Cadet Command Regulation 145-8-3

Junior Reserve Officers' Training Corps Program
(A Citizenship and Leadership Development Program)

JROTC Program for Accreditation

Headquarters
U.S Army Cadet Command
Fort Knox, KY

UNCLASSIFIED

SUMMARY OF CHANGES

CCR 145-8-3, JROTC Program for Accreditation (JPA)

This revision:

- Gives Brigades the option to allow DAIs to conduct JPA visits on schools within their area of responsibility
- Deletes cadet staff interview questions
- Adds question to CI guided questions
- Changes points for Drill from 5 to 15 points
- Changes points for In-Ranks from 5 to 15 points
- Requires the evaluation of Drill OR In-Ranks
- Changes points for Color Guard from 5 to 15 points
- Defines Battalion Staff for CI Presentation Rubric
- Modifies CI Presentation Rubric, Response Criteria, Emerging and Unsatisfactory
- Limits CI briefing to 30 minutes
- Limits Service Learning briefing to 30 minutes
- Modifies some of the evidences in the Instructor Portfolio
- Adds glossary to explain the key educations terms used in JPA
- Adds examples of evidences to the Instructor Portfolio
- Adds privacy statement to Instructor Portfolio, section C, evaluations
- Recommends Brigades make use of digital/electronic copies of portfolios and relevant screen shots, if feasible
- Changes JPA highest unit designation from JPE to HUD (gold star)
- Changes JPA second highest unit designation from Satisfactory to Proficient

Department of the Army
Headquarters, United States Army
Cadet Command
Fort Knox, Kentucky 40121-5123

***Cadet Command Regulation 145-8-3**

24 Jul 2015

Junior Reserve Officers' Training Corps (JROTC)
A Citizenship and Leadership Development Program

JROTC Program for Accreditation

Summary. This regulation provides criteria for the Brigades to use when performing a JROTC Program for Accreditation (JPA) visit.

Applicability. This regulation applies to U.S. Army Cadet Command (USACC), USACC Brigade Headquarters, and major overseas commands that have Department of Defense Dependent Schools (DoDDS) JROTC units within their jurisdictions. In any situation where this regulation directly conflicts with Department of the Army (DA) regulations or policies, the DA directives will govern.

Supplementation. Proponent for this regulation is U.S. Army Cadet Command, ATTN: ATCC-JR. This regulation may not be supplemented. Upon receipt, all publications on this subject will be rescinded. USACC specific guidance for Brigades, SROTC battalions, and JROTC units should be through a Memorandum of Instruction (MOI).

Suggested improvements. Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commander, U.S. Army Cadet Command, ATTN: ATCC-JR, Fort Knox, KY 40121-5123

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Chapter 1

Introduction

1-1. Purpose

Since 2005, the Army JROTC program has been accredited by a national accrediting agency known as AdvancED (www.advanc-ed.org). As an accredited Special Purpose Program, JROTC must adhere to AdvancED's Standards for Quality. Although JROTC had received favorable reviews on most of the standards, AdvancED consistently noted that our program needed to develop a comprehensive evaluation program that emphasizes continuous improvement in teaching and learning. To achieve and sustain the Standards for Quality, JROTC had to transition from the previous Cadet Formal Inspection as outlined in the Organizational Inspection Program to a program that emphasizes continuous improvement.

In 2012, JROTC organized a tiger team consisting of Brigade Chiefs, Brigade staff, Directors of Army Instruction (DAIs), Instructors, and academia. The tiger team's charter was to design a comprehensive evaluation program that provides a holistic review of Cadets and Instructors' performance with emphasizes on continuous improvement. The tiger team's recommendations endured unparalleled scrutiny that generated multiple iterations. The current iteration laid the foundation to transition to a comprehensive evaluation program. After receiving approval from Cadet Command's Commanding General in 2013, HQ JROTC began training Brigades and Instructors on the new evaluation program, JROTC Program for Accreditation (JPA).

The purpose of JPA is to gather data and information at a point in time that informs the Army JROTC program at large of the improvements that have been made over the period of time from the last school visit to the current visit. It is not intended to be an inspection or a snapshot of a single point in time. The intent is not to issue a go/no go response to the unit, but rather to review what has or is occurring and create a plan for improvement for the future.

JPA will gather information and evidence to support the continuous improvement of teaching and learning in the JROTC program. Staff members from the Brigade will use the framework of the *JROTC Program for Accreditation* (CCR 145-8-3) to guide their observations, evidence collection, analysis, and action planning and reporting.

1-2. DAI Evaluation Criteria

The DAI Evaluation Criteria will be used to assess the DAI Offices and assigned personnel, as defined by public laws, contracts, Army Regulations, and USACC policies, comply with minimum program criteria.

a. Brigades will conduct a formal evaluation of DAI offices every three years. An Assist Visit may be conducted when no formal evaluation is scheduled. The Brigade will notify the district superintendent and all JROTC personnel related to the host institution, if applicable, in writing, of the scheduled evaluation.

b. Brigade evaluation team will use the DAI Evaluation Criteria to record comments and score evaluated areas during the accreditation.

c. DAI Offices will be evaluated in the following areas:

1. Personnel and administration

2. Education and training

3. Operations

4. School logistics and supply

d. DAI Evaluation Awards:

1. Gold Level Support (100- 95 points).

2. Silver Level Support (94-85 points).

3. Bronze Level School Support (84-80 points).

4. Unsatisfactory (79.9 points and below).

e. If the minimum passing score is not attained, the DAI office will be placed in a probationary status and a follow-up evaluation must be conducted within 12 months. If the DAI office does not attain a minimum score within 12 months from the follow-up evaluation, the DAI and staff may be decertified.

f. Using the DAI evaluation criteria in Appendix A, Brigades will determine the award based on the score the DAI Office receives. Brigades will present awards to DAI Offices that perform above unsatisfactory.

1-3. JROTC Program for Accreditation (JPA)

The JROTC Program for Accreditation (JPA) will be used to evaluate Secondary Educational Institutions and JROTC Instructors, as defined by public laws, contracts, Army Regulations, and USACC policies to ensure compliance with minimum program criteria. School districts and instructors will receive a JPA visit at least once every three years. Brigades have the option to request their DAIs conduct JPA visits at schools within the DAI's area of responsibility. Conduct JPA visits no later than 1 May. An Assist Visit occurs when no JPA is scheduled, or as needed.

a. Notification. Brigades will appoint trained JROTC personnel to conduct JPA and Assist Visits. Brigades will notify units, superintendents, and principals in writing at least 30 days prior to a JPA. Cadets are to wear uniforms in accordance with AR 670-1. This notification process does not preclude spot-checks or unscheduled visits to the JROTC unit.

b. JPA criteria. Brigade personnel will use the following documents:

1. Battalion Staff Continuous Improvement Briefing and Interview

2. Service Learning Briefing
3. Cadet Portfolio and Interview
4. Instructor Portfolio and Interview
5. Unit Report
6. In-Ranks or Drill (evaluate one or the other, not both)
7. Color Guard
8. JROTC Program for Accreditation School Visit Point Summary
9. JROTC Program for Accreditation Report

c. Brigades should encourage their instructors to create a digital copy of the Instructor Portfolio and Cadet Portfolios. Digital documents will enable the Brigade staff to assess the documents before arriving at the school. Other documents that could be assessed before arriving at the school includes, but limited to, JUMS and JCIMS data or screen shots of relevant data submitted by instructors.

d. JPA Submission and Retention. JPA submission consists of two parts, the JPA School Visit Point Summary Worksheet and the JPA Report itself. Units will receive an out brief on the JPA School Visit Point Summary Worksheet immediately following the JPA visit. The Brigades will submit the JPA Report to the school, instructors, and Cadet Command/JROTC no later than 14 calendar days after the TDY in which the JPA is conducted. Brigades should retain a copy of the JPA Report and the JPA School Visit Point Summary Worksheet until the school's next accreditation visit.

e. Units will maintain their current unit award status until they receive their next JPA. The Instructor Portfolio accounts for a large percentage of the overall accreditation score. All instructor portfolios are reviewed and extremely low portfolio scores can negatively affect a unit.

f. Newly established units will not receive a formal JPA until being operational for at least three years. Assist Visits may be conducted by brigade personnel at any time.

Schools may receive the following designations:

SCORE	JPA CYCLE & UNIT DESIGNATION
100 – 95 percent	**JROTC Honor Unit with Distinction (HUD) – Gold Star – JPA visit within 3 years**
94 – 70 percent	**Proficient – JPA visit within 3 years**
Below 70 percent	**Unsatisfactory – JPA visit within 1 year and Performance Improvement Plan required**

Table 1-1. JPA Cycle and Unit Designations

g. Probation.

1. If the unit receives an unsatisfactory on a JPA, the school will be placed in a probationary status and a follow-up JPA must be conducted within a year. The Brigade will notify the superintendent, principal, and instructors in writing of the rescheduled JPA. If the school does not attain a satisfactory or above within 12 months from the unsatisfactory JPA, the instructors may be decertified. If the school does not attain a satisfactory or above within 36 months from the unsatisfactory JPA, the program may be disestablished. Schools that are on probation are ineligible for the JROTC HUD designation.

2. If the instructor portfolio receives a score below the minimum, the instructor will be placed on a Performance Improvement Plan (PIP). If the portfolio belongs to an Army Instructor (AI), the Senior Army Instructor (SAI) will initiate the PIP. If the portfolio belongs to a SAI, the Brigade Chief or designated representative will initiate the PIP. Brigade personnel will return for an Assist Visit within 12 months to review the instructor's progress on the PIP. If no improvement is shown, the instructor may be placed on probation. Units that have an instructor on probation are ineligible for the HUD designation.

h. Awards for Excellence. USACC HQ or Brigade Commanders may use the results of this evaluation program to provide other awards or designations to units.

1-4. *Assist Visits.

An Assist Visit is **not** a JPA visit. It is designed to provide assistance in any specific area deemed necessary by the Brigade. The Brigade will coordinate in advance on what the JROTC unit will need.

Note: Brigades may request a DAI or SAI from another school district to conduct an Assist Visit. In accordance with the Commanding General's guidance, SROTC personnel may participate in Assist Visits and the JPA.

Appendix A. DAI Evaluation

1. The DAI is responsible for overseeing the operations of five or more Army units in the same school district. Each office will be evaluated in matters pertaining to personnel and administration, education and training, operations, and school logistics and supply.

2. **Minimum Passing Score – 80 points.** If the minimum passing score is not attained either in total or in any individual area, the DAI will be placed on a PIP and follow-up evaluations will be conducted within 12 months of the initial evaluation. DAI's placed on a PIP are not eligible for a DAI award.

Category	Max	Min	Awarded
Personnel and Administration	**35**	**28**	
Education and Training	**45**	**36**	
Operations	**20**	**16**	
School Logistics and Supply	**0**	**0**	
TOTAL	**100**	**80**	

Table A-1. DAI Evaluation Point Summary

DAI Evaluation

School District:
Date:
Location: (City/State)

1. Period covered: _____
2. DAI Name: _____
3. MPS Name: _____
4. DAI Staff: _____
5. MPS Cost-shared by Army: (Yes) ____ (No) _____
6. Number of Units: _____
7. Number of Cadets Enrolled: _____
8. Number of Units on Probation: _____
9. Probation. If yes, state reason: _____

Brigade team members:

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

Section 1: 35 Points				
Personnel and Administration	**Remote**	**On-Site**	**Pts.**	**Score and Comments**
Is the DAI office staffed IAW CCR 145-2?	X		2	
Does the DAI office have the required number of units?	X		1	
Does the DAI Office check JCIMS database for accuracy at least semi-annually?	X		1	
Are the school/district contract changes for JROTC personnel submitted through the BDE?	X		2	
Does the DAI office have a current list of trained and certified interviewers?	X		2	
Is performance counseling being maintained and reviewed for all JROTC personnel assigned to the DAI office?		X	5	
Are copies of all personnel actions on file for SAI/AI?		X	5	
Are exception to policy letters on file for all NCO's in SAI position?	X		1	
Are recommendations for JROTC cadre exceptional achievement awards submitted to Brigade?	X		3	
Are recommendations for Cadet awards submitted to Brigade?	X		3	
Are annual HT/WT being conducted on DAI Staff, AI/SAIs?	X		3	
Are personnel enrolled in the weight control program and are body fat worksheets on file?	X	X	2	
Explain procedures for Serious Incident Reports in accordance with CCR 145-2, Chapter 2. Provide reports.	X	X	3	
Explain the tracking system the DAI office uses to notify Brigade IMD to terminate cost share.		X	2	

Table A-2. DAI Evaluation Criteria

Section 2: 45 points				
Education and Training	**Remote**	**On-site**	**Pts.**	**Score and Comments**
Can the DAI provide evidence of keeping apprised of the latest educational trends?		X	3	
Does the DAI plan professional development workshops related specifically to the JROTC curriculum at least once a year?	X		3	
Is there evidence that this DAI office's instructors have attended required school/district training?	X		2	
Does DAI maintain an OML and/or a certificate of completion for instructor certification and professional development in accordance with CCR 145-2, Chapter 8?	X		3	
Has the DAI and staff personnel attended the certification course within the last 5 years (or are scheduled to attend)?	X		2	
Does the DAI office use the coaching rubric to evaluate at least one JROTC instructor per school once a year?		X	2	
Does the DAI maintain a record of degree completion for all assigned instructors?	X		4	
What evidence does the DAI have to influence the district office to support JCLC?	X	X	3	
Does the DAI office organize district competitions?	X		3	
If applicable, are command policy and guidance for the air rifle marksmanship program followed?	X		1	
Is a list of schools from the district participating in JCLCs provided to Brigade?	X		1	

Table A-2. DAI Evaluation Criteria, Cont'd

Section 2: 45 points				
Education and Training	**Remote**	**On-site**	**Pts.**	**Score and Comments**
Are consolidated JROTC Annual JCLC Opening Report/Closing Report/After Action Review submitted?	X		1	
How does the DAI office use copies of each school's Master Training Schedule to assure teaching is in accordance with the POI?		X	5	
Provide examples of school visits, integrated activities, community service, and service learning projects that the DAI staff were involved in.		X	2	
Explain how the office advocates for the JROTC program at the State and/or National level (e.g. does the DAI volunteer for boards & workgroups, initiate actions to promote the program, etc.).		X	3	
Explain how the office is proactively working at the state level to support credit and certification issues?		X	3	
Provide evidence of DAI work with school districts to ensure the support of Cadet rides, service learning projects, consolidated military balls/awards ceremonies, and other relevant activities.		X	2	

Table A-2. DAI Evaluation Criteria, Cont'd

Section 3: 20 points				
Operations	**Remote**	**On-site**	**Pts.**	**Score and Comments**
Show how the DAI office is actively collecting data to show Cadet progress, unit actions that work, and comparison data to help poor performing units achieve success.	X		4	
Has the DAI identified schools that are not meeting contractual and regulatory guidance to Brigade?	X		2	
If a school is probated, are files maintained?		X	1	
How has the DAI office acknowledged exceptional units and/or Cadets?		X	3	
Is the DAI office actively monitoring schools during the establishment and disestablishment process in accordance with CCR 145-2, Chapter 3?		X	2	
Are requests for Distinguished Unit Insignia and School Patches for JROTC units submitted to Brigade?	X		1	
Does the DAI verify JCIM's data to review each school's Opening Enrollment, Intentions of Grads, Ethnic Information for accuracy?	X		3	
Does the DAI Office meet all BDE suspenses?	X		3	
Are instructor vacancies advertised within the school district and on the JROTC website?	X		1	

Table A-2. DAI Evaluation Criteria, Cont'd

Section 4: 0 points				
School Logistics and Supply	**Remote**	**On-site**	**Pts.**	**Score and Comments**
Does the DAI office maintain their unit supplies in accordance with CCR 145-2, Para 4-11 (10) and (11); 4-12 (6); 6-5 through 6-7, and 6-11?		X	0	

Table A-2. DAI Evaluation Criteria, Cont'd

Appendix B. 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**

JPA School Visit

The JPA School Visit is designed to assess the unit primarily in the areas of teaching and learning. This visit is comprised of accreditation criteria that includes Cadet participation and the assessment of the instructor portfolio. The instructor portfolio is designed to show evidence of effective teaching and learning, assessment, professional development, collaborative activities, and continuous improvement efforts. The points assigned during the accreditation activities should guide and inform the Brigade team as they complete the JPA Final Report. The points are not aligned directly with the JPA Final Report.

Scoring worksheets are provided for the following accreditation activities:

School Visit Point Summary:

Accreditation Activities	Maximum Points	Minimum Points**
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**

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 that 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 that *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 that needs 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 ***Checklist A*: *Battalion Staff Continuous Improvement Checklist*** as criteria that they will be evaluated on. 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 that you will complete and discuss with your instructors.

The following outlines the Continuous Improvement Process for Leadership:

Plan

1. At the start of a new school year, Cadet staff plans their activities for the year, assuring that each activity supports the JROTC mission, vision, program outcomes and their Battalion goals. If they are not addressing one of the program goals with an activity, they may need to plan something else or rethink the importance of the goal in the first place.

Do/Act

2. The Cadet Battalion Commander, assisted by the battalion staff, begins by establishing a mission and vision for that school year. SMART goals are established based on unit data from years past. Desired outcomes or measures of success are established and each Cadet battalion staff member is assigned as a project officer for each goal. This Cadet leader executes the plan for goal achievement, measures, and document progress. Cadets should do all the work of the planning, establish the funds or resources needed, finding volunteer Cadets to help setup, clean-up, publicize, execute the project, and send reports to their supervising instructor. When an activity is accomplished that supports a goal; the progress towards goal achievement and measures of success should be recorded and kept in a portfolio.

3. A regularly scheduled, special staff meeting (a self-check-up) is conducted where each staff officer responsible for a goal, presents to the staff how the unit is doing in relation to accomplishing that goal. Depending on success or lack thereof on each goal, the staff discusses changes or corrections they may need to make to complete the organizational goal by year‘s end. This process, along with quantifying data, is also documented in a notebook or computer spreadsheet.

Evaluate

4. If the program desires to compete for any unit award, the Cadet project officers write and submit impact statements for each of their goals into the unit report. The instructor should allow the Cadet leadership to write these impact statements and then edit them before submitting the impacts as final.

5. The validation of the Continuous Improvement Process will be briefed to Brigade personnel as part of the JROTC Program for Accreditation process.

Figure B-1. Continuous Improvement Process for Leadership

Battalion Staff Continuous Improvement Project Presentation Rubric

There are 35 points possible for this presentation. Use the rubric below to evaluate the battalion staff presentations. This briefing should include presentations by all staff members. The battalion staff includes the battalion commander, CSM, XO, S1 – S5, or as determined by the SAI. The presentations will include:

1. Overview of the purpose of the Continuous Improvement Project.
2. Introduction of all Cadet staff and their role in this project.
3. Details of the problem, improvement plan, implementation, evaluation, and reflection.
4. Conclusion of the presentation should include a plan for next steps in continuous improvement.

If necessary, use the Guiding Questions to expand on the criteria. Discuss the overall evaluation score of the presentation with the JROTC Instructor and suggest areas for improvement.

Overview of Purpose, Goals, and Staff Roles			
Criteria	**Proficient (3 points)**	**Emerging (2-1 point)**	**Unsatisfactory (0 points)**
Introduction of battalion staff	Battalion staff present were introduced; staff in attendance presented a short brief on their role in battalion; presentation included how their role supported the battalion continuous improvement goal.	Some staff were introduced; some staff in attendance presented a short brief on their role in battalion; presentation made an attempt to include how their role supported the battalion continuous improvement goal.	No staff introductions were made; some to no staff presented a brief on how their role supported the battalion continuous improvement goal.
Description of battalion goal	Clearly defined purpose of continuous improvement goal; stated goal supports a higher mission (JROTC or school).	Somewhat defined purpose of continuous improvement goal; stated goal does not supports a higher mission (JROTC or school).	No attempt to define purpose, goal, or support of mission was made.

Table B-2. Continuous Improvement Rubric

Identify Problem and Develop Improvement Plan			
Criteria	**Proficient (3 points)**	**Emerging (2-1 point)**	**Unsatisfactory (0 points)**
Identification of a problem or area for improvement	Clearly stated problem or area of improvement.	Problem stated is emerging but not clear; includes multiple problems and does not focus on single improvement.	Problem stated does not include area of improvement.
Identification of data or research gathered to confirm a problem or area for improvement	Data and gathered research inform a need for improvement; evidence displayed in the presentation; includes a purpose and benefit.	Little data provided to inform a need for improvement is necessary; evidence is discussed but not displayed; evidence is vague to unclear; includes either purpose or benefit.	No data is provided; data provided does not support need for improvement; data or research is not presented; does not include purpose or benefit.
Identification of team goals	Goals clearly stated and appropriate for problem defined; goal setting strategies clearly outlined using the SMART method.	Goals developed but beyond the scope of the defined problem; Little evidence of goal setting strategies, goals reflected some use of SMART method.	Goals not identified in presentation; no evidence of goal setting strategies used.
Identification of improvement plan	Improvement plan refers to knowledge and skills acquired from JROTC curriculum such as decision-making, goal-setting, problem solving, team building.	Improvement plan presented with little reference to curricular areas within JROTC lessons; little evidence of decision-making, goal-setting, problem solving, team building.	Improvement plan is unclear; Improvement plan is not stated; no reference to JROTC curricular areas; no evidence of decision-making, goal-setting, problem solving, team building.

Table B-2. Continuous Improvement Rubric, Cont'd

Identify Problem and Develop Improvement Plan			
Criteria	**Proficient (3 points)**	**Emerging (2-1 point)**	**Unsatisfactory (0 points)**
Plan establishes milestones or benchmarks	Clearly stated benchmarks or milestones with timelines; evidence of data gathered at milestones; timeline is reasonable; milestones support stated problem and goals.	Milestones and benchmarks presented; clarity of milestones or benchmarks unclear; little evidence of data gathered at milestones; timeline unrealistic or unclear.	Milestone or benchmarks unclear or not present; evidence of milestone attained unclear or not present; timeline vague or not presented.
Response	All staff members reacted appropriately to verbal and nonverbal feedback; all staff were knowledgeable about their portion of presentation.	Four or more staff members reacted appropriately to verbal and nonverbal feedback and were knowledgeable about their portion of presentation.	Three or less staff members reacted appropriately to verbal and non-verbal feedback and were knowledgeable about their portion of the presentation.

Table B-2. Continuous Improvement Rubric, Cont'd

Evaluation of Continuous Improvement Project			
Criteria	**Proficient (3 points)**	**Emerging (2-1 point)**	**Unsatisfactory (0 points)**
Presentation includes a conclusion	Conclusion shows final data and effect of change based on milestones set and met; plan states if the goal was met; conclusion refers to the JROTC lesson topics and their impact on success of the project.	Conclusion does not include if goal was met; plan does not indicate need for maintenance of goal or next step for improvement; conclusion refers to the JROTC lesson topics.	Conclusion is not included in the presentation; goal is not addressed in conclusion; conclusion does NOT refer to JROTC lesson topics OR their impact on the success of the project.
Presentation includes continuous improvement milestone and timeline	Presentation shows how goal was met or not met; presentation states areas for improvement based on benchmarks or milestones failed.	Presentation shows what goal was addressed, but does not present clear continuous improvement benchmark or milestone.	Continuous improvement benchmarks or milestones are unclear or not present.
Reflection			
Criteria	**Proficient (3 points)**	**Emerging (2-1 point)**	**Unsatisfactory (0 points)**
Evaluate project using reflection	Reflection of project presented by team; evidence of individual reflection presented; reflection includes future areas of improvement, necessary research, or changes to process.	Reflection evident in providing future direction; presentation provides unclear to no plan for continuous improvement goals or strategies.	No evidence of reflection is presented.

Table B-2. Continuous Improvement Rubric, Cont'd

Presentation Delivery			
Criteria	**Proficient (.50 point)**	**Emerging (.25 point)**	**Unsatisfactory (0 points)**
Attendance and proper attire	Battalion commander and introduced staff were in proper attire	Battalion staff were present and some were in proper attire	Staff were present but none were in proper attire
Appropriate visual aids	All presenting staff included appropriate visual aids supported by appropriate audio/speaking comments.	Presenting staff sometimes included appropriate visual aids supported by appropriate audio/speaking comments.	Staff did not include appropriate visual aids supported by appropriate audio/speaking comments.
Personal delivery	Presenting staff established good eye contact and appropriate gestures throughout the presentation; spoke clearly and concisely.	Some presenting staff established good eye contact and appropriate gestures throughout the presentation; some staff spoke clearly and concisely.	Presenting staff did not establish good eye contact, use appropriate gestures, or speak clearly and concisely.
Response	All staff members reacted appropriately to verbal and nonverbal feedback; all staff were knowledgeable about their portion of presentation.	Some staff members reacted appropriately to verbal and nonverbal feedback; staff was somewhat knowledgeable about their portion of presentation.	All staff members reacted inappropriately to verbal and non-verbal feedback and were not knowledgeable about their portion of the presentation.

Table B-2. Continuous Improvement Rubric, Cont'd.

Guiding Questions

- *What process did you use to select this/these particular goals?*
- *When did you come together as a group to discuss these goals?*
- *What type of data are you using to measure how effectively you are meeting your goals?*
- *What role did other Cadets play in the development of these goals?*
- *What type of buy-in did you get from other Cadets?*
- *How would you rate your effectiveness in achieving these goals?*
- *Were there any unforeseen challenges that you encountered along the way?*
- *What was the biggest obstacle to achieving these goals?*
- *Did you collaborate with anyone other than the battalion staff to help develop strategies?*
- *What would you do differently in the future?*
- *How does our Battalion Continuous Improvement Plan support the JROTC mission?*
- *Other than the duties you performed on this Continuous Improvement project, what other duties do you perform as the S-1 (S-2, S-3, S-4, or S-5)*

Total Points: _____

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

Battalion Staff Continuous Improvement Project Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix B-2. Service Learning Project Presentation

The JROTC AdvancED Standards for Accreditation notes in Standard 3: Teaching and Assessing for Learning that *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 (U3C8L1-3). JROTC programs, and often many high schools, suggest that 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 that '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 that 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.

Checklist B: Service Learning Project Presentation Checklist uses the same criteria provided in the rubric below. Cadets should be provided this document to 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 that 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 delivery. Use the guiding questions to assist you in a post-briefing interview with Cadets. Encourage Cadets by providing feedback on their presentation style and delivery. Discuss the overall evaluation score of the presentation with the instructors and suggest areas Cadets can improve.

Proficient: 1 point
Emerging: .50 point
Unsatisfactory: 0 points

Serving Learning Planning and Preparation		
Proficient – 1 point	**Emerging - .50 point**	**Unsatisfactory – 0 points**
Presentation clearly describes how the project benefits the community	Presentation attempts to describe how the project benefits the community	Presentation does not describe how the project benefits the community
Presentation clearly describes how the project enhances learning	Presentation attempts to describe how the project enhances learning	Presentation does not describe how the project enhances learning
Presentation clearly describes how the project relates to the JROTC program curriculum	Presentation attempts to describe how the project relates to the JROTC program curriculum	Presentation does not describe how the project relates to the JROTC program curriculum
Presentation identifies one or more JROTC lesson competencies addressed by the service learning project	Presentation identifies one JROTC lesson competency addressed by the service learning project	Presentation does not identify JROTC lesson competencies addressed by the service learning project
Presentation clearly explains the role of teamwork in accomplishing the project	Presentation explains the role of teamwork in accomplishing the project	Presentation does not describe the role of teamwork in accomplishing the project
Presentation suggests ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects	Presentation recognizes improvement areas, but does not suggest possible modifications for future project	Presentation does not suggest ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects
Section Notes:		

Table B-3. Service Learning Rubric

Service Learning Implementation		
Proficient – 1 point	**Emerging - .50 point**	**Unsatisfactory – 0 points**
Presentation includes process necessary to conduct experience	Presentation attempts to identify process necessary to conduct experience	Presentation does not include process necessary to conduct experience
Presentation includes evidence of a project plan that defines the goals of the project	Presentation attempts to include evidence of a project plan that defines the goals of the project	Presentation includes evidence of a project plan that defines the goals of the project
Project Plan refers to JROTC curriculum competencies/outcomes addressed by the project	Project Plan attempts to refer to JROTC curriculum competencies/outcomes addressed by the project	Project Plan does not refer to JROTC curriculum competencies/outcomes addressed by the project
Project Plan clearly provides who, what, when, where, why, and how of the project	Project Plan provides some, but not all who, what, when, where, why, and how of the project	Project Plan does not provide who, what, when, where, why, and how of the project
Presentation includes a team and individual reflection about the project implementation	Presentation includes a team or individual reflection about the project implementation	Presentation does not include any reflection about the project implementation
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Service Learning Reflection and Integration		
Proficient – 1 point	**Emerging - .50 point**	**Unsatisfactory – 0 points**
Cadets provide clear evidence of participation in structured reflection activities about the service learning experience	Cadets discuss, but do not provide evidence of participation in structured reflection activities about the service learning experience	Cadets do not discuss or provide evidence of participation in structured reflection activities about the service learning experience
Cadets clearly summarize the impact that the experience had on the team and individual members	Cadets attempt to summarize the impact that the experience had on the team and individual members	Cadets do not summarize the impact that the experience had on the team and individual members
Cadets report or present on the results of the project, what was learned, and how the experiences has fostered change	Cadets report or present on the results of the project, but do not address what was learned, and how the experiences has fostered change	Cadets do not report or present on the results of the project, what was learned, and how the experiences has fostered change
Cadets report or present new ideas for service learning projects based on current experience	Cadets discuss ideas for service learning projects, but do not report or present on any new ideas based on current experience	Cadets do not report or present new ideas for service learning projects based on current experience
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Service Learning Presentation and Delivery		
Proficient – 1 point	**Emerging – -.50 point**	**Unsatisfactory – 0 points**
Cadets introduced self; explained role in project	Cadets introduced self; did not explain role in project	Cadets did not introduce self; did not explain role in project
Cadets included appropriate visual and audio aids	Cadets included some appropriate visual and audio aids	Cadets did not include appropriate visual or audio aids
Cadets established consistent eye contact and appropriate gestures throughout the presentation	Cadets established some eye contact and limited appropriate gestures throughout the presentation	Cadets did not use eye contact or appropriate gestures throughout the presentation
Cadets' speaking was clearly and concisely articulated throughout the message; avoided the use of slang or "fillers"	Cadets' speaking was somewhat clearly articulated throughout the message	Cadets' speaking was not clear or concise; did not avoid the use of slang or "fillers"
Cadets responded appropriately to verbal and nonverbal feedback; Cadets were knowledgeable about their portion of presentation	Cadets responded to verbal and nonverbal feedback; Cadets were somewhat knowledgeable about their portion of presentation	Cadets did not respond appropriately to verbal and nonverbal feedback; Cadets were not knowledgeable about their portion of presentation
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Guiding Questions (if needed)
What need led you to select this project? *What type of research did you conduct to support this project?* *What impact do you think this project had on the community?* *What would you do next time to make this project better?* *How did this service learning project impact your personal growth?* *What leadership principles did you have to use to successfully complete this project?* *What could you do to involve more Cadets in your project?* *Were there any unexpected obstacles that you encountered during your project? How did you handle them?* *Which phase of the project did you consider to be the most critical? Why?*

Table B-3. Service Learning Rubric, Cont'd.

Total Points: _____

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

Appendix B-3. Cadet Portfolio and Interview Guide

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

The Cadet Portfolio is one of the most authentic forms of assessment within the JROTC Program, and is a requirement outlined in the Cadet Command Regulation 145-2. They are required and maintained by all Cadets enrolled in JROTC. Each Cadet creates a portfolio that contains an organized collection of work based on accomplishments, personality, goals, and aspirations. They show evidence of problem-solving, decision-making, critical thinking and leadership. Portfolios should provide insight and information on the Cadet's personal achievements and growth over time and serve as a guide for the Cadet interview during a JROTC Program Accreditation review. Instructors should provide a copy of ***Checklist C: Cadet Portfolio Checklist*** to Cadets prior to the JPA visit. The checklist provides a list of criteria that they will be evaluated on.

Scoring: To observe a good sampling of Cadet portfolios, it's recommended to randomly select 10 portfolios from the unit. A recommended sequence is to observe three LET 1, three LET 2, two LET 3, and two LET 4 portfolios. Consider the guiding questions below to keep the dialogue focused on *what* the Cadet has learned and *how* they applied it.

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 appropriately score each portfolio you review.

The criteria listed below outlines items that should be found in a JROTC Cadet portfolio. Each criterion is worth two points, unless noted otherwise.

LET 1 and 2 Portfolio and Interview Guide	
Criteria	**Points** 1 point for item & 1 point for each answer
Personal goals for the school year: *Tell me what you learned about your personality that has impacted your personal goals*.	
Personal Skills Map results: *What have you discovered about leadership styles, including your own?*	
Winning Colors Communication Discovery Form (hard copy): *How has Winning Colors helped you and other Cadets work together more effectively?*	
Learning style inventory (personal profile): *Tell me about your preferred learning style and how you use it to learn more effectively.*	
Two samples of course work from JROTC or other academic areas (***each sample is worth 2 points):*** *Tell me why you chose each of these samples to share in your portfolio.*	
Cadet Challenge results: *Tell me why you think you got the results you got. What will you do to improve?*	
LET 1 Core lesson performance assessment evidence: *Why did you choose this lesson assessment to share?*	
Written reflection on any of the Core Lessons (Service Learning Reflection is a good example that each Cadet should have): *How have you been involved in the current Service Learning Project?*	
Verbal explanation/summary of curriculum content learned within the year or year-to-date: *How has JROTC helped you become a better student? Team player? Leader?*	

Table B-4. Cadet Portfolio Criteria

LET 3 and 4 Portfolio and Interview Guide	
Criteria:	**Points** 1 Point for item & 1 Point for each answer
Personal goals for the school year(s): *How have the leadership principles affected your academic and personal growth?*	
Personal financial planning portfolio: *How has JROTC helped you establish a personal financial plan? Explain its importance to your future.*	
Personal Skills Map profiles (by LET or year): *What strategies have you used or developed to resolve conflicts?*	
Winning Colors Discover forms –minimum of one annually: *What evidence provided in your portfolio supports your ability to make decisions?*	
Results of Fitness Summary (JUMS Cadet Record): *How has your fitness improvements matched your fitness goals?*	
The U3C1L2 Appreciating Diversity reflection assessment tool: *How has this lesson and reflection impacted your views on diversity?*	
An Essay from any course: *Why did you choose to share this essay?*	
A resume with references: *What would your references say about the items on your resume?*	
Awards, certificates of accomplishment, and other achievements: *Of which accomplishment are you most proud and why?*	
Verbal summary of curriculum content learned within the year or year-to-date: *How do your goals from LET 1 differ from your goals today? How has JROTC prepared you for future academic and/or personal goals?*	

Table B-4. Cadet Portfolio Criteria, Cont'd

Total Points: _____

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

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	

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**:**

Cadet 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-5. Cadet Drill Criteria

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 will be such that the appropriate headgear can be properly worn.

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 that may be 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 x 6 = 528 528 - 23 = 505
   505 / 528 = .956 X 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 x 3 = 264 264 – 23 = 241
   241/264 = .912 X 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 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 Colors	
Post	

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	

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. The Unit Report represents data for the applicable school year only. 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-8.

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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 that instructors impact 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 helps to provide examples of that 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 that are 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 that can be 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 **Checklist D: Instructor Portfolio and Interview** 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 That Provide Evidence	Guiding Questions
A. Portfolio includes a Resume/Bio/ Vitae, photo, height/weight **= 1 point**	1. Current Resume – hard copy or e-file ***OR*** Current Biography or Curriculum Vitae 2. Current DA photograph filed in JCIMS 3. Height/Weight screening recorded in JCIMS	— *What personal accomplishments can you add to your resume or vitae?* — *How have you contributed to your professional development?*
Brigade Staff Comments:		

Portfolio Criteria	Products That Provide Evidence	Guiding Questions
B. Portfolio includes semester Syllabi = **1 point**	1. Current year's syllabi for each LET level taught 2. JROTC Master Training Schedule (MTS) 3. School guidelines/policies (screen shot or website URL)	— *Does your program have a posted weekly training schedule or pacing guide?* — *What evidence can you provide that indicates that what your syllabus says you teach your students are learning?* — *Do parents sign student syllabi?*
Brigade Staff Comments:		

Table B-6. Instructor Portfolio and Interview Criteria

Portfolio Criteria	Products That Provide Evidence	Guiding Questions
C. Portfolio include Evaluations and Observations = **1 point**	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) *NOTE: If a school has a policy that prohibits 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.*	— *How often have you been evaluated?* — *Who conducts classroom evaluations?* — *Do you have a copy of any evaluations provided to you?*
Brigade Staff Comments:		

Table B-6. Instructor Portfolio and Interview Criteria, Cont'd

Portfolio Criteria	Products That Provide Evidence	Guiding Questions
D. Portfolio includes evidence of required professional development = **9 Points**	1. Professional growth plan 2. Basic JSOCC (within required time frame) 3. Appropriate degree transcripts (filed in JCIMS) 4. District mandated training 5. Advanced JSOCC (within required time frame) 6. *The Good Teacher* ethics training 7. DL courses (within required time frame) 8. CM Usage 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**	**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.** 1. Educational program certification/certificates 2. Professional organization memberships 3. Article/publication contributions *(See Appendix B-12 Glossary. See Appendix B-13 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	— *What are some accomplishments you have met in the last three years that support your personal professional goals?*
Brigade Staff Comments:		

Table B-6. Instructor Portfolio and Interview Criteria, Cont'd

Portfolio Criteria	Products That Provide Evidence	Guiding Questions
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**	**1 point for each example presented** (* = item referred to in JPA Report) 1. *Customized presentations and/or other customized instructional materials *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.1)* 2. *Differentiated instruction *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.2)* 3. Rubrics *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact F.3)* 4. Critical Thinking Questioning techniques *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.4)* 5. *Plans for students with special needs and/or academically advanced (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.5)* 6. *Minutes from Continuous Improvement meetings/activities (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.6)* 7. *Examples of peer collaboration and shared leadership within the high school activities (*See Appendix B-12 Glossary.	— *What necessitated a need for a change to a lesson plan?* — *What types of assessment strategies do you use?* — *How do your assessments measure student learning?* — *What evidence in Cadet Portfolios will showcase some of your implemented practices for learning and assessment?* — *What kind of accommodations have you made for student learning?* — *How do you use the CPS in your classroom?* — *How and why have you modified CPS questions in a lesson?* — *Who do you collaborate with in the community to enhance the JROTC profile and student education opportunities?* — *How are you professionally aligned with members of the community you teach in?* — *How do you work with other teachers at your school?* — *What kind of additional services do you work with in the school on behalf of your Cadets?* — *Describe your grading system?*

	See Appendix B-13 Instructor Portfolio Artifact Examples F.7) 8. *Examples of stakeholder collaboration activities (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.8)* 9. *Grading policy is based on mastery of competencies (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.9)* 10. *Identified support services available to students as needed (*See Appendix B-13 Instructor Portfolio Artifact Examples F.10)* 11. Collaboration evidence between SROTC and JROTC 12. *Examples of how data was used to design, implement and, evaluate continuous improvement plans (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.12)* 13. *Examples of how data was used to design, implement and evaluate learning (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.13)*	— *How effective are your lesson questions in reinforcing learning?* — *How do you know your students are prepared for their assessment task?* — *If you provide written tests to your students, what kind of data indicates that your test bank is a fair and reliable form of assessment?*
Brigade Staff Comments:		

Table B-6. Instructor Portfolio and Interview Criteria, Cont'd

Portfolio Criteria	Products That Provide Evidence	Guiding Questions
G. Portfolio includes professional accomplishments or recognition = **2 points maximum**	**Within the past 3 years:** 1. Documented thank you (*See Appendix B-13 Instructor Portfolio Artifact Examples G.1)* 2. Letter of Commendation (*See Appendix B-13 Instructor Portfolio Artifact Examples G.2)* 3. Awards of Distinction 4. Certificates of Appreciation	
Brigade Staff Comments:		

Table B-6. Instructor Portfolio and Interview Criteria, Cont'd

Total Points: _____

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

Additional Comments:

Additional Comments:

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 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**		
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**	
Instructor Portfolio & Interview	**30**	**21**	
Instructors' Points Awarded →			

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

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

The weight factor used in the formula is based on the number of instructors assigned to the unit, refer to Table B-7. 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 for that activity 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**	**33**
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**	**15**
Color Guard	**15**		**15**
Cadets' Points Awarded →			**126**
1st Instructor Portfolio & Interview	**30**	**21**	**22**
2nd Instructor Portfolio & Interview	**30**	**21**	**28**
Instructors' Points Awarded →			**50**

Figure B-2. JROTC Program for Accreditation School Visit Point Summary Example #1

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

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

The weight factor used in the formula is based on the number of instructors assigned to the unit, refer to Table B-7. 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 for that activity within the JPA Final Report.

Percent Score: $\frac{(126\ x\ 1)+ 50}{(140\ x\ 1)+ 60} = \frac{176}{200} = 88\%$ 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**	**33**
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**	**15**
Color Guard	**15**		**15**
Cadets' Points Awarded →			**126**
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-3. JROTC Program for Accreditation School Visit Point Summary Example #2

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

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

The weight factor used in the formula is based on the number of instructors assigned to the unit, refer to Table B-7. 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 for that activity within the JPA Final Report.

Percent Score: $\frac{(126\ x\ 1.5) + 68}{(140\ x\ 1.5) + 90} = \frac{257}{300} = 85.6\%$ 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-7. Weight Factor Table

Appendix B-11. JROTC Program for Accreditation Report

Brigade:_____ School:_____ Date:_____

The JROTC Program for Accreditation Report or JPA Report provides a recap of evidence gathered throughout the JPA visit. This is the final report that captures both evaluative evidence and continuous improvement action plans for the unit and instructors to address between this visit and the next.

The report is laid out by AdvancED standards that are reviewed during the accreditation visit, as well as additional information that may be gathered through other means (e.g. JUMS and JCIMS information/reports). As each standard is addressed, the Brigade staff member should determine whether the evidence indicates that the standard should be scored as D*istinguished, Proficient, Emerging, and Needs Improvement*. While the numerical scores from the JPA School Visit Point Summary Worksheet do not align exactly to the standards scoring, they should provide a guideline.

Additionally, under each standard heading, there is information indicating what evidence would be useful to use to support your score, as well as where the information is located. To assist you with your cross-reference of evidence, consider adding a check in each type of evidence you saw or evaluated. As you refer to the evidence, add notes to the column provided. Then, determine which level of performance they have met.

Finally, each standard includes an area for actions. This information indicates what actions that the unit, instructor, Brigade, or JROTC Cadet Command will undertake during the time between the current and next visit, to improve the quality of that particular standard.

An electronic copy of the completed JPA Report will be kept for your follow-up records, and then sent to the instructor, school, and Cadet Command.

AdvancED Standard 1: Purpose and Direction
The institution maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

JPA Location of Evidence:

- Instructor Portfolio – Appendix B-9
  - ❑ Examples of collaboration with stakeholder groups of JROTC purpose/benefits (marketing) [F8]
  - ❑ Plans for students with special needs (IEP's) and/or academically advanced [F5]
  - ❑ Examples of how data was used to design, implement and evaluate continuous improvement plans [F12]
  - ❑ Minutes from continuous improvement meetings/activities [F6]

- Battalion Staff Continuous Improvement Project and Rubric – Appendix B-1
  - ❑ Rubric from Battalion Staff Continuous Improvement Presentation

Level of Performance		Notes
Distinguished • ***Clear*** evidence of shared values of teaching and learning through documentation and decision making. • Evidence ***always*** reflected in communication with others. Evidence of ***strong commitment*** to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills. • Instructors ***systematically maintain***, use and communicate a profile with current and comprehensive data on student performance using a broad range of data used to create improvement goals with measurable performance targets. • The goals include SMART objectives. • The process is evaluated ***regularly***. • The process is documented and available to and communicated to stakeholders.	○	

Level of Performance		Notes
Proficient • Evidence of shared values of teaching and learning through documentation and decision making. • Evidence is reflected in communication with others. • Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills. • Instructors maintain, use and communicate a profile with current and comprehensive data on student performance using a broad range of data used to create improvement goals with measurable performance targets. • The goals include SMART objectives. • The process is evaluated. • The process is documented and available to and communicated to all stakeholders.	○	
Emerging • Evidence of shared values of teaching and learning through documentation and decision making is ***sometimes*** evident. • Evidence is ***sometimes*** reflected in communication with others. • Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills is ***occasionally*** present. • Instructors maintain, use and communicate a profile with current and comprehensive data on student performance utilizing ***some data*** used to create improvement goals with measurable performance targets. • The goals include SMART objectives. • The process is ***sometimes*** evaluated. • ***Some*** documented information is available to and communicated to all stakeholders.	○	

Level of Performance		Notes
Needs Improvement • ***Minimal or no evidence*** of shared values of teaching and learning through documentation and decision making is evident. Evidence is ***rarely or never*** reflected in communication with others. • Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills is ***rarely or never*** present. • Instructors ***rarely or ineffectively*** maintain, use and communicate a profile with current and comprehensive data on student performance. • ***Data that is gathered is rarely useful or updated***. Improvement goals include ***few or no*** performance targets and ***those that exist reflect minimums to meet organizational requirements***. • There ***is no process*** for evaluation. • Documentation linking the process to improved student achievement and instruction is ***unclear or non-existent***.	○	
Actions:		

Standard 2: Governance and Leadership
The institution operates under governance and leadership that promote and support student performance and institutional effectiveness.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
  - ❑ Survey results [F8]
  - ❑ Examples of collaboration with stakeholder groups of JROTC purpose/benefits (marketing) [F8]
  - ❑ Involvement of stakeholders in development of continuous improvement plans [F12]

- Cadet Portfolios – Appendix B-3
- Battalion Staff Continuous Improvement Briefing and Rubric – Appendix B-1

Level of Performance	Evident	Notes
Distinguished • Instructors ***deliberately and consistently*** align their decisions and actions toward continuous improvement to achieve the JROTC mission and high school's goals/mission. • They ***encourage, support*** and expect all students to be held to high standards in all courses of study. • The culture is characterized by collaboration and a sense of community ***among all stakeholders***. • Instructors ***consistently*** communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution.	○	
Proficient • Instructors align their decisions and actions toward continuous improvement to achieve the JROTC and high school's goals/mission. • They expect all students to be held to high standards in all courses of study. • The culture is characterized by collaboration and a sense of community. • Instructors communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution.	○	

Level of Performance	Evident	Notes
Emerging • Instructors make ***some*** decisions and take ***some*** actions toward continuous improvement to achieve the JROTC and high school's goals/mission. • They expect all students to be held to ***standards***. • The culture is characterized by a ***minimal degree of collaboration and a limited sense of community***. • Instructors ***sometimes*** communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution.	○	
Needs Improvement • Decisions and actions ***seldom or never*** support continuous improvement. • Instructors ***may or may not expect students to learn***. • The culture is characterized by a ***minimal degree of collaboration and little or no sense of community.*** • Instructors ***rarely or never*** communicate with stakeholder groups.	○	
Actions:		

Standard 3.2: Teaching and Assessing for Learning
Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

NOTE: *Evidence for this indicator should differentiate between tools that the high school provides the instructor and systems that the instructor has devised on his/her own initiative*.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
  - ❑ Differentiated Instruction [F2]
  - ❑ Examples of how data was used to design, implement and evaluate learning [F13]
  - ❑ Changes to curriculum and learning activities (such as customized CM presentation [F1] and differentiated instruction [F2]

Level of Performance	Evident	Notes
Distinguished • Using data from multiple assessments of student learning and an examination of professional practices. • ***Systematically*** design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. • There is a ***systematic, collaborative*** process in place that requires the use of multiple measures, including formative assessments, to assess that student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision. • There is also a ***systematic, collaborative*** process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.	○	

Level of Performance	Evident	Notes
Proficient • Using data from student assessments and an examination of professional practices, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. • There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision. • There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.	○	
Emerging • Personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. • The ***process may include*** multiple measures, including formative assessments, to assess that student learning is consistent with course objectives. • Inform the ongoing modification of instruction, and provide data for possible curriculum revision. • A process is ***sometimes*** implemented to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.	○	

Level of Performance	Evident	Notes
Needs Improvement • Personnel ***rarely or never*** monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the institution's goals for achievement and instruction and statement of purpose. • The process includes ***limited measures*** to assess that student learning is consistent with course objectives or to inform the ongoing modification of instruction. • ***No process exists*** to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.	○	
Actions:		

Standard 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
  - ❑ CM Usage report (evidencing use of CM) [D8]
  - ❑ COFI or school's classroom observation reports [C1]

- Cadet Portfolios – Appendix B-3
  - ❑ Evidences of application of curricular knowledge
  - ❑ Evidence of authentic assessments
  - ❑ Evidence of Interdisciplinary projects

- Service Learning – Appendix B-2
  - ❑ Service Learning Presentation Rubric

- Battalion Staff Continuous Improvement Presentation – Appendix B-1
  - ❑ Rubric from Battalion Staff Continuous Improvement Presentation

- Drill OR In-Ranks/Color Guard – Appendix B-4 or B-5/B-6
  - ❑ Cadet Drill Criteria
  - ❑ Color Guard Criteria
  - ❑ In-Ranks Scoring Worksheet

Level of Performance	Evident	Notes
Distinguished • Instructors ***systematically use various*** methods and instructional strategies that clearly inform students of learning expectations and standards of performance. • Instructors consistently use the CM resources to instruct and assess learning. • Instructors are ***consistent and deliberate*** in planning and using various methods and instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. • Instructors ***consistently*** monitor student progress, provide feedback that is specific and immediate. • ***Personalize*** instructional strategies and interventions that address the ***individual learning needs of each student***.	○	
Proficient • Instructors use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance. • Instructors use the CM resources to instruct and assess learning. • Instructors plan and use various methods and instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. • Instructors monitor student progress, provide feedback that is specific and immediate, and provide instructional strategies and interventions that address student learning needs.	○	

Level of Performance	Evident	Notes
Emerging • Instructors use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance. • Instructors occasionally use the CM resources to instruct and assess learning. • Instructors ***sometimes plan and use various methods*** and instructional strategies that promote student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. • Instructors monitor student progress, ***provide*** feedback, and ***sometimes provide*** instructional strategies and interventions that address student learning needs.	○	
Needs Improvement • Instructors ***rarely or never use*** various methods and instructional strategies that clearly inform students of learning expectations and standards of performance. • Instructors ***rarely or never use*** the CM resources to instruct and assess learning. • Instructors ***rarely plan and use*** various methods and instructional strategies that promote student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. • ***Little or no evidence exists*** that instructors monitor student progress, provide feedback, and/or provide instructional strategies and interventions that address student learning needs.	○	
Actions:		

Standard 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
  - ❑ Peer Coaching [C1]
  - ❑ Examples of collaboration and shared leadership [F7]
  - ❑ Examples of improvements to content and instructional practice resulting from collaboration [F7]

Level of Performance	Evident	Notes
Distinguished • ***Peer accountability*** ignites commitment to professional learning. Instructors participate in collaborative learning communities that meet both informally and formally on a ***regular schedule.*** • ***Frequent*** collaboration occurs across curricular departments and/or levels. • The ***instructors implement*** a formal process that promotes productive discussion about student learning. Instructors ***can clearly link*** collaboration to improvement results in instructional practice and student performance.	○	
Proficient • ***A formal accountability*** process ensures that collaborative learning communities exist. • Instructors participate in collaborative learning communities that meet both informally and formally. • ***Collaboration often*** occurs across curricular departments and/or levels. • Instructors ***have been trained to implement a formal process*** that promotes discussion about student learning. • Personnel indicate that collaboration causes improvement results in instructional practice and student performance.	○	

Level of Performance	Evident	Notes
Emerging • Leaders encourage the existence of collaborative learning communities. • ***Some*** of the instructors participate in collaborative learning communities that meet both informally and formally. • Collaboration ***occasionally*** occurs across curricular departments and/or levels. Instructors promote discussion about student learning. Instructors ***express belief*** in the value of collaborative learning communities.	○	
Needs Improvement • Collaborative learning communities ***may or may not exist***. Collaborative learning communities ***randomly*** self-organize and meet informally. ***Collaboration seldom occurs*** across departments and/or levels. The professional and support personnel rarely discuss student learning. Personnel ***see little value*** in collaborative learning communities.	○	
Actions:		

Standard 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
  - ❑ Samples of communications to stakeholders about grading and reporting [B1]
  - ❑ Syllabi with grading criteria [B1]
  - ❑ Evaluation process documented, grading is based on mastery of curriculum competencies [F9]

Level of Performance	Evident	Notes
Distinguished • Instructors ***consistently use*** common grading and reporting policies, processes and procedures based on ***clearly defined criteria*** that represent each student's attainment of content knowledge and skills. • The policies, processes and procedures ***are formally and regularly*** evaluated.	○	
Proficient • Instructors use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. The policies, processes and procedures are regularly evaluated.	○	
Emerging • Instructors occasionally use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. The policies, processes and procedures ***may or may not*** be evaluated.	○	

Level of Performance	Evident	Notes
Needs Improvement • ***Instructors rarely or never*** use common grading and reporting policies, processes and procedures. • ***No process*** for evaluation of grading and reporting practices is evident.	○	
Actions:		

Standard 3.11: Instructors participate in a continuous program of professional learning.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
  - ❑ Evidence from section E
  - ❑ Professional growth plan [D1]
  - ❑ Results of professional learning [D1]

- JCIMS
  - ❑ Training History
  - ❑ Training Documents

Level of Performance	Evident	Notes
Distinguished • Instructors participate in a ***rigorous continuous*** program of professional learning that is ***aligned*** with the institution's purpose and direction. • Professional development is based on an assessment of needs of the institution and ***each individual***. • The program is ***rigorously and systematically evaluated*** for effectiveness in improving instruction, student learning and the conditions that support learning.	○	
Proficient • Instructors participate in a ***continuous*** program of professional learning that is ***aligned*** with the institution's purpose and direction. • Professional development is based on an assessment of needs of the institution. • The program is ***systematically evaluated*** for effectiveness in improving instruction, student learning and the conditions that support learning.	○	

Level of Performance	Evident	Notes
Emerging • Instructors participate in ***some*** program of professional learning that is aligned with the institution's purpose and direction. • Professional development is based on the needs of the institution. • The program is regularly evaluated for effectiveness.	○	
Needs Improvement • Instructors ***rarely or never*** participate in professional learning. • Professional development, when available, ***may or may not address the needs*** of the institution. If a program exists, it is rarely and/or randomly evaluated.	○	
Actions:		

Standards 4.6: Resources and Support Systems
The institution has resources and provides services that support its purpose and direction to ensure success for all students.

JPA Location of Evidence:

- Instructor Portfolio – Appendix B-9
  - ❑ Communications between instructor and HS indicating that the HS needs to provide equipment per contract (if needed). [F7]
  - ❑ List of support services available to students, evidence of identification of students for services. [F10]

- Battalion Staff Continuous Improvement Briefing – Appendix B-1
  - ❑ Staff members response to Guiding Questions

Level of Performance	Evident	Notes
Distinguished • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. • ***Valid*** measures are in place that allow for continuous tracking of these conditions. • Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. • The results of improvement efforts are ***systematically evaluated***. • ***Valid and reliable measures*** of support system effectiveness are in place, and instructors use the data from these measures to ***regularly evaluate*** support system effectiveness. • Improvement plans related to support systems are designed and implemented to ***more effectively meet*** the needs of all students.	○	

Level of Performance	Evident	Notes
Proficient • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. • ***Measures*** are in place that allow for continuous tracking of these conditions. • Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. • Results of improvement efforts ***are evaluated.*** • ***Measures*** of support system effectiveness are in place, and personnel use the data from these measures to evaluate support system effectiveness. • Improvement plans related to the induction program and support systems are designed and ***implemented when needed*** to more effectively meet the needs of all students.	○	
Emerging • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. • ***Some*** measures are in place that allow for tracking of these conditions. • Instructors ***sometimes*** work to improve these conditions. Results of improvement efforts ***are monitored***. • The support systems are occasionally evaluated. Improvement plans related to the support systems are ***sometimes*** designed and implemented to meet the needs of students.	○	

Level of Performance	Evident	Notes
Needs Improvement • Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. ***Few or no measures*** that assess these conditions are in place. • Instructors ***rarely*** work to improve these conditions. • Support systems are ***rarely or never evaluated***. Improvement plans related to these support systems are ***rarely or never*** developed.	○	
Actions:		

Standard 5.2: Using Results for Continuous Improvement

The institution implements a comprehensive assessment system that generates a range of data about student learning and institutional effectiveness and uses the results to guide continuous improvement.

JPA Location of Evidence:

- Instructor portfolio – Appendix B-9
  - ❑ Protocols and procedures for data collection and analysis (include sources related to student learning, instruction, program effectiveness)
  - ❑ Examples of how data was used to design, implement, and evaluate continuous improvement plans [F12]
  - ❑ Minutes from Continuous improvement meetings/activities [F6]

- Battalion Staff Continuous Improvement Project and Rubric – Appendix B-1
  - ❑ Rubric from Battalion Staff Continuous Improvement Presentation

- Cadet Portfolios – Appendix B-3

- School Gradebooks

Level of Performance	Evident	Notes
Distinguished • ***Systematic*** processes and procedures for collecting, analyzing and applying learning ***from all data sources*** are documented and used ***consistently*** by instructors. • Data sources include trend data that provide a ***comprehensive and complete*** picture of student learning, instruction, the effectiveness of programs and the conditions that support student learning. • Instructors use data to design, implement and evaluate continuous improvement ***plans to improve student learning***, instruction, and the effectiveness of programs.	○	

Level of Performance	Evident	Notes
Proficient • ***Systematic*** processes and procedures for collecting, analyzing and applying learning ***from all data sources*** are used consistently by instructors. • Data sources include trend data that provide a ***complete*** picture of student learning, instruction, the effectiveness of programs and the conditions that support student learning. • Instructors use data to design, implement and evaluate continuous improvement plans ***to*** **improve** ***student learning***, instruction, the effectiveness of programs.	○	
Emerging • ***Some*** processes and procedures for collecting, analyzing and applying learning ***from data*** sources are used by instructors. • Data sources include ***limited trend*** data about student learning, instruction, the effectiveness of programs and the conditions that support student learning. • Instructors use data to design, implement and evaluate continuous improvement plans.	○	
Needs Improvement • ***Few or no*** processes and procedures for collecting, analyzing and applying learning from data sources are used by instructors. Data sources include ***limited or no trend*** data about student learning, instruction, the effectiveness of programs and the conditions that support student learning. • Instructors ***rarely use*** data to design and implement continuous improvement plans.	○	
Actions:		

Appendix B-12. Glossary

Article/Publication contributions – Articles include peer reviewed journal articles, newspaper articles, and magazine articles that are either authored by the instructor or co-authored by the instructor. Publications include such items as a newsletter authored by the instructor. Contributions to articles would include JROTC data and/or research that was provided for another person's article.

Continuous Improvement – A structured process that includes an identification of goals with measurable performance targets and includes strategies, activities, resources, and timelines to ensure the goal is achieved.

Critical thinking questioning techniques – Questioning techniques where the instructor constructs questions in a way that triggers evaluation, analysis, and synthesis of facts and information. Another common questioning technique that requires critical thinking is Socratic Questioning.

Customized presentations/materials – Materials that the instructor has modified to either create a connection or extend a concept in a lesson beyond the materials provided in the CM. Data gathered from previous instruction may also inform an instructor's decision to modify presentations or materials.

Data – Numbers, records, documents, statistics that can be used to inform. This could include scores on tests, individual questions on a test, PAT completions, and portfolio. Data can be used to support a hypothesis, see a trend or provide a new insight.

Differentiated instruction – Involves observing and understanding the differences and similarities among students and use this information to plan instruction, providing students multiple options for taking in information.

Grading policy – The policy that will cover what work will be graded, what percentage each piece of student work will contribute to the final grade, how often grades will be assigned and how to translate points into letter grades.

Individual Educational Plans (IEP) – The Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. The IEP is meant to address each child's unique learning issues and include specific educational goals.

Peer collaboration – This activity involves another teacher or education professional of a subject-matter, other than JROTC, working together on a shared goal.

Professional Development – a continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment.

Professional Learning Communities (PLC) – teams of peers that focus on learning about topics of interest aligned with the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.

Rubric – A rubric is a scoring tool used to evaluate and assess a set list of criteria and objectives. This scoring tool goes beyond a simple no/no go checklist.

Stakeholder – A person, group or organization with an interest in the Army JROTC program and its outcomes.

Appendix B-13. Instructor Portfolio Artifact Examples

E.3 Article/publication contributions

- Masters degree thesis
- Doctoral Dissertation
- Authored or co-authored article published within an education journal, newspaper, or magazine
- Contribution of research, data collection and/or data analysis to the design or concept of another's work

F.1**.** Customized presentations and/or other customized instructional materials

- PowerPoint presentations (PPT) that support a lesson's learning objective
- Videos or other media created or used to teach lesson concepts, principles, processes
- Customized PPT or media included in CM lesson's *Customize Presentation* area
- Supporting lesson exercises or activities developed or acquired to enhance curriculum learning objectives
- Activity resources added to CM in lesson's *Add/Delete Resource* area

F.2. Differentiated instruction

- Materials uploaded into CM lesson using *Add/Delete Resources* area
- Revised lesson plan to reference additional reading sources
- Revised lesson plan to include more independent learning activities
- Revised lesson plan to include accommodations for lower-level readers, writers, learners
- Revised lesson plan to include enhancement to curriculum content in support of higher level learning or other high school curricular areas

F.3. Rubrics

- Performance Assessment Task (PAT) Scoring Guide Checklists revised into simple rubrics such as 3, 2, 1, 0 (*See pages 14-15 of the JROTC Instructor Manual in CM Global Resources Instructor Materials)*
- Rubric Scoring Standards indicate what rating each criterion must be met at in order to successfully meet the competencies performance standard. For example: *The total points possible for this assessment task are 20. You must receive a minimum score of 18;* or *All criteria must receive a 2 or better for a minimum score of 15*
- School-wide rubrics for use with developing/grading writing assignments, visual presentations, classroom participation, etc.
- Personally-developed simple or complex rubric criteria and rating descriptions
- Rubrics are uploaded to CM using the *Add/Delete Resources* area

F.4. Critical Thinking Questioning Techniques

- Evidence of questions developed for use within learning activities or reflection. Question types include:
  - Bloom's Taxonomy Applying, Analyzing, Evaluating, and Creating Questions (*See examples on Page 9-10 of the JROTC Instructor Manual in CM Global Resources Instructor Materials)*
  - Metacognitive Questioning including What, So What, Now What, and What Else (*See examples on Page 10-11 of the JROTC Instructor Manual in CM Global Resources Instructor Materials)*
  - Socratic Dialogue Questions - What, So What, Now What, and What Else (*See examples on Page 11 of the JROTC Instructor Manual in CM Global Resources Instructor Materials)*
  - Experience-Identify-Analyze-Generalize (EIAG) Questions – (What, So What, Now What, and What Else (*See examples on Page 12) of the JROTC Instructor Manual in CM Global Resources Instructor Materials)*
- Questions included in Lesson Plan as reflection questions
- Questions included in CM Test Bank
- Questions included within CM Lesson's customized PPT presentation as Reinforcing

F.5. Plans for students with special needs and/or academically advanced

- Individualized Education Plan (IEP) for JROTC Lesson as required for given special education student and as required under Americans with Disabilities Act (ADA)

(See http://www2.ed.gov/parents/needs/speced/iepguide/index.html for more information on parameters for designing an IEP)

- Self-paced activities added to Student Learning Plan or Lesson Plan notes as relevant for students who need additional academic challenge
- Student Learning Plan and Lesson Plan revisions are included within CM Lesson Resources folder
- Provisions to Cadet Distance Learning courses as appropriate for students' academic ability

F.6. Minutes from Continuous Improvement meetings/activities

- Evidence of your participation in a Professional Learning Community (PLC) to enhance you and your student's professional growth. Communities topics may include:
  - Assessment
  - Online learning
  - Classroom management
  - Emotional intelligence
  - Participation in JROTC Instructors' Forum (Discussion Board) on JROTC Portal

F.7. Examples of peer collaboration and shared leadership within the high school activities

- Evidence of collaboration with other peers includes, but not limited to:
  - Health and PE teachers for cross-curricular instruction
  - English/Reading teacher regarding reading comprehension strategies
  - Collaboration with science and math teachers for STEM learning activity ideas
  - Collaboration with coaches and principals regarding drill and ceremony opportunities

F.8. Examples of stakeholder collaboration activities

- Cadet surveys
- Parent surveys
- Community leader surveys
- Elementary and Middle School collaboration
- SROTC
- Veteran's groups

F.9. Grading policy is based on mastery of competencies. Below are some grading information examples:

Example 1:

In this course you will complete seven performance assessments, based on the competencies. Your performance on each assessment will be checked according to the checklist on the scoring guide. You must pass all performance assessments to pass the course.

In addition, you must pass a quiz on the learning objectives for each competency.

Your final grade will be determined as follows:
Passed all performance assessments and earned [NUMBER OF POINTS FROM QUIZZES] points – A
Passed all performance assessments and earned [NUMBER OF POINTS FROM QUIZZES points – B
Passed all performance assessments and earned [NUMBER OF POINTS FROM QUIZZES] points – C
Failed to pass all performance assessments – No Credit

Example 2:

In this course you will complete a total of seven performance assessments, which will be in the form of projects. Each assessment will be evaluated using a scoring guide. All assignments and projects are based on points. The points you receive on each of the scoring guides will be totaled and translated to grades as follows:

Grade	Percent
A	92-100%
B	87-91%
C	79-86%
D	75-78%
NC	Below 75%

F.10. Identified support services available to students as needed

- School Counselor
- Social Services
- Para-professional for special needs
- Reading Specialist

F.11. Examples of how data was used to design, implement and, evaluate continuous improvement plans

- Surveys
- Polls
- JPA Results
- Evaluations

F.12. Examples of how data was used to design, implement and evaluate learning

- Aggregated low scores on reinforcing (clicker) questions in a lesson provide instructor and student feedback about a specific learning objective and may necessitate additional or revised teaching strategies
- Aggregated test scores using test bank questions can showcase low scores targeting specific content areas in curriculum and necessitate a change in design of learning for given population of students (lower vs. higher achieving students)
- Aggregated low test scores within one class section vs. another class section could indicate a need in testing accommodation based on student population
- Cadet Challenge scores
- March-2-Success
- Personal Skills Map results

G.1. Documented thank you

- Thank you note
- Thank you email
- Thank you card
- Letter
- Certificate of thanks

G.2. Letter of Commendation from

- Military commanders
- Educational leaders
- School/district administration

Checklists

Checklist A. Battalion Staff Continuous Improvement Project Presentation Checklist

As battalion staff you have obligations and duties as leaders to help your school's JROTC program run smoothly. Many of these duties are part of the Cadet Command regulations. But, beyond that what kinds of goals do you have as a staff for your unit? Are you looking at ways and means to continuously improve your battalion?

Perhaps you've worked with the principal of your school on a mentoring or tutoring program to help increase test scores. Maybe you'd like to help Cadets in your unit become more active in community service or service learning projects. What goals has your staff set for the academic school year? What benchmarks have you developed to check the goal and make changes as needed to accomplish it?

Throughout the JROTC curriculum are lesson topics that focus on improvement. Most pertain to personal improvement, but the principles and concepts of goal setting, personal success, and leadership development can be enhanced as you look at unit or battalion improvement initiatives.

If your staff has not already considered a unit goal for this school year, take a peek at some lessons within the curriculum that may spur you on toward developing a continuous improvement plan with checkpoints along the way. Begin your effort by taking a look at the learning plan and activities for U2C3L2, Goal Setting, which requires the development of a goals action plan.

As part of the JROTC program evaluation, you are to prepare a briefing about your battalion goals and continuous improvement plan. Use the *Plan, Do, Act, Evaluate* guide and checklist below to assist you and your team on this project.

Plan

1. At the start of a new school year, your Cadet staff plans their activities for the year, assuring that each activity supports the JROTC mission, vision, program outcomes, and your battalion goals.

Do/Act

2. The battalion commander, assisted by the battalion staff, begins by establishing a mission and vision for that school year. SMART goals are established based on unit data from years past. Desired outcomes or measures of success are established and Cadet battalion staff members are assigned as project officers for each goal. Each Cadet leader executes the plan for goal achievement, and measures and documents progress. Cadets do all the work of the planning, establish the funds or resources needed, and finding volunteers. Cadets setup, execute, clean-up, prepare publicity, and report to supervising instructor. When an activity is met that supports a goal, progress towards goal achievement and record measures of success are kept in a portfolio.

3. A regularly scheduled special staff meeting (a self-check-up) is conducted, where each staff officer responsible for a goal presents how the unit is doing in relation to accomplishing their goal. Depending on success or failure of each goal, the staff discusses the need for change or correction to the year-end accomplishment. This process, along with quantifying data, is documented in a notebook or computer spreadsheet.

Evaluate

4. If the program desires to compete for any type of unit award, the Cadet projects officers write and submit impact statements for each of their goals into a unit report. Cadet leadership writes and edits the impact statements before submitting them as final.

5. The validation of the Continuous Improvement process will be briefed to Brigade personnel as part of the JROTC Program for accreditation process. The checklist below provides criteria to help guide your project development.

Battalion Staff Continuous Improvement Presentation Checklist	✓
Presentation includes statement of goal, purpose of goal, and how goal supports mission of JROTC or school	
Battalion staff are introduced; those present introduce themselves and explain their role in continuous improvement plan	
Presentation clearly identifies problem or area for improvement	
Presentation includes data or research gathered to inform need for improvement	
Presentation includes a SMART goal setting strategy appropriate for the problem defined	
Presentation includes reference to knowledge and skills acquired from JROTC curriculum – such as decision-making, goal-setting, problem-solving, team-building	
Cadet staff react appropriately to verbal and nonverbal feedback; staff are knowledgeable about their portion of delivered presentation	
Presentation includes benchmarks, milestones, and timelines for accomplishing the goal	
Presentation includes final data and effect of change based on milestones set and met; plan states if the goal was met and how curriculum supported meeting the goal	
Presentation states if the goal was met or not met; states areas of improvement based on benchmarks or milestones not achieved or met	
Presentation includes individual reflection (from each staff presenting)	
Presentation includes team reflection and what area in the continuous improvement process to improve upon in the future	
Cadets are introduced properly and in proper attire	
Presenting staff refer to their visual, support visuals with appropriate speaking skills	
Presenting staff establish good eye contact and appropriate gestures throughout presentation	

Checklist B. Service Learning Project Presentation Checklist

Directions: A lesson required at every LET level is Service Learning (U3C8L1-3). JROTC programs, and often many high schools, suggest that 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 that 'service' within the community be enhanced by requiring all Cadets to participate in a Service Learning Project.

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

Every three years, a Brigade staff team will evaluate your school's JROTC program. Part of that evaluation includes a review of student learning and assessment. To showcase your unit or class's service learning project (previous year or current, depending on time of evaluation), you and other members of your presentation team will deliver a service learning presentation. Consider including members from all LET areas within the unit. Focus on the goal, the plan, the preparation, and implementation of your project. As well, discuss the overall success of the project and team/personal reflection on service learning.

Use the criteria below as a guide for the presentation.

Service Learning Planning and Preparation	
Criteria	✓
Presentation describes how the project benefits the community	
Presentation describes how the project enhances learning	
Presentation describes how the project relates to the JROTC program curriculum	
Presentation identifies one or more JROTC lesson competencies addressed by the service learning project	
Presentation describes the role of teamwork in accomplishing the project	
Presentation suggests ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects	
Service Learning Implementation	
Criteria	✓
Presentation includes process necessary to conduct experience	
Presentation includes evidence of a project plan that defines the goals of the project	
Project Plan refers to JROTC curriculum competencies/outcomes addressed by the project	
Project Plan provides who, what, when, where, why, and how of the project	
Presentation includes references team/individual reflection about the project implementation	
Service Learning Reflection and Integration	
Criteria	✓
Cadets discuss evidence of participation in structured reflection activities about the service learning experience	
Cadets summarize the impact the experience had on the team and individual members	
Cadets report or present on the results of the project, what was learned, and how the experiences has fostered change	
Cadets report or present new ideas for service learning projects based on current experience	
Service Learning Presentation and Delivery	
Criteria	✓
Cadets introduce self and explain role in project	
Cadets refer to visual aids and use appropriate explanations	
Cadets establish consistent eye contact and appropriate gestures throughout presentation	
Cadets speak clearly and concisely; avoid use of slang	
Cadets respond appropriately to verbal and nonverbal feedback	
Cadets were knowledgeable about their portion of the presentation	

Checklist C. Cadet Portfolio Checklist

The Cadet Portfolio is one of the most authentic forms of assessment within the JROTC program. You have been required to develop and maintain a portfolio as a Cadet in this program. Your portfolio should contain an organized collection of work based on accomplishments, personality, goals, and aspirations. Your work should also show evidence of problem solving, decision making, critical thinking and leadership skills. Use the checklist below to guide yourself when compiling artifacts for your portfolio. Be prepared to show and discuss these artifacts and what you have learned in the JROTC course with visiting Brigade staff.

LET 1 and 2	
Criteria	**Evidence (✓)**
Personal goals for the school year	
Personal Skills Map results	
Winning Colors Communication Discovery Form	
Learning style inventory (personal profile)	
Two samples of course work from JROTC or other academic areas (each sample is worth 1 point)	
Cadet Challenge results	
LET 1 Core Lesson performance assessment evidence	
Written reflection on any of the Core Lessons	
Verbal summary of curriculum content learned within the year or year-to-date	

LET 3 and 4	
Criteria	**Evidence (✓)**
Personal goals for the school year(s)	
Personal financial planning portfolio	
Personal Skills Map profiles (by LET or year)	
Winning Colors Discovery forms – minimum of one annually	
Results of Fitness Summary (JUMS Cadet Record)	
The U3C1L2 Appreciating Diversity reflection assessment tool	
An essay from any contest	
A resume with references	
Awards, certificates of accomplishment, and other achievements	
Verbal summary of curriculum content learned within the year or year-to-date	

Checklist D. JROTC Instructor Portfolio and Interview Guide

Overview: 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 that instructors impact 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 helps to provide examples of that evidence.

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

The outline below can be used a guide for the types of items you may want to showcase in your JROTC Instructor Portfolio. The portfolio can be electronic or hard copy, so please be sure to provide access to a copy should the Brigade staff prefer to evaluate your portfolio off campus. If this is the case, Brigade staff will provide feedback to you within two weeks of your school visit.

Portfolio Criteria	Products That Provide Evidence	
A. Portfolio includes a Resume/Bio/Vitae, photo, height/weight **= 1 point**	1. Current Resume – hard copy or e-file **OR** Current Biography or Curriculum Vitae 2. Current DA photograph filed in JCIMS 3. Height/weight screening recorded in JCIMS	
B. Portfolio includes semester Syllabi **= 1 point**	1. Current year's syllabi for each LET level taught 2. JROTC Master Training Schedule (MTS) 3. School guidelines/policies (screen shot or website URL)	
C. Evaluations and Observations **= 1 point**	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)	
D. Portfolio includes evidence of required professional development = **9 points**	1. Professional growth plan 2. Basic JSOCC (within required time frame) 3. Appropriate degree transcripts (filed in JCIMS) 4. District mandated training 5. Advanced JSOCC (within required time frame) 6. *The Good Teacher* ethics training 7. DL courses (within required time frame) 8. CM Usage 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**	**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.** 1. Educational program certification/certificates 2. Professional organization memberships 3. Article/publication contributions *(See Appendix B-12 Glossary. See Appendix B-13 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	
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**	**1 point for each example presented** (* = item referred to in JPA Report) 1. *Customized presentations and/or other customized instructional materials *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.1)* 2. *Differentiated instruction *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.2)* 3. Rubrics *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact F.3)* 4. Critical Thinking Questioning techniques *(See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.4)* 5. *Plans for students with special needs and/or academically advanced (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.5)* 6. *Minutes from Continuous Improvement meetings/activities (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.6)* 7. *Examples of peer collaboration and shared leadership within the high school activities (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.7)* 8. *Examples of stakeholder collaboration activities (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.8)*	

	9. *Grading policy is based on mastery of competencies (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.9)* 10. *Identified support services available to students as needed (*See Appendix B-13 Instructor Portfolio Artifact Examples F.10)* 11. Collaboration evidence between SROTC and JROTC 12. *Examples of how data was used to design, implement and, evaluate continuous improvement plans (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.12)* 13. *Examples of how data was used to design, implement and evaluate learning (*See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples F.13*	
G. Portfolio includes professional accomplishments or recognition **= 2 points maximum**	**Within the past 3 years:** 1. Documented thank you (*See Appendix B-13 Instructor Portfolio Artifact Examples G.1)* 2. Letter of Commendation (*See Appendix B-13 Instructor Portfolio Artifact Examples G.2)* 3. Awards of Distinction 4. Certificates of Appreciation	

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Checklist E. Supply and Program Criteria

Checklist E contains JROTC's supply and program criteria. This criterion is not part of the JPA assessment and will not be used to determine unit designations during a JPA visit. Brigades will use the Supply and Program criteria every 12 months, or less, to ensure compliance with Army regulations, contracts, and USACC policies.

Supply Compliance

Files and Required Supply Documentation – AR 710-2				
	Remote	**On-Site**	✓	**Comments/Justification**
Is there a memorandum on file appointing a MPS? (memo is valid until MPS leaves or duties are reassigned)	X			
Is there a memorandum on file appointing a Command Supply Discipline Monitor? (Memo is valid until MPS leaves or duties are reassigned)	X			
Is there a current CTA 50-900 or 909 on file?	X			
Is there a current JROTC Basis Of Issue (BOI) on file?	X			
Is there a Property Insurance or Bond on file for the current year?		X		
Supply SOP - CCR 145-2				
	Remote	**On-Site**	✓	**Comments/Justification**
Does the unit have an SOP that covers all supply standards and procedures? (Each BDE/DAI Office must publish SOP guidance to the subordinate unit)	X	X		

Document Register - DA Pam 710-2-1, AR 710-2				
	Remote	**On-Site**	✓	**Comments/Justification**
Does the unit have a document register? Examples include: DOD email printout showing document numbers; a print out of the GPC transactions with updated status; an Excel spreadsheet with all purchases and status or a DA Form 2064.		X		
Does the Document Register distinguish between durable/expendable and non-expendable items?		X		
Does the Document Register show an updated status (within the last 30 days) of every open entry, including items on back order?		X		
Can non-expendable transactions be validated by matching entries on the Document Register, Hand Receipt, and shipping/receiving document file?		X		
Are copies of shipping/receiving documents being forwarded to support installation within three working days, if required by the IPO?		X		

Installation Property Book Office - DA Pam 710-2-1, AR 735-5, AR 710-2				
	Remote	**On-site**	✓	**Comments/Justification**
Has an account been established with the support installation?	X	X		
Has all accountable property been added to the support installation hand receipt?	X	X		
Are all discrepancies reported to the support IPBO?	X	X		
Durable Items - DA Pam 710-2-1, AR 735-5, AR 710-2				
	Remote	**On-site**	✓	**Comments/Justification**
Are all durable items not in the JROTC area on a hand receipt?	X			
Is the gain/loss report accurate for durable items?		X		

Cadet Uniforms - AR 710-2				
	Remote	**On-Site**	✓	**Comments/Justification**
Does the unit have appropriate quantity and sizes of uniforms?		X		
Does JUMS Clothing Shelf Inventory data accurately reflect the actual number of items in the clothing supply room? (BDE/DAI staff may randomly select a sampling of items to check)		X		
Is the gain/loss report accurate for uniform items?	X			
Is Privacy Act/Health Statement filed along with property hand receipt signed by parents?		X		
Are uniforms being issued and documented on DA Form 3645-1 or DA Form 3161 and cross-referenced in JUMS?	X	X		
Is DA Form 3645-1, DA Form 3161 or JUMS Survey on file for uniform items?		X		
Were uniform items inventoried at the end of the previous SY?	X			
Dropped Items – AR 710-2				
	Remote	**On-Site**	✓	**Comments/Justification**
Are surveys on file for all dropped items documented on DA Form 3161, DD form 200 or JUMS?		X		

OCIE – AR 710-2, DA PAM 710-2-1				
	Remote	**On-Site**	**✓**	**Comments/Justification**
Are OCIE Items inventoried?	X			
Is there documentation showing Cadets were issued and returned OCIE items?	X			
Accounting for losses (FLIPL) – AR 735-5, PARA 13-16				
	Remote	**On-Site**	**✓**	**Comments/Justification**
Was a DD Form 200 completed to document missing or stolen items?		X		
Did the school replace stolen or vandalized items?		X		
Annual Inventory – DA PAM 710-2-1, AR 710-2				
	Remote	**On-Site**	**✓**	**Comments/Justification**
Was the 100% inventory sent to BDE for previous FY? (This can be accomplished in 10% increments throughout the FY or a single 100% inventory during the FY)	X			
Is JUMS wall-to-wall (100%) inventory up to date? (completed within the last 12 months)	X			

Program Compliance

Instructor Standards – CCR 145-2				
	Date Completed	**Remote**	**On-Site**	**Comments**
Did All instructors:				
Complete all DL courses as required?		X		
Attend JSOCC resident courses as required?		X		
Submit a DA style photograph to IMD within the last five years?		X		
Complete a height and weight screening within the last 12 months? If any instructor appears to be overweight, BDE staff may opt to do HT/WT and tape during visit.		X		
Complete DD Form 2767, Annual Certification of Pay and Data Form, for current school year?		X		
Complete DD Form 2754, Pay Certification worksheet for Entitlement Computation?		X		
Ensure Cadets participate in JCLC (at least 10% of LET 1-3 Cadets)?		X		
Ensure Cadets participate in JLAB (Round 1, academic or leadership)?		X		

JUMS Reports – CCR 145-2				
	Date Completed	**Remote**	**On-Site**	**Comments**
Was the Open Enrollment Report submitted NLT 15 Oct?		X		
Was the Intention of Graduates Report submitted NLT 15 Oct for previous SY?		X		
Was the PART Report submitted NLT 15 June current SY?		X		
Was the Management Control Report submitted annually?		X		
Was the Unit Report submitted NLT 30 June?		X		

Other Reports / Documents				
	Date Completed	**Remote**	**On-Site**	**Comments**
Is there a copy of DA Form 3126 or DA Form 3126-1 signed by School Administrator and countersigned by DA on file?			X	
Were Serious Incident Reports procedures followed IAW CCR 145-2, Chapter 2, if applicable?		X		
Were JCLC intentions submitted IAW BDE suspense?		X		
Was JCLC Consolidated Closing Report/AAR submitted IAW BDE suspense?		X		
Was the Automation Status submitted annually?		X		
Were Purchase Requests submitted IAW BDE suspense?		X		
Is the GPC account certified monthly IAW AOPC guidelines?		X		
Were RFIs submitted IAW suspense date?		X		