

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 support 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:
