

## **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 = <b>1 point</b>	<ol style="list-style-type: none"> <li>1. Current Resume – hard copy or e-file <b><i>OR</i></b> Current Biography or Curriculum Vitae</li> <li>2. Current DA photograph filed in JCIMS</li> <li>3. Height/Weight screening recorded in JCIMS</li> </ol>	<p>— <i>What personal accomplishments can you add to your resume or vitae?</i></p> <p>— <i>How have you contributed to your professional development?</i></p>
<b>Brigade Staff Comments:</b>		
Portfolio Criteria	Products That Provide Evidence	Guiding Questions
B. Portfolio includes semester Syllabi = <b>1 point</b>	<ol style="list-style-type: none"> <li>1. Current year’s syllabi for each LET level taught</li> <li>2. JROTC Master Training Schedule (MTS)</li> <li>3. School guidelines/policies (screen shot or website URL)</li> </ol>	<p>— <i>Does your program have a posted weekly training schedule or pacing guide?</i></p> <p>— <i>What evidence can you provide that indicates that what your syllabus says you teach your students are learning?</i></p> <p>— <i>Do parents sign student syllabi?</i></p>
<b>Brigade Staff Comments:</b>		

**Table B-6. Instructor Portfolio and Interview Criteria**

Portfolio Criteria	Products That Provide Evidence	Guiding Questions
<p>C. Portfolio include Evaluations and Observations = <b>1 point</b></p>	<p>1. School evaluations from a school administrator, mentor teachers or peers, JROTC personnel, walk-through observations by DAI/Brigade/Cadet Command, student/faculty feedback surveys (must be within the past three years)</p> <p><i>NOTE: If a school has a policy 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.</i></p>	<p>— <i>How often have you been evaluated?</i></p> <p>— <i>Who conducts classroom evaluations?</i></p> <p>— <i>Do you have a copy of any evaluations provided to you?</i></p>
<p><b>Brigade Staff Comments:</b></p>		

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

Portfolio Criteria	Products That Provide Evidence	Guiding Questions
<p>D. Portfolio includes evidence of required professional development = <b>9 Points</b></p>	<ol style="list-style-type: none"> <li>1. Professional growth plan</li> <li>2. Basic JSOCC (within required time frame)</li> <li>3. Appropriate degree transcripts (filed in JCIMS)</li> <li>4. District mandated training</li> <li>5. Advanced JSOCC (within required time frame)</li> <li>6. <i>The Good Teacher</i> ethics training</li> <li>7. DL courses (within required time frame)</li> <li>8. CM Usage Report (hard copy or verified on instructor's CM)</li> <li>9. Marksmanship Training Certificate (as required)</li> </ol>	
<p>E. Portfolio includes evidence of desired professional development (limited to 2 examples per item)= <b>up to 6 points</b></p>	<p><b>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.</b></p> <ol style="list-style-type: none"> <li>1. Educational program certification/certificates</li> <li>2. Professional organization memberships</li> <li>3. Article/publication contributions (<i>See Appendix B-12 Glossary. See Appendix B-13 Instructor Portfolio Artifact Examples E.3</i>)</li> <li>4. Continuing education/seminars/workshops/conferences</li> <li>5. College transcript showing any degree earned beyond required</li> <li>6. State level teacher or administrator certification</li> </ol>	<p>— <i>What are some accomplishments you have met in the last three years that support your personal professional goals?</i></p>
<p><b>Brigade Staff Comments:</b></p>		

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

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

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

**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 = <b>2 points maximum</b>	<b>Within the past 3 years:</b> <ol style="list-style-type: none"> <li>1. Documented thank you (<i>See Appendix B-13 Instructor Portfolio Artifact Examples G.1</i>)</li> <li>2. Letter of Commendation (<i>See Appendix B-13 Instructor Portfolio Artifact Examples G.2</i>)</li> <li>3. Awards of Distinction</li> <li>4. Certificates of Appreciation</li> </ol>	
<b>Brigade Staff Comments:</b>		

**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:**