> — <i>What evidence indicates your students are learning what your syllabus says you teach?</i> — <i>Do parents sign student syllabi?</i>
Brigade Staff Comments:		

Table B-9-1. Instructor Portfolio and Interview Criteria

Portfolio Criteria	Products Providing Evidence	Guiding Questions
<p>C. Portfolio include Evaluations and Observations = 1 point</p>	<p>1. School evaluations from a school administrator, mentor teachers or peers, JROTC personnel, walk-through observations by DAI/Brigade/Cadet Command, student/faculty feedback surveys (must be within the past three years)</p> <p><i>Note: If a school has a policy prohibiting instructors from sharing or displaying their evaluations for privacy reasons, the instructor can use a letter/note/memo/email from a school administrator stating the date the last evaluation was performed in lieu of a completed evaluation document.</i></p>	<ul style="list-style-type: none"> — <i>How often have you been evaluated?</i> — <i>Who conducts classroom evaluations?</i> — <i>Do you have a copy of any evaluations provided to you?</i>
<p>Brigade Staff Comments:</p>		

Table B-9-1. Instructor Portfolio and Interview Criteria, Cont'd

Portfolio Criteria	Products Providing Evidence	Guiding Questions
D. Portfolio includes evidence of required professional development = up to 9 Points	<ol style="list-style-type: none"> 1. Professional growth plan 2. Basic JSOCC Certificate (within required time frame) 3. Appropriate degree transcripts (filed in JCIMS) 4. District mandated training 5. Advanced JSOCC Certificate (within required time frame) 6. <i>The Good Teacher</i> Ethics Training Certificate 7. DL courses certificates (ALMS or Pearson MyLab) within required time frame 8. CM Presented Lessons Report (hard copy or verified on instructor's CM) 9. Marksmanship Training Certificate (as required) 	
E. Portfolio includes evidence of desired professional development (limited to 2 examples per item)= up to 6 points	<p>Recommended Evidence- 1 point for each new example presented within a 3-year JPA cycle. Items 5 and 6 each receive 2 points at every JPA visit.</p> <ol style="list-style-type: none"> 1. Educational program certification/certificates 2. Professional organization memberships 3. Article/publication contributions (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples E.3) 4. Continuing education/seminars/workshops/conferences 5. College transcript showing any degree earned beyond required 6. State level teacher or administrator certification 	<p>— <i>What are some accomplishments in the last three years supporting your personal professional goals?</i></p>
Brigade Staff Comments:		

Table B-9-1. Instructor Portfolio and Interview Criteria, Cont'd

Portfolio Criteria	Products Providing Evidence	Guiding Questions
<p>F. Portfolio includes best practices in teaching and assessment strategies and evidence of CI and collaboration (Limited to 2 examples per item) = up to 12 points</p>	<p>1 point for each example presented (* = item referred to in JPA Report)</p> <ol style="list-style-type: none"> 1. *Customized presentations and/or other customized instructional materials (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.1) 2. *Differentiated instruction (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.2) 3. Rubrics (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact F.3) 4. Critical Thinking Questioning techniques (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.4) 5. *Plans for students with special needs and/or academically advanced students (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.5) 6. *Minutes from Continuous Improvement meetings/activities (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.6) 7. *Examples of peer collaboration and shared leadership within the high school activities (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.7) 8. *Examples of stakeholder collaboration activities (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.8) 9. *Grading policy is based on mastery of competencies (See 	<ul style="list-style-type: none"> — <i>What necessitated a need for a change to a lesson plan?</i> — <i>What types of assessment strategies do you use?</i> — <i>How do your assessments measure student learning?</i> — <i>What evidence in Cadet Portfolios will showcase some of your implemented practices for learning and assessment?</i> — <i>What kind of accommodations have you made for student learning?</i> — <i>How do you use the CPS in your classroom?</i> — <i>How and why have you modified CPS questions in a lesson?</i> — <i>Who do you collaborate with in the community to enhance the JROTC profile and student education opportunities?</i> — <i>How are you professionally aligned with members of the community you teach in?</i> — <i>How do you work with other teachers at your school?</i> — <i>What kind of additional services do you work with in the school on behalf of your Cadets?</i> — <i>Describe your grading</i>

	<p>Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.9)</p> <p>10. *Identified support services available to students as needed (See Appendix B-12 Instructor Portfolio Artifact Examples F.10)</p> <p>11. Collaboration evidence between SROTC and JROTC</p> <p>12. *Examples of how data was used to design, implement, and evaluate continuous improvement plans (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.11)</p> <p>13. *Examples of how data was used to design, implement, and evaluate learning (See Appendix B-13 Glossary. See Appendix B-12 Instructor Portfolio Artifact Examples F.12)</p>	<p>system.</p> <p>— <i>How effective are your lesson questions in reinforcing learning?</i></p> <p>— <i>How do you know your students are prepared for their assessment task?</i></p> <p>— <i>If you provide written tests to your students, what kind of data indicates your test bank is a fair and reliable form of assessment?</i></p>
<p>Brigade Staff Comments:</p>		

Table B-9-1. Instructor Portfolio and Interview Criteria, Cont'd

Portfolio Criteria	Products Providing Evidence	Guiding Questions
<p>G. Portfolio includes professional accomplishments or recognition = up to 2 points</p>	<p>1 point for each new item presented within the past 3 years.</p> <ol style="list-style-type: none"> 1. Documented thank you (See Appendix B-12 Instructor Portfolio Artifact Examples G.1) 2. Letter of Commendation (See Appendix B-12 Instructor Portfolio Artifact Examples G.2) 3. Awards of Distinction 4. Certificates of Appreciation 	
<p>Brigade Staff Comments:</p>		

Table B-9-1. Instructor Portfolio and Interview Criteria, Cont'd

Total Points: _____

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

Appendix B-10. JPA School Visit Point Summary Worksheet

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

Instructor Portfolio & Interview	30	21	
Instructor Portfolio & Interview	30	21	
Instructor Portfolio & Interview	30	21	
Instructor Portfolio & Interview	30	21	
Instructors' Points Awarded \longrightarrow			

Table B-10-1. JPA School Visit Point Summary Worksheet

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

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

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

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

Percent Score: _____ HUD Proficient Unsatisfactory

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

Figure B-10-1. JROTC Program for Accreditation School Visit Point Summary Example #1

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

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

(max points possible for Cadets x weight factor) + max points possible for all instructors

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

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

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

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

Figure B-10-2. JROTC Program for Accreditation School Visit Point Summary Example #2

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

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

(max points possible for Cadets x weight factor) + max points possible for all instructors

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

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

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

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

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

Table B-10-2. Weight Factor Table