**VDFR 350-1 Appendix K**

**PROGRAM OF INSTRUCTION (POI) AND LESSON PLANS (LPs) 1-1**

**(Reference: Army TR 350-70)**

**Virginia Defense Force**

**INSTRUCTOR DEVELOPMENT COURSE TRAINING**

**Version JAN 2023**

**Table of Contents**

POI Cover/Table of Contents..............................................................1-1

Approval Date/Version

Preface...............................................................................................2-1

Purpose

Approval Authority

Training Location(s)

Collaboration

Instructions for Minor Changes and Additions

Course Scope....................................................................................2-2

Courses List

Student Learning Outcomes

Program Learning Outcomes

Core Abilities

Competencies

Course Prerequisite...........................................................................2-3

Academic Hours

Class Sizes

Academic Prerequisites

Special Information ........................................................................2-4

Instructor Resources

Training Aids

Additional Training Assistants

Equipment Needed

Materials Needed

Safety and Risk Assessment

How to Use this POI ...........................................................2-5

Instructor Guidance……………………………………………….2-6

Course Guidance ………………………………………………….2-7

**PREFACE 2-1**

**PURPOSE**

Per “VDF Regulation 350-1, VDF Training Management, this outlines the VDF Instructor Development Course (IDC) -- POI and LPs.

**APPROVAL AUTHORITY:** VDF G-3 **CONCURRENCE:** VDF CG

**TRAINING LOCATIONS**

Online courses & preparation, home station Unit Training Assemblies (UTA) and Multiple Unit Training Assemblies (MUTA), Ft. Pickett, VA

**COLLABORATION**

VDF Force headquarters (FORHQ) G3 Training Support Office staff will provide instructors, references, and facilitate equipment, when needed, for training.

**MINOR CHANGES AND ADDITIONS**

Materials will be reviewed annually. Copies must be placed with the VDF archive to protect continuity of operations.

**COURSE SCOPE 2-2**

The Instructor Development Course prepares current and potential instructors to deliver learner-centric instruction using pre-developed and designed instructional materials. The course is aimed at NCOs and constitutes NCO PME, but soldiers of all ranks are welcome to enroll.

This course helps broaden and enhance your current knowledge, skills, and abilities required to conduct training for adult learners. This is not a presentation skills course, but one that teaches participants how to tap into Adult Learning Principles and improve an instructor's ability to meet the needs of an adult learner.

A skilled trainer, therefore, will emphasize the use of experiential learning techniques, such as problem- solving analysis, discussion, question and answer sessions, group activities, demonstrations, role-plays, etc. In essence, these learning activities tap into the knowledge and skills that an adult learner brings to the classroom and have the goal of meeting both the learning outcomes and the participants expectations.

IDC Process:

1) Soldier attends IDC training or equivalent\*

2) Soldier teaches for 20+ minutes and is evaluated by MSC or designee

3) Memo is sent from MSC CDR, S3, or CSM to G3 section

4) Memo & IDC certificate sent to ACTDET and soldier's section

\*The VDF has individuals who undergo instructional training as a component of their profession or have educational degrees in the field. Those may be substituted for class attendance. The G3 has final say on that substitution.

**PROGRAM AND STUDENT LEARNING OUTCOMES**

* Identify critical training competencies for instructors
* Understand strategies to address adult learning needs in a classroom environment
* Demonstrate the proper use of learning outcomes when delivering lessons
* Deliver a 20-minute PME training that incorporates the approved learning outcomes, in an interactive manner and using appropriate instructional strategies, training media, and evaluation methods

**CORE ABILITIES**

Functional knowledge of the art of instruction.

**COMPETENCIES**

Individuals should complete the designated pre-class readings (when assigned).

**COURSE PREREQUISITE 2-3**

**ACADEMIC HOURS**

A. Approximately 30 hours to be completed in a maximum time of two years

**CLASS SIZE - INSTRUCTOR / STUDENT RATIO**

A. Preferred instructor/student ratio is 1/15.

**ACADEMIC PREREQUISITES**

A. None

**SPECIAL INFORMATION 2-4**

**INSTRUCTOR RESOURCES**

Instructors are issued instructional slide packs and any student reading materials 60 days before the scheduled class. The Professional Military Education (PME) staff will coordinate classrooms, classroom equipment, and written handouts, with G3 as needed.

**TRAINING AIDS AND MATERIALS/EQUIPMENT NEEDED**

(1) Slide pack and supplemental materials; (2) A/V equipment, computer, as required; (3) White board, poster board, and markers to list ideas; (4) Student handout material to support the lesson; and (5) Facilitator note cards: Material to support facilitated discussions of video case exercises.

**FACILITIES/TRAINING AREA**

Classroom.

**ADDITIONAL TRAINING ASSISTANTS**

Needed to teach subject-specific courses and leadership scenarios.

**SAFETY AND RISK ASSESSMENT**

Classroom environment.

**INSTRUCTOR GUIDANCE 2-5**

a. Prepare: (1) Locate your training site/prepare online interface; (2) Review slides for familiarization; (3) Review references; (4) Print and/or download lesson; (5) Notify VDF staff of student study assignments to be promulgated; (6) Develop student handouts; and (7) Print out student handouts before class or ask for VDF staff assistance.

b. Rehearse. Rehearse your role in the education and training session.

c. Reconnoiter. Inspect the classroom or online LMS, and equipment readiness/availability at least 12 hours prior. Coordinate with VDF staff if you cannot do it. Never assume the venue will be ready.

d. Conduct. (1) Distribute/email student handouts; (2) Present the learning package and give talking points with associated slides as you progress through the presentation; (3) Be prepared to use auxiliary instructors on a rotating basis to teach portions of the class; (4) Prepare questions for the students which would include the test questions you develop for the PME staff; (5) Get your group involved by asking the discussion questions and facilitate further discussion; (6) If time allows and appropriate, lead the students in a reflective practice exercise to answer the following questions: (a) What? (What learning concerning occurred during the edu­cation and training session?); (b) So what? (Why does it matter?); (c) Now what? (How will I use this information/new knowledge and apply it to my situation/unit/ organization?)

e. Follow up: (1) If an exam covering your material does not yet exist, develop 5-10 test questions from your instruction (multiple choice/fill-in-the-blanks/true or false) and deliver to PME staff; (2) ensure students have class and/or course feedback forms and hand them in; (3) ensure a class observer form like that below is viable for class visitors; (4) Provide PME staff feedback for improving slides/other aspects of instruction; (5) review student and visitor feedback provided by PME staff.

** VIRGINIA DEFENSE FORCE **

Classroom Observation Form

**Date of Observation:**

**Class Observed:**

**Observer: Observee:**

***Directions:*** After the classroom observation, the observer and observee should discuss the questions on this form. On this form, the observer should write about the classroom observation, but may also write about the conversation as well by including some of the observations, ideas, objectives, etc. of the observee.

1. What was the purpose of the lesson you observed?
2. What parts of the class seemed to particularly enhance the learning process? What strengths does the instructor exhibit?
3. What instructional options were discussed as a result of the observations? (What options would the instructor like to explore?)

Observer’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Observee’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

**COURSE LESSON PLANs 2-6**

VIRGINIA DEFENSE FORCE

1. LESSON NUMBER AND TITLE: Instructor Development Course

2. CLASS TIME: 4.0 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: Understanding how to teach is an art form, and it is key knowledge for a well-rounded leader. A leader must know how to educate effectively within a group, classroom, and an organization at-large. Accordingly, familiarity with adult education techniques and VDF instructional needs promotes constant improvement via assessment.

b. CONDUCT: This class will be conducted in a classroom with chairs set into a conference node. Use of visual aids, such as slides provided, is encouraged. Students will be allowed to ask questions during the instruction. Practicum will be assessed by MSC CDR, S3, or CSM.

4. INSTRUCTIONAL INTENT: This class will introduce the student to established andragogical training methods and practices and within the VDF in particular.

5. TRAINING OBJECTIVES: As a result of this instruction, the student should accomplish the following training objectives:

Action: Discuss principles of adult instruction and training in the VDF.

Conditions: Interactive classroom.

Standard: Understand basic instructional principles and be prepared to teach PME coursework for the VDF.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Identify principles of adult learners.

OUTCOME #2: Understand the construct of an impactful education instruction program.

OUTCOME #3: Apply adult learning theory to a VDF PME instructional session.

OUTCOME #4: Develop and present a lesson plan.

7. REFERENCES: AR 621-5, *The Adult Learner, 9th Edition* (Knowles, Malcolm)

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard IDC In-Person Training Slides and Handouts. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. PRACTICUM: At a home station UTA or Force MUTA, the soldier will deliver classroom VDF instruction for a period of no less than twenty continuous minutes, as assigned by the MSC or MSC’s designee.

* MSC or designee must have completed IDC.
* The classroom delivery will follow the principles of instruction as set forward in the IDC course and will be evaluated by the MSC or his/her designee.
* A Memorandum from the MSC, CSM or S3 denoting a successful evaluation and the evaluator’s name will be forwarded to the G3 section for the generation of an IDC completion certificate for the individual concerned and for the individual’s REGT and FORCE level personnel files.

**A picture containing text, clipart

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Instructor Development Course

**Training Observation Form**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length of observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trainer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe overall topic and outline of the training event:

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Comments on information content:

* Were outcomes and Tasks, Conditions, & Standards introduced?  GO  NO GO
* Was recent information included?  GO  NO GO
* Was the information relevant for the audience?  GO  NO GO

Comments on effectiveness of training method:

* Was time managed effectively? Was recent information included?  GO  NO GO
  + General clarity and effectiveness of presentation?

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* Were trainees encouraged to ask questions? Did they ask questions? Were they answered? Was the audience generally engaged? *(e.g. lively interaction, participants were encouraged to generate ideas, questions, conjectures, and propositions)*

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* Did the presenter ask appropriate questions to engage audience? (e.g., How many of you…? Which of these…?) (Were *participants intellectually engaged with important ideas relevant to the focus of the session?)*

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Did trainer assess trainee skills, experience, professions?  GO  NO GO

* + Based on the observer’s impression, how likely are these trainees to apply in practice what they learned? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did trainer apply 4 Element of Learning detailed in the IDC?  GO  NO GO

Additional Comments:

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Instructor Development Course  GO  NO GO

Observer’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_