

# JROTC Instructional Practices

**COMPONENT #:** 2-011-351

**POINTS TO BE EARNED:** 120 MPP

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to identify the various objectives associated with successful participation in the specified JROTC activity and to develop specific techniques of demonstration and instruction that will enhance presentation and practice of these identified objectives in the JROTC class setting.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs          |
| <input type="checkbox"/> Leadership           | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes                  |
| <input type="checkbox"/> Data                 |  |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment                                      |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results          | <input type="checkbox"/> Decision Making                               |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development                        |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                             |
| <input checked="" type="checkbox"/> Faculty Development               | <input checked="" type="checkbox"/> Communication                      |
| <input checked="" type="checkbox"/> Learning Environment              | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism      |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment                            |   |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning                  |
| <input checked="" type="checkbox"/> Educator (professional growth)     | <input checked="" type="checkbox"/> Organizational support and change |

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**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify and explain the sub-skills that make up the specified JROTC activity.
2. Identify commonly accepted methods of physically performing the sub-skills making up a specified JROTC activity.
3. Demonstrate physically commonly-accepted methods of performing sub-skills making up specific JROTC activities.
4. Identify the correct procedures employed to execute the sub-skills that make up specified JROTC activities.
5. Identify and explain the correct procedures employed to execute the sub-skills that make up specified JROTC activity.
6. List and discuss appropriate skill drills that may be used to practice each of the sub-skills associated with a specified JROTC activity.
7. Identify and demonstrate the ability to use appropriate instructional techniques when teaching skill drills.

### **PART II – LEARNING**

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

Participants will have a variety of experiences that will include, but are not limited to the following professional development criteria:

- Internet/Web based resources
- Discussion of evidence-based best practices
- Reflection
- Collaborative learning activities
- Review of current research

### **PART III – IMPLEMENTATION**

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

### **PART IV – EVALUATION**

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### **COMPONENT #: 2-011-351**

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified new skills, techniques and strategies specific in the component objectives, and will also include reflective journals by participants.
2. Educator: Evidence will include classroom walk-throughs, lesson plans and implementation of class lessons, parent communication, surveys and participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented student achievement.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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