

Caddo Parish JROTC Standard Operating Procedures

Chapter 4 - Classroom Management

Section 1 – Classroom Management and Instruction

- 1-1. General: Much of the Army JROTC program is based on a strong academic curriculum and the Instructors' ability to execute the curriculum and other extra-curricular activities via the Master Training Schedule, Curriculum Manager, Methods of Instruction, and Leadership Application.
- a. **The Caddo Parish Director of Army Instruction is the overall instructional supervisor and leader of the JROTC Program.** (CCR 145-2, paragraph 4-10)
 - b. The instructional activities and planned learning outcomes of JROTC will be in accordance with the principles contained in the Program of Instruction (POI), which outlines the curriculum and includes; philosophies, concepts, and desired learning outcomes.
 - c. Cadets should achieve an understanding of the broad areas of citizenship, communication, physical fitness, life skills and work skills, and leadership.
- 1-2. Classroom Appearance: The classroom shall present a clean, uncluttered, and safe learning environment at all times. The classroom shall also be established to meet the assigned school policies and shall as a minimum:
- (1.) Have an established area for visiting officials.
 - (2.) Have Lesson Objectives posted.
 - (3.) Have on display, evidence of student learning, (e.g. student work assignments, projects, thinking maps).
- 1-3. Visitor's Binders: The Visitor's Binder shall be placed at the visiting official's table and shall contain the minimum following tabbed documents:
- (1.) Table of Contents
 - (2.) Tab A - JROTC Weekly Training Schedule
 - (3.) Tab B - Risk Management Worksheet
 - (4.) Tab C - Crosswalk to Common Core (*as it pertains to the class you are teaching.*)
 - (4.) Tab D - Lesson Plans: **Administrator Guide** and **Instructor Lesson Plan** (*for not more than a week*)
 - (5.) Tab E - Student Learning Plan
 - (6.) Tab F - Copies of Supplemental Material or Exercises
 - (7.) Tab G - Assessment Task
 - (8.) Tab H - JROTC Course Syllabus
 - (9.) Tab I - JROTC Master Training Schedule

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The textbook and copies of current reference material shall be placed at the visiting official's table.

Section 2 – Classroom Management, Instruction, Procedures, and Equipment

2-1. The following is the policy of the Caddo Parish Director of Army Instruction. JROTC instructors will:

- (1.) **Instructors will submit SLTs (Student Learning Targets) to the DAI for approval prior to submitting to school administrators.**
- (2.) Establish procedures for classroom management.
- (3.) JROTC classrooms should have the least number of student referrals for discipline in the school.
- (4.) At no time should cadets be sleeping or allowed to sleep in class.
- (5.) JROTC instructors will take full advantage of the Curriculum Manager (CM) utilizing: lesson plans, student activities, games, etc. for core subjects.
- (6.) Videos will not be shown unless they are part of the Curriculum Manager.
- (7.) Movies are not authorized unless approved by the school principal and the DAI.
- (8.) The Curriculum Manager will be kept updated at all times.
- (9.) JROTC instructors will take full advantage of the technology available to include: Smart Boards, Walk and Talk, CPS, and digital projectors.
- (10.) JROTC instructors will take immediate action to repair or replace nonfunctional equipment.

2-2. Methods of Instruction:

- a. The methods of instruction incorporated in the JROTC program are intended to engage cadets in active learning. Student-centered activities dominate the cadet learning experience and allow cadets to continuously engage in all stages (inquire, gather, process, and apply) of the learning process.
- b. Presentation of instruction for cadets should not be restricted to the classroom. Maximum use will be made of available educational aids and equipment to the fullest extent feasible.
- c. In contrast to listening and watching PowerPoint Lectures, the following methods should be used:
 - (1.) Peer Collaboration and Teaching

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- (2.) Group Discussion and interaction
- (3.) Hands-on activities and other activities

2-3. The above methods support active learning. Following the instructions provided in the Curriculum Managed Lessons will enable the instructors to facilitate the learning process for the cadets.

These methods also include a variety of research-based instructional techniques, extended or adapted, to promote learning for students with a range of background knowledge and skills.

Also available are multimedia, instructional and personal development tools such as WILL interactive simulations, - CERT Alert (First Aid Game) and - Success Profiler.

2-4. Classes (Lessons/Subjects) should be presented by:

- (1.) Demonstration and application.
- (2.) The lecture-type method of instruction should be kept to a minimum and student-centered instruction should be emphasized. The following guidelines will assist in the conduct of your weekly instruction:
 - (a.) Use small group instruction and participatory learning as the primary method of instruction.
 - (b.) Strive to teach every subject as a problem to analyze, not as material to memorize.
 - (c.) When presenting doctrine contained in manuals and other publications, strive to point out the "Why" as well as the "What" and "How" of the doctrine.
 - (d.) Encourage discussion.
 - (e.) Show the relationship and emphasize the importance of leadership as it relates to the subject.
 - (f.) Use Thinking Maps (used to organize and develop a common thinking-process).
- (3.) Authentic assessments should be periodically performed.

Section 3 - Cadet Portfolios:

General: Instructors will ensure that all cadets have a portfolio and will periodically discuss evidence of growth and improvement demonstrated in the portfolio. Reference CCR 145-2, Chapter 2, paragraph 2-6.

- a. JROTC Cadets will create a portfolio that contains an organized collection of work based on accomplishments, personality, goals and aspirations.

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- b. The portfolio should provide insight and information on the cadet's personal achievements and growth over time.
- c. Instructors can require additional assignments that will tailor portfolios to address areas of concern to their school and the individual needs of the cadet.
- d. The portfolio will begin with LET 1 cadets upon entry to the JROTC program. Portfolios will be maintained on all cadets enrolled in the JROTC program for the duration of their JROTC career.

Section 4 - Guest Speakers:

- a. Guest lecturers are authorized and encouraged when the invited speaker brings needed expertise on a given subject.
- b. Use the Guest Speaker Program to enhance instruction and provide an interesting variation to classroom instruction. Instructors must ensure the speakers are aware of the objectives of the lessons and will focus on meeting the objectives.
- c. The SAI/AI may need to provide supplemental material not presented by the guest to ensure the learning objectives are met.
- d. Guest instructors are not authorized to discipline students.
- e. The JROTC Instructor will remain with the class (students) when using guest instructors for the purpose of management of the classroom and student behavior.

Section 5 - Instructor Observations:

- 5-1. Purpose: The purpose of instructor observations are to assist instructors in developing the skills necessary to become master instructors. This also is to ensure compliance with CCR 145-2, CP JROTC Policies and directives, and the JROTC Program of Instruction (POI).
- 5-2. The Director of Army Instruction or his designated official will assess classroom instruction using the JROTC Coaching Rubric at Appendix E, CCR 145-2 and provide guidance and assistance. Each individual instructor will be observed in the classroom using the JROTC Coaching Rubric and not on instructor team teaching.
- 5-3. JROTC Instructors whose lack of performance and ability to provide adequate instruction for the academic development of cadets through "learn centered" activities will be counseled on methods needed to accomplish the desired learning outcome.
 - a. Instructors whose performance lacks improvement will be placed in the Performance Improvement Plan (PIP). The PIP is a formal document that is developed with the instructor to improve deficiencies. Initial steps could include:
 - (1.) Performance counseling.

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(2.) Training and/or closer supervision.

- b. If the instructor's performance continues to be unacceptable, recommendation for decertification may be recommended.
- c. If the problem is failure to meet one or more of the objectives/responsibilities he/she has established on the counseling form, then appropriate corrective actions would be specified under the PIP.