THE CHALKBOARD

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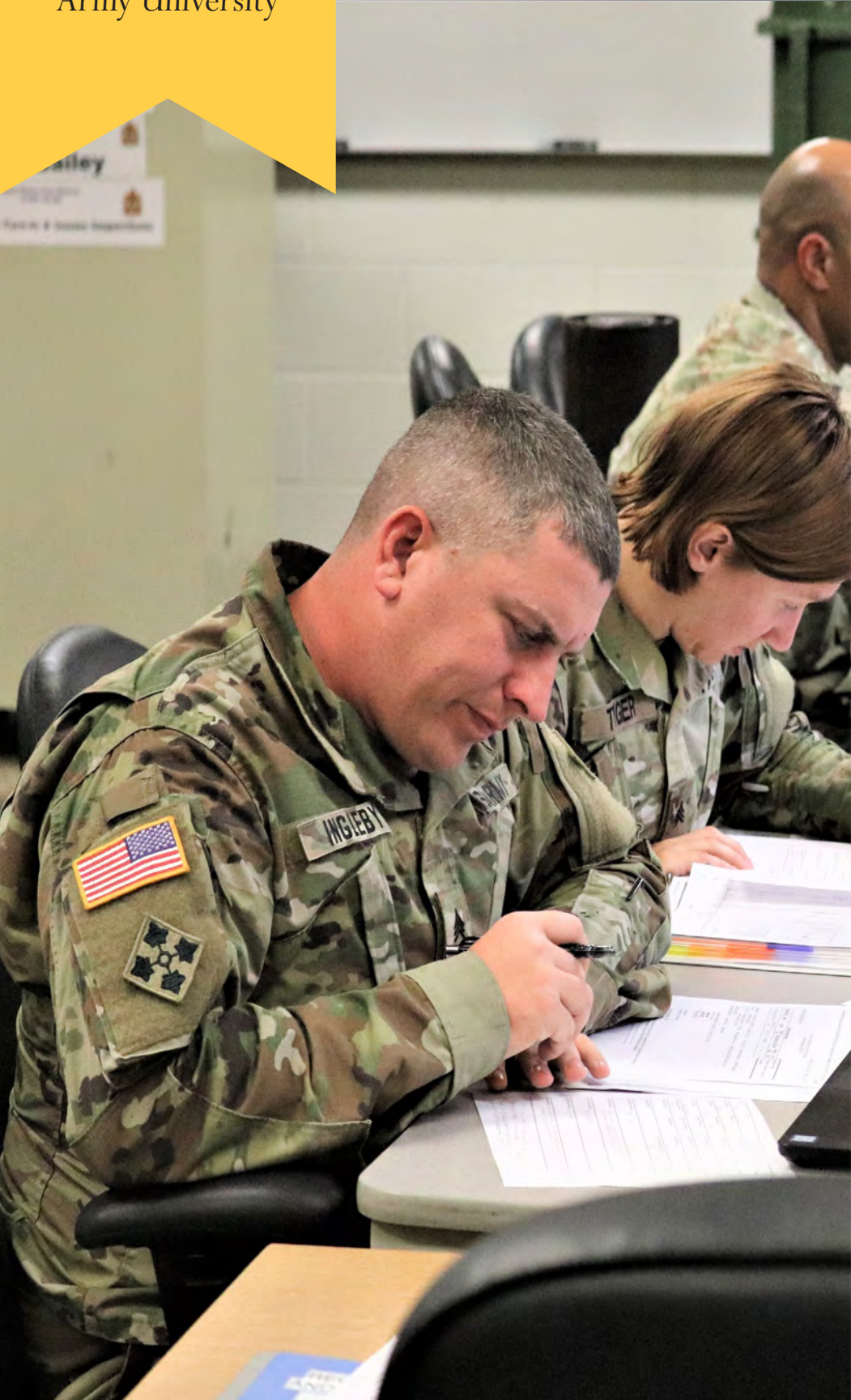
Common Faculty Development Revison and Update:
Instructor Course and Developer Course

Dr. Mary Jo Gates
Army University

The Curriculum Management Branch (CMB), Faculty and Staff Development Division (FSDD), Center for Teaching and Learning Excellence (CTLE) began a review of the Common Faculty Development (CFD) Instructor Course (IC) and Developer Course (DC) in early July 2019. TRADOC Regulation 350-70 requires a review of all TRADOC courses every three years; this review complies with the TRADOC requirement. The review and revision of both courses will be accomplished by conducting the five phases of the ADDIE process (analysis, design, development, implementation, and evaluation). As with the current courses, the revisions will be informed by the Individual Critical Task List (ICTL) and the International Board of Standards for Training, Performance and Instruction (IBSTPI) competencies for instructors and curriculum developers.

The CMB organized two teams to facilitate the review. The IC team is led by Ms. Brittany R. Crawley and Ms. Wendy J. Sanders; the DC team is led by Dr. Mary Jo Gates and Mr. Eric McClaflin. Both teams solicited participation from the Faculty and Staff Development Offices (FSDOs) at the Centers of Excellence, schools, and other organizations in the weeks leading up to the initial workgroup teleconferences.

The teams sent surveys to all FSDOs who responded; the purpose of the surveys was to conduct target audience and task analyses. This was the first step in developing a Total Task Inventory (TTI) for each course and subsequently the ICTL.

The IC team received responses from 14 of the 24 FSDOs who elected to participate. They summarized the responses, developed a TTI, and sent it back to the FSDOs to rate the criticality of each task. Upon receipt of the responses from the FSDOs, the IC team will draft an Individual Critical Task List (ICTL) and begin task analysis, in collaboration with the FSDOs. Revision of the IC should begin in early October and be complete by the end of the first quarter, FY20, for implementation in January 2020. FSDD expects to conduct the first revised CFD IC in February 2020.

The DC team received survey responses from 12 of the 19 participating FSDOs. Following the same general process as that of the IC team, the DC team compiled and distributed a TTI and will collaborate with FSDOs to develop an ICTL and task analysis. Course revisions started September 2019, again in collaboration with the FSDOs, with completion projected not later than December 2019. FSDD anticipates conducting the first revised CFD DC on 2 December 2019, and be ready for implementation in January 2020.

Photo By: SSG Brigitte Morgan

TRADOC Pamphlet 350-70-14 Revision

Dr. Charles D. Vance
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The 2018 revision of TRADOC Pamphlet 350-70-14, *Training and Education Development in Support of the Institutional Training Domain*, is in the final stages of the approval process. A notable excerpt from the pamphlet states, "This pamphlet applies to all Army organizations generating Army learning products used by the Active Army (AA), U.S. Army National Guard (ARNG), U.S. Army Reserve (USAR), and Department of the Army (DA) Civilians." On 27 June 2019, ArmyU's Directorate of Learning Systems (DLS), the proponent, disseminated the final draft of the document via email to the Centers of Excellence, schools, and other organizations and directed that they begin using it in their training and education development efforts. Upon official approval, the revision will be available on the TRADOC Publications and TED-T toolbox website.

This is a major revision and supersedes TRADOC Pam 350-70-4, *Systems Approach to Training: Evaluation,* TRADOC Pam 350-70-5, *Systems Approach to Training: Testing,* TRADOC Pam 350-70-6, *Analysis, Design, Development, Implementation and Evaluation (ADDIE),* and TRADOC Pam 350-70-10, *Systems Approach to Training Course and Courseware Validation.* This revision synchronizes content with TP 350-70-1, *Training Development in Support of the Operational Training Domain* and expands the discussion of needs analysis, mission analysis, and job analysis (Chapters 3 and 4) required to ensure learning products support readiness requirements. The discussion of the target audience analysis (Chapter 5) includes the addition of a targeted audience analysis, drawing a distinction between target and targeted that did not previously exist. The target audience analysis describes the characteristics (e.g. job history, skills and knowledge, previous experience, rank, training and education, demographics) of the learners "before learning product development can begin." The targeted audience analysis "focuses on the learners about to be enrolled in a learning event or course nearing implementation," and can be used to assess learners' prerequisite knowledge, skills, and attitudes, and to inform instructional decisions. The discussions of curriculum design and development (Chapters 6 and 7) link learning domains, learning levels, and learning objectives, include guidance for developing lessons with educational outcomes, and point to the need to align assessment design and development with learning objectives. These chapters reiterate the need to align instructional strategies and methods of instruction with available resources, target audience analysis, and guidance to achieve the overall learning objectives.

A new chapter (Chapter 10) focuses on the Implementation phase of the ADDIE process, with guidance on proponent, developer, and instructor preparation requirements. Chapter 11 addresses Assessment and Testing—separate from the Evaluation phase of the ADDIE process—with a discussion of measuring learner performance, assessing, designing, and developing tests, the Individual Student Assessment Plan (ISAP), and implementing and validating performance and test items. Chapter 12 concludes the ADDIE process overview with a discussion of evaluation, quality, and accreditation: internal and external evaluation, the evaluation process, and accreditation. Chapter 13 discusses managing training and education Products in terms of product management, automation, quality control, distribution, and course management.

This brief discussion of the 2018 revision of TP 350-70-14 is intended to assist readers by pointing to topics of particular interest and import. It is the intention of the Faculty and Staff Development Division of Army University to provide more in-depth discussions in future issues of the Chalkboard.

"Upon official approval, the revision will be available on the TED-T toolbox website."

Accreditation Inspections
Mr. Paul Zacher
U.S. Army Prime Power School

The U.S. Army Prime Power School (USAPPS) recently completed its 2019 AEAS accreditation inspection, along the way we have learned a few lessons that contributed greatly to a successful outcome.

Background information: The USAPPS is responsible for the training all Army and Navy personnel in the 12P/B03A military occupational specialties. Our school is staffed with thirty personnel, and we teach six different courses, each between six and thirty weeks long. Below are five factors that contributed to success:

Always start with a Staff Assistance Visit (SAV). Asking for a pre-emptive inspection 12-18 months ahead of your scheduled inspection lets TRADOC Inspectors know you are serious about your inspection and have a desire to see what needs improvement to meet AEAS standards. Conducting self-appraisals prior to Army University's SAV will allow you to establish champions and teams ahead of time. Self-appraisals will also give you a stepping off point with Army University as you ask for their assistance. The money and time spent up front will definitely provide benefits on the backend of the inspection.

Assign a 'champion' to each of your AEAS subject areas. This will allow your unit to 'pin the rose' on your assigned champion. Your champion should be someone with a vested interest in that specific AEAS subject area, but not necessarily a subject matter expert. Grant that champion enough executive power to conduct their business to improve their specific AEAS. Champions should not be assigned as the champion to more than one AEAS subject area.

Set up a 'team of teams' to establish your priority of effort and priority of execution. Personnel may be on more than one AEAS team, especially administrative personnel, staff, and faculty of your organization. Have the champion establish their teams, not based on whom they supervise, but by who has the knowledge and expertise. Ensure as many branches of your organization as necessary are included in your teams. Administrative, maintenance, and other personnel were all included on these teams to provide

a varied and complete coverage at the USAPPS level. Include personnel with prior AEAS experience, if you are new to the process or accreditation standards.

Make investing in your instructional and training development personnel a priority. The Army Learning Model, as well as AEAS standards of facilitating instruction have shifted towards a learner centric, competency based learning environment. It is crucial that Training Developers are able to develop lesson plans using a variety of instructional methods including the Experiential Learning Model, Reciprocal Peer Teaching, and Problem Based Learning. It is equally critical that instructors understand the how to facilitate these instructional methods to produce the desired learning outcome. Allocating time and resources to

Photo By: SFC Randall Provost

the professional development of instructional staff can be difficult, but the investment will pay dividends that far exceed the cost. Encourage civilian instructional personnel to complete the CP-32 certificate program, and all instructors to work towards earning the Faculty Development and Recognition Badges IAW TR 600-21. Establish your SOPs. Even a small organization like USAPPS can have an extensive SOP. The SOP allows for zero interpretation of the established policies of USAPPS. Our SOP covers down on almost every AEAS subject area, and matches up annex by annex, with our active duty battalion, the 249th Engineer Battalion. An extensive SOP will also allow USAPPS to easily execute leadership change-overs without a loss of quality of instruction at the student level. SOPs also allows for everyday incidents and occurrences to be handled quickly and effectively. SOPs also serve as a reference point for those issues that occur less frequently and may require more regulatory action, guidance, or paperwork.

Best Practices

Mrs. Jacqueline Galloway
Army Univesity

This is a brief update to the Chalkboard article published in January 2019. The Institutional Research and Assessment Division (IRAD) of Army University continues to progress through the multi-year, five-pronged research project to establish a programmatic system to collect and promulgate best practices throughout the learning enterprise. In the first prong or effort, IRAD developed the definition of a "Best Practice" differentiating a best practice from other terms like: technique, tactic or procedure (TTP), lesson learned, policy, guidance, or standard. This definition establishes a standard for what will and will not be considered a "best practice" throughout the remaining efforts, and will hopefully help to clarify the use of the term in the field. IRAD defines a "best practice" as a technique, tactic, or procedure that has been determined by research and experience to augment desired outcomes and is generalizable within a specified context. The specified context is defined by the research and evidence and must capture the level at which the TTP can be reliably employed, regardless of the situation or actor. "Best practices" are not regulatory, but can be adopted at the organizational level. Effort two is well underway completing 65 instructor interviews from all areas of professional military education who were recognized as exceptional are now being analyzed to find TTPs that constitute a best practice based on the definition established in effort one. Once the analysis of this phase is complete, we plan to follow up with several interviewees to dig deeper and find examples of the best practice in action to add utility to those in the field.

ArmyU TaLES; Teaching and Learning Excellence
Mr. Eric McClaflin
Army Univesity

The Faculty and Staff Development Division (FSDD), Center for Teaching and Learning Excellence (CTLE), is developing a series of podcasts designed to inform Army training and education practitioners. The intent is to provide clarification on subjects relevant to training developers and instructors. The podcasts are formatted as a conversation between co-hosts Ms. Wendy J. Sanders, Mr. Eric McClaflin, and a Subject Matter Expert (SME). Each guest will be the expert in, and in most instances the writer of, the content discussed. The upcoming TRADOC Pamphlet 350-70-14 and academia will inform the initial content to include: learning objectives, knowledge-based learning objectives, education-based learning objectives, adult learning theory, the science of learning, formative assessments, summative assessments, the five instructional strategies, and frequently used instructional strategies. Podcasts are scheduled for monthly publication and will be advertised during the Policy and Guidance Oversite Committee (PGOC). The initial 12 minute podcast on learning objectives will be available mid-October.   Please contact the co-hosts if you would like to participate as a guest or propose a topic.
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SharePoint: https://cacmdc.army.mil/armyu/HQ/VPAA/FSDD/Pages/default.aspx

Milsuite: https://www.milsuite.mil/book/groups/fdrp-managers

TED T: https://cacmdc.army.mil/armyu/TEDT/Pages/Faculty-and-Staff-Development-Division.aspx