

Army University Ft. Leavenworth, KS



INDIVIDUAL STUDENT ASSESSMENT PLAN (ISAP)

Common Faculty Development - Instructor Course (CFDIC)

Course #: 9E-SI5K/920-SQI8 (VLC)

PROponent:

Army University
Attn: ATZL-AUA
Fort Leavenworth, Kansas 66027

Submit comments concerning this ISAP to the proponent.

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DESTRUCTION NOTICE: None.

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1. Course References

- International Center for Academic Integrity. (2020). *Fundamental Values of Academic Integrity*.
<https://www.academicintegrity.org/fundamental-values/>
- Training and Doctrine Command----- TRADOC) Regulation 350-70, *Army Learning Policy and Systems*, 10 July 2017.
- TRADOC Pamphlet 350 70-1, *Training Development in Support of the Operational Domain*, 12 February 2019.
- TRADOC Pamphlet 350 70-7, *Army Educational Processes*, 4 October 2018.
- TRADOC Pamphlet 350-70-14, *Training and Education Development in Support of the Institutional Training Domain*, 2020.
- TRADOC Pamphlet 525-8-2, *The U.S. Army Learning Concept for Training and Education 2030- 2040*, February 2024.
- Army Pamphlet 611-21, *Military Occupational Classification and Structure*, 19 July 2018.
- TRADOC Pamphlet, 350 70-3, *Faculty and Staff Development*, 4 October 2018.

***NOTE:** Local policies supersede this document, to include relief, recycle, and acceptable missed training policies.

2. Overview

- a. **Individual Student Assessment Plan (ISAP):** This document contains course completion requirements for the Common Faculty Development – Instructor Course (CFD-IC). It establishes the student responsibilities, and how the course instructor(s) determine if the student has demonstrated a sufficient level of competency to successfully meet the outcomes and graduate the course. This ISAP also establishes the remediation and retesting procedures for the course.
- b. **Course Objectives:** The CFD-IC course is outcomes-based and designed to provide current and future instructors with the knowledge and experience needed for teaching and learning in adult learning environments. Successful completion of this course results in initial qualification; additional training is necessary in the operational environment for certification.
 - **Purpose:** The CFD-IC qualifies new faculty to facilitate learning in an adult learning environment. Through the utilization of outcomes-based education, students will learn how to prepare for curriculum delivery, deliver course curriculum, and assess student performance. The CFD-IC prepares faculty with the knowledge, skills, and abilities to be adaptive and innovative, as well as prepared to successfully transition to their school- specific instructor certification programs.
 - **Outcome:** Graduates will be qualified to prepare for curriculum delivery, deliver course curriculum, and assess student performance. Graduates will be able to demonstrate the Army Instructor Competencies, effective instruction to improve student learning and outcomes, as well as strategies to support an ethical and inclusive classroom. Using a learner-centered, outcomes-based approach, graduates will be able to apply newly acquired knowledge, skills, and abilities in a real-world Army adult learning environment.
- c. **Structure:** This is a 10-day, 80-hour, face-to-face, resident course. In the event the course cannot take place in a resident modality, the PACE plan will be to move to online synchronous sessions. This course includes seven lessons that are learner-centered and instructor taught and facilitated.

3. Responsibilities for Course Completion

Each student is responsible for their own actions. It is each individual's responsibility to conduct themselves accordingly. All questions concerning standards of conduct should be brought directly to the instructor.

Students must:

- a. Attend all class sessions and complete all assignments. Absences due to mitigating circumstances will be handled on a case-by-case basis. Students must coordinate missed time and arrange appropriate make-up training with the instructor.
 - b. Take ownership of their learning. This includes completing reading and study assignments, practical exercises, reflections, and other training activities; seeking resources to ensure knowledge and skills meet or exceed the standards; and being actively engaged in the learning process by participating in all learning activities.
 - c. Review and adhere to all guidance materials.
 - d. Provide objective feedback concerning the efficiency and effectiveness of the training and training materials throughout the course (e.g., End-of Course-Survey).
 - e. Provide objective feedback to fellow students through class participation, group exercises, and peer-to-peer interactions.
 - f. **Adhere to Student Standards of Conduct:** Students will conduct themselves in the manner expected of any member of the Department of Defense. Students may be relieved for conduct that violates any local, state, or federal law (including the Uniform Code of Military Justice) or for any conduct that violates any DOD, Army, or local regulation or policy.
 - g. **Maintain Academic Integrity:** Commitment to maintaining academic integrity is essential for our shared success. The primary values attributed to supporting academic integrity identified by the International Center of Academic Integrity (2020) consist of: *honesty, trust, fairness, respect, responsibility, and courage*. To avoid academic misconduct and cultivate a community of responsible behavior, supporting these values allows for intellectual collaboration and exploration. Violations of academic integrity include the following:
 - **Cheating** is the deceptive and fraudulent act of attempting or succeeding in using unauthorized assistance for personal academic advantage.
 - **Plagiarism**, the most common form of cheating, involves adopting or reproducing someone else's text, ideas, and/or organization without appropriate attribution. Therefore, no information or material garnered from a current or former student can be used in this course, and all submissions, unless it is a group project or activity, must be original work or have acknowledged the source. In addition, all citations will be made in APA (American Psychological Association) style.
 - **Fabrication** is the use of fabricated information (e.g., research findings, citations, altering assignment after grading) for academic and/or professional advantage.
 - **Misrepresentation** constitutes an act or omission with intent to deceive an instructor or institutional official for academic advantage. Essentially, being dishonest.
 - **Duplicate Submission** consists of simultaneous submission of the same or close to the same academic coursework in more than one course without prior permission obtained from the current instructors.
 - **Artificial Intelligence:** For this course, DOD approved AI resources may be utilized for further investigation of the content presented in class (e.g., gathering information to brainstorm for an assignment). However, all formative and summative assignments evaluated by the instructor must be the original work of the student. Submitting content that has been generated by an AI-content generator is prohibited and considered an act of deception, which violates the CFD-IC academic integrity policy.
- *In addition, any unauthorized use, online posting, distribution, publication, or sale of course material is strictly prohibited. Students are prohibited from photographing, dictating, copying, emailing, or otherwise reproducing faculty materials or student work without permission from FSDD at the Army University.*
 - *The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom facilitator or other cadre, taking into consideration written materials, observation, or information from others. Academic disciplinary action will be carried out based on the violation.*

4. Course Completion/Graduation Requirements

To graduate from the CFD-IC, students must demonstrate mastery of course objectives by means of:

- a.** Completing the written and oral portions of two Formative Practicum Exercises.
- b.** Adequately preparing for class, contributing to group learning, and actively activities throughout the course.
- c.** Earning 80% on the Instructor Fundamentals Exam and both the written and oral portions of the Final Summative Practicum Exercise.

5. Completion/Graduation Certificate

All students who meet course completion criteria will receive a locally produced CFD-IC graduation certificate recognized by the Army University and Combined Arms Center.

6. Student Recognition/Honors

Student competency level will be determined by performance on practical exercises, in-class participation, and three summative Practicum Exercises. This course does not designate a distinguished or honor graduate.

7. Course Assessment

Students' mastery of the learning objectives will be assessed on:

- Individual and group performance during class activities
- Instructor Fundamental Exam (IFE)
- Formative and Summative Practicum Exercises (PE).

To receive credit for course completion, students must earn a minimum score of 80% on both the Instructor Fundamentals Exam and the Final Summative Practical Exercise.

IFE: The Instructor Fundamentals Exam is a standardized, knowledge-based exam. The exam is administered in class NLT Day 8 using Blackboard (Bb).

PE: There are two formative practicums and one final, summative practicum, each with a written and oral component that will assess student performance. Students will be assessed according to a rubric on each criteria listed. Each criterion is given points. The assessment rubric below describes assessment requirements for the Final Summative Practical Exercise. Two additional rubrics will be provided during class, similar to the final assessment rubric but may contain less criteria that is specific to the performance required for each formative Practical Exercise.

8. Assignments

Students are required to complete assignments outside of regular class time to prepare for future courses.

**Common Faculty Development-Instructor Course Rubric
Collaborative/Interactive Summative Practicum**

Student:

Lesson / Course:

Evaluator:

POINT RATING SCALE

0-Unacceptable 3-Needs Improvement 4-Meets Standard 5-Exemplary

Cumulative Score:

/55

The student will deliver curriculum content individually. The observed criteria should be noted by circling or using a highlighter. The evaluator should become familiar with the criteria/metrics in each of the categories to provide meaningful feedback. To achieve 80% proficiency, the student must earn 44 points

PREPARATION FOR INSTRUCTIONAL DELIVERY

	5	4.5	4	3.5	3	0
	Exemplary	Exceeds Standard	Meets Standard	Developing	Needs Improvement	Unacceptable
1. Planning	- Applies the knowledge gained during academic coaching session and the fundamentals of instructional design to an approved lesson plan for delivery using correct sequence in all six/seven steps of backward planning without error. - Prepares learning materials for instructional delivery without error. - Develops approved PACE plan without error.	Meets at least two of the criteria for Exemplary and one criterion from Meets Standard.	- Applies the knowledge gained during academic coaching session and the fundamentals of instructional design to an approved lesson plan for delivery using correct sequence in all six/seven steps of backward planning with no more than two errors. - Prepares learning materials for instructional delivery with no more than two errors. - Develops approved PACE plan with no more than two errors.	Meets at least two criteria for Meets Standard and one criterion from Needs Improvement.	- Does not participate in an academic coaching session yet applies the fundamentals of instructional design to an approved lesson plan for delivery using correct sequence in all six/seven steps of backward planning with more than four errors. - Prepares learning materials for instructional delivery with more than four errors. - Develops approved PACE plan with more than four errors.	Does not meet the criteria for a "3" rating

DELIVERY OF INSTRUCTION

	5	4.5	4	3.5	3	0
2. Professionalism	- Exemplifies a minimum of three professional qualities of an Army Instructor. - All images and content are properly cited either verbally for task-based lessons (if applicable) or in writing according to the current APA style guide without error. This includes in-text and reference citations on slides. - All materials associated with the lesson are free of copyright violations.	Meets at least two criteria for Exemplary and one criterion from Meets Standard.	- Exemplifies two professional qualities of an Army Instructor. - All images and content are properly cited either verbally for task-based lessons (if applicable) or in writing according to the current APA style guide with no more than two errors. This includes in-text and references citations on slides. - All materials associated with the lesson are free of copyright violations.	Meets at least two criteria for Meets Standard and one criterion from Needs Improvement.	- Exemplifies one professional quality of an Army Instructor. - Images and content are not given verbal attribution for task-based lessons or properly cited according to the current APA style guide with more than four errors. This includes in-text citations and reference slides. - One or more materials violate copyright permissions.	Does not meet the criteria for a "3" rating
3. Fundamentals of Instructional Delivery	- Applies the five steps in correct order of delivery using ELM or TRADOC 5 without error. - Terminal Learning Objective is stated or displayed between the Motivator and Critical Content or P&P and GNI. - Utilizes the correct instructional strategy without error. - Conducts a minimum two methods of instruction (MOIs) without error. - Links two or more learning activities to both previous and future learning. - Links two or more learning activities to learning objectives without error.	Meets at least three of the criteria for Exemplary and two criteria from Meets Standard.	- Applies the four of the five steps in correct order of delivery using ELM or TRADOC 5. - Terminal Learning Objective is stated or displayed before the CE or Motivator. - Utilizes the correct instructional strategy with two errors. - Conducts two methods of instruction (MOI) with one or more errors. - Links one learning activity to both previous and future learning. - Links one learning activity to learning objectives without error.	Meets at least three of the criteria for Meets Standard and two criteria from Needs Improvement.	- Applies three of the five steps in correct order of delivery using ELM or TRADOC 5. - Terminal Learning Objective is not stated or displayed. - Utilizes the correct instructional strategy with four or more errors. - Conducts one method of instruction (MOIs). - Does not link learning activities to previous or future learning. - Attempts to connect one or more learning activities to learning objectives; however, there are multiple errors.	Does not meet the criteria for a "3" rating

4. Motivation & Engagement	- Utilizes more than two motivational techniques. - Employs three or more learner engagement techniques.	Meets one of the criteria for Exemplary and one criterion from Meets Standard.	- Utilizes at least one motivational technique. - Employs two learner engagement techniques.	Meets one of the criteria for Meets Standard and one criterion from Needs Improvement.	- Attempts one motivational technique. - Employ one learner engagement technique.	Does not meet the criteria for a "3" rating
5. Effective Communication	- Utilizes three or more effective questioning skills, including the Ask, Pause, Call, Evaluate method (APCE). - Demonstrates use of a minimum of two active listening techniques.	Meets one criterion for Exemplary and one criterion from Meets Standard.	- Utilizes two effective questioning skills, including the Ask, Pause, Call, Evaluate method (APCE). - Demonstrates use of one active listening technique.	Meets one criterion for Meets Standard and one criterion from Needs Improvement.	- Utilizes one effective questioning skill. Does not incorporate all portions of the Ask, Pause, Call Evaluate method. - Attempts to demonstrate the use of active listening techniques with multiple errors.	Does not meet the criteria for a "3" rating
6. Critical Thinking	- Utilizes two of the following in instruction: one applied critical thinking tool, one groupthink mitigation, or one form of critical reflection. - Utilizes a minimum of two Socratic questions.	Meets one of the criteria for Exemplary and one criterion from Meets Standard.	- Utilizes one of the following in instruction: one applied critical thinking tool, one groupthink mitigation, or one form of critical reflection. - Utilizes one Socratic question.	Meets one of the criteria for Meets Standard and one criterion from Needs Improvement.	- Attempts utilize either one applied critical thinking tool, one groupthink mitigation technique, or one form of critical reflection, however, with multiple errors. - Attempts to utilize Socratic questioning with multiple errors.	Does not meet the criteria for a "3" rating
7. Classroom Management	- Utilizes three classroom management techniques. - States the safety and risk management protocol with no errors.	Meets one of the criteria for Exemplary and one criterion from Meets Standard.	- Utilizes two classroom management techniques. - States the safety and risk management protocol with one error.	Meets one of the criteria for Meets Standard and one criterion from Needs Improvement.	- Utilizes two classroom management techniques. - States the safety and risk management protocol with multiple errors.	Does not meet the criteria for a "3" rating
8. Technology Integration	- Utilizes technology and media that aligns with the lesson design without error. - Integrates two or more uses of technology into the lesson which foster active learning opportunities without error.	Meets one criterion for Exemplary and one criterion from Meets Standard.	- Utilizes technology and media that align with the lesson design with one error. - Integrates one use of technology into the lesson which fosters active learning opportunities with one error.	Meets one criterion for Meets Standard and one criterion from Needs Improvement.	- Utilizes technology and media that attempt to align with the lesson design but with two or more errors. - Integrates one use of technology into the lesson with two or more errors.	Does not meet the criteria for a "3" rating

9. Lesson Pacing	- Conducts the lesson within one minute of the prescribed time limits.	Conducts the lesson within two minutes of prescribed time.	- Conducts the lesson within three minutes of the prescribed time limits.	Conducts the lesson within four minutes of prescribed time.	- Conducts the lesson between five and ten minutes before or after the prescribed time limits.	Does not meet the criteria for a “3” rating
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FEEDBACK AND ASSESSMENT

	5	4.5	4	3.5	3	0
10. Feedback	- Provides two forms of positive, helpful formative feedback, which improves performance. - Conducts a minimum of two peer assessments using the instructor summative feedback form and addressing at least one or more gaps in performance and one or more performance sustainment’s without errors.	Meets one of the criteria for Exemplary and one criterion from Meets Standard.	- Provides one form of positive, helpful formative feedback, which improves performance. - Conducts one peer assessment using the instructor summative feedback form and addressing at least one or more gaps in performance and one or more performance sustainment’s with no more than two errors.	Meets one of the criteria for Meets Standard and one criterion from Needs Improvement.	- Provides one form of positive, helpful formative feedback, which improves performance. - Conducts a minimum of one peer assessment using the instructor summative feedback form without addressing gaps in performance and sustainment’s.	Does not meet the criteria for a “3” rating
11. Assessment	- Communicates assessment criteria according to written lesson plan without error. - Constructs assessment that aligns with the terminal learning objective with no more than one error. - Conducts three or more checks-on-learning. - Conducts a summative assessment that assesses each student. - Conducts a verbal self-assessment of performance, accurately addressing at least two gaps in performance and two performance sustainment's.	Meets at least three of the criteria for Exemplary and two criteria from Meets Standard.	- Communicates assessment criteria according to written lesson plan with one error. - Constructs assessment that aligns with the terminal learning objective with no more than two errors. - Conducts two checks-on-learning. - Conducts a summative assessment that assesses only half of the students. - Conducts verbal self-assessment, accurately addressing one gap in performance and one performance sustainment.	Meets at least three of the criteria for Meets Standard and two criteria from Needs Improvement.	- Does not communicate assessment criteria according to written lesson plan. - Constructs assessment that aligns to the terminal learning objective with no more than three errors. - Conducts one check-on-learning. - Conducts a summative assessment that assesses only one quarter of the students. - Conducts verbal self-assessment, inaccurately addressing gaps or performance sustainment.	Does not meet the criteria for a “3” rating

SUSTAIN: IMPROVE:	
EVALUATOR: POSITION:	DATE:

To receive a passing score, students must receive 44 points (80%).

9. Academic Reassessment and Remedial Training

a. Instructor Fundamentals Exam: A student who fails to meet the minimum score of 80% on the Instructor Fundamentals Exam (IFE) during their assessment will be provided with an opportunity to remediate and develop the level of mastery indicated in the learning objective. Faculty members will provide individualized academic remediation within one day and document the remediation process and outcomes. If after academic remediation the faculty member has determined the student has successfully met the standard, the student will continue to the application portion of the course (final summative practicum exercise). If the faculty member deems the student has not met the standard, the student will not continue with the remainder of the course and be required to retake the knowledge portion of the course in a future iteration to meet qualification requirements.

b. Summative Practicum Exercise: Failure to meet the minimum score of 80% will result in students:

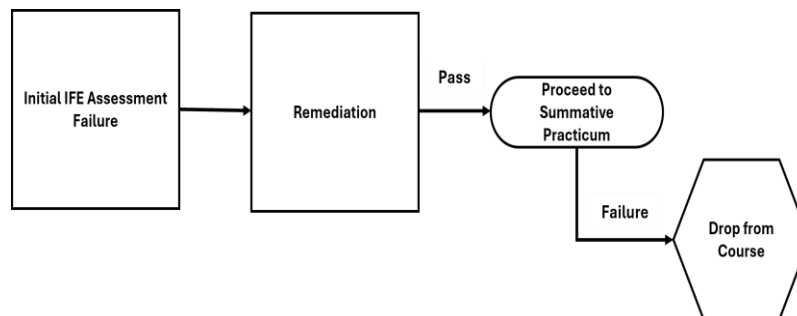
1. Receiving feedback and retraining on all identified problem subject areas—as requested by the student—within one (1) academic day from the date of failure and prior to the administration of a second assessment.
2. Being assessed to determine if the student understands the requirement and is able to demonstrate the minimum standard during a second presentation/assessment.

c. Remedial training is additional training that is scheduled after the normal instruction hours and mandated and monitored by the instructor to assist the student with further understanding of the material being taught or to retrain the student if they fail the Instructor Fundamental Exam and/or Practicum Exercise. After remedial training and reassessment, a student who fails to achieve the minimum performance standards may be academically relieved from the course.

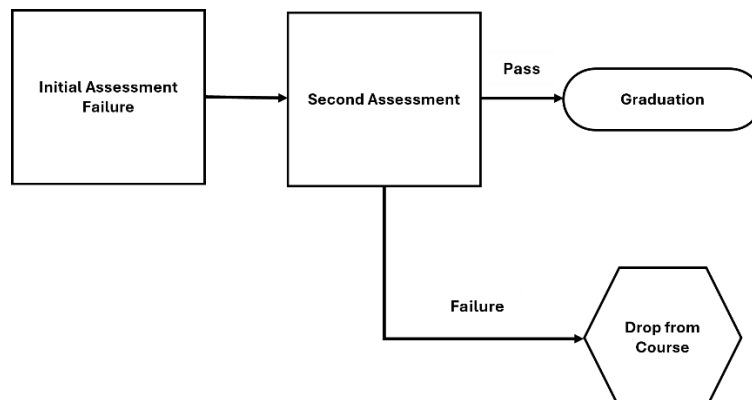
10. Academic Relief

Academic relief will be based upon the center and school local policy.

Instructor Fundamentals Exam (IFE) Assessment Flowchart



Summative Practicum Exercise Assessment Flowchart



11. Counseling

- a. Students may be counseled at any time and for any reason. For example, Instructor/Facilitators will counsel students as a response to any questionable behavior performance. They may also counsel to reinforce positive behaviors that impact the learning environment.
- b. Formal counseling sessions, if needed, will be documented on DA Form 4856, *Developmental Counseling Form*, and maintained in the student record folder. Developmental counseling provides students with information on their strengths and weaknesses and a course of action to improve preparation performance. Informal counseling sessions generally do not require a written record; Instructor/Facilitators will conduct them as needed.

12. Student Grievances

Student grievances will be addressed IAW local center and school policy.

13. Pre-assessment (Testing Out)

This course does not offer pre-assessment opportunities. Students must attend all classes and successfully complete all modules.

14. Disenrollment

The local Faculty Staff and Development Office (FSDO) has the authority to disenroll any student as deemed appropriate in accordance with their local policy. Recommendations for disenrollment include, but are not limited to, acts of transgression(s), to include disruptions to the local community, disruption to the learning environment, and any form or act of dishonesty. A student who is considered or processed for disenrollment has the right to appeal their disenrollment. The student must adhere to the guidance as mandated in para 15 below for appeals. Students may request disenrollment from the course in emergency situations. Emergency requests must be considered through local command.

15. Appellate Procedures

Appeals are required to be initiated in writing by the student who is recommended for disenrollment. A student who has been recommended for disenrollment from the CFD-IC may appeal their disenrollment status in accordance with the following guidance and local policy:

- a. A student must submit appeals pertaining to disenrollment within one (1) business day from notification of a recommendation for disenrollment.
- b. During the appeal process, the student must continue with all scheduled class meetings and actively participate in all assigned learning tasks unless the student positions a risk or a distraction of any sort to the learning environment.

16. American Council on Education (ACE) Accreditation

This course was formally evaluated by the American Council on Education (ACE) and therefore, recommends 3 college credit semester hours in adult learning theory and practice.

17. TRADOC Credit and Army ASI Identifier

In accordance with the Department of the Army Pamphlet 611-21 (DA Pam), the CFD-IC completion serves as part of the documentation within the application packet for the Officer Additional Skill Identifier (ASI) of "5K," Warrant Officer Skill Qualification Identifier (SQI) of "8," and Enlisted Skill Qualification Identifier (SQI) of "8."

18. Point of Contact

The Point of Contact for the CFD-IC is the local Faculty and Staff Development Officer.

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INDIVIDUAL STUDENT ASSESSMENT PLAN (ISAP)

Army University
Fort Leavenworth, Kansas 66027
March 28, 2025



Readiness Training
Academy
Fort Knox, KY

Common Faculty Development – Instructor Course (CFD-IC) Course Number: 9E-SI5K/920-SQI8 (VLC)

(Students must complete and sign this acknowledgment. Completed acknowledgments are separated from the ISAP and filed in students' academic folders; students will retain the ISAP for reference.)

By signing below, I acknowledge that I have received a copy of the Army University *Individual Student Assessment Plan* for the CFD-IC dated March 28, 2025. I have read the criteria and understand the course completion requirements and standards of conduct.

Signature: _____
Printed Name: _____
Class Number: _____
Date: _____

