USSF/SPACE DELTA 3   **3 CTS/INSTR HB**

3RD COMBAT TRAINING SQUADRON
INSTRUCTOR HANDBOOK

DRAFT

APPROVED BY: 3 CTS/DO   // //   OPR: 3 CTS/DOK

26 MAY 2023

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FRONT MATTER

REFERENCES

- *3 CTS STRATEGIC ACTION PLAN (2022)*
- *DAFH36-2675 INFORMATION FOR DESIGNERS OF INSTRUCTIONAL SYSTEMS*
- *3 CTS DOK OPERATING INSTRUCTIONS (2023)*

SUMMARY OF CHANGES

N/A

DIRECTIVE

*This Handbook, when providing explicit directives (as indicated by the use of terms such as "shall", "will", or "must"), necessitates **MANDATORY adherence** by **all instructors** of the 3rd Combat Training Squadron (3 CTS). Instances of suggestive language, encompassing phrases such as "should" or "may", denote recommended compliance or sanctioned methodologies. **Any material, directives, recommendations, or examples in this Handbook are to be considered 'approved for use' by 3 CTS Instructors.***

Upon initial distribution of this Handbook, all 3 CTS instructors in the process of upgrading or already qualified are granted a period of thirty (30) calendar days to thoroughly comprehend and assimilate the content herein, after which they are deemed eligible for assessment on the same.

This Handbook is not intended to supersede the application of practical judgement, professional exchanges, collaborative endeavors, a propensity for action, or direct legal orders from a superior. It is incumbent upon 3 CTS instructors to balance the directives of this document with the aforementioned principles where appropriate.

Every 3 CTS Instructor must have this Handbook accessible to them when performing instructor duties, for use and reference.

As a 3 CTS Instructor, you are expected to know and utilize this Handbook in the performance of your staff instructor duties. Our Delta's combat power is counting on it!

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CHAPTER 1: PURPOSE & KEY DUTIES

SECTION 1: INTRODUCTION

1.1. HANDBOOK PURPOSE

This Handbook is designed to provide a comprehensive guide for 3 CTS instructors, ensuring a unified approach towards instruction and professional development. It offers a framework for the necessary skills, knowledge, and behaviors required to deliver quality instruction within the 3 CTS.

1.2. HANDBOOK SCOPE

The Handbook encompasses a broad range of topics pertinent to the role of 3 CTS instructors, from qualification requirements and instructional methodologies to student assessment, counseling, and feedback. It is applicable to all instructors within the 3 CTS, regardless of rank or experience level.

1.3. 3 CTS INSTRUCTOR MISSION STATEMENT

The mission of 3 CTS instructors is to provide superior, standard-based training to all students, fostering a combat-centric environment focused on continuous learning and development, in order to deliver combat power through electromagnetic warfare.

Amplifying: Our instructors personify the core values of Character, Connection, Commitment, and Courage, driving excellence in every instructional endeavor. As the esteemed educators of Space Delta 3, we relentlessly uphold our high responsibility, embodying the spirit of elite combat instruction. *Warriors First!*

SECTION 2: INSTRUCTOR ROLES

2.1. ROLE DEFINITION AND KEY FUNCTIONS

2.1.1. An instructor within the 3rd Combat Training Squadron (3 CTS) serves as a facilitator of learning within an adult academic and experiential environment. One serving in the role of an instructor must also fill the role of a mentor, leader, evaluator, manager, counselor, and finally, they must be a learner themselves.

2.1.2. Their primary functions include developing and implementing instructional courses, maintaining comprehensive and precise class records, teaching and counseling students, and providing mentorship to junior instructors.

2.1.3. They are also responsible for familiarizing new instructors with appropriate learning models, professional ethics, and classroom management techniques, as well as facilitating practical teaching exercises for students and instructors alike.

2.2. ROLE EXPECTATIONS AND STANDARDS

2.2.1. Instructors within the 3 CTS are expected to abide by Department of the Air Force, Joint Force, and Industry-Standard teaching competencies as described in this handbook.

2.2.2. Performance is gauged on their capacity to steer learning, manage the classroom environment, design learning objectives and lesson plans, and communicate effectively. They are tasked with planning, executing, and supervising training programs, both indoors and outdoors, employing a variety of instructional methods. Instructors must also evaluate training activities and personnel, and offering constructive feedback to students is integral to their role.

2.3. ROLE BOUNDARIES AND LIMITATIONS

2.3.1. The role of an instructor is primarily confined to the planning, execution, and supervision of training.

2.3.1.1. This involves logistical coordination for the necessary facilities, equipment, and supplies, as well as safeguarding the integrity of examinations and maintaining accountability for instructional equipment.

2.3.2. Activities outside of these areas, not directly contributing to the training, teaching, or management of instructional activities, are generally outside the scope of an instructor's duties.

2.3.3. Tasks that do not align with established course objectives or curriculum, or that fail to support the students' growth within the scope of the course or program, are typically not within an instructor's purview.

SECTION 3: INSTRUCTOR RESPONSIBILITIES

This section serves as a brief summary of Instructor Responsibilities. More information on these responsibilities can be found in subsequent chapters, where appropriate.

3.1. ADHERENCE TO THE INSTRUCTOR CODE OF CONDUCT

3.1.1.   3 CTS instructors must adhere to the Instructor Code of Conduct, as outlined in Appendix A of this handbook. This comprehensive set of ethical and professional guidelines informs all aspects of instructional practice. It shapes interactions with students, colleagues, and the broader Space Delta 3 community, and governs the appropriate use of resources and information. **Strict compliance with the Code of Conduct is non-negotiable and considered fundamental to upholding the high standards and reputation of the 3rd Combat Training Squadron.** It is expected that each instructor will familiarize themselves with the Code of Conduct and consistently model its principles in their professional conduct. *Failure to adhere to the Code of Conduct may result in disciplinary actions.*

3.2. COMPLIANCE WITH SAFETY AND SECURITY MEASURES

3.2.1.   3 CTS instructors are mandated to adhere to all safety, Force Protection Conditions (FPCON), and security requirements. This extends to ensuring that students comply with these standards. The details on security measures can be

found in the 3 CTS and Delta 3 Security Guides. Safety guidelines can be found by contacting your appointed Safety Officer. Upholding these standards is vital to the integrity of our training environment and the protection of personnel and resources.

3.3. STUDENT INFORMATION REQUIREMENTS
Instructors must ensure their students have critical information available to them at all times during course execution. At a minimum, this includes:

3.3.1.   **Emergency Exit Plan.** Instructors are accountable for ensuring that every student is aware of the Emergency Exit Plan for their specific classroom or learning environment. This includes knowledge of all exits, emergency procedures, and designated assembly points.

3.3.2.   **Points of Contact (POCs).** Instructors must provide students with the contact details of the Points of Contact (POCs) for their respective administrative flight (ADCON), and of the training program they are currently attending. This ensures that students can access necessary support, guidance, and requirements outside of the training environment promptly. Creating and distributing an organization chart with contact information is a recommended solution.

3.3.3.   **Instructor and Student Contact Information.** Instructors play a crucial role in facilitating effective communication by disseminating their contact information and, where appropriate, encouraging the exchange of contact information among students. The creation of a class "Recall Roster" is one recommended approach. Utilizing the Administrative Flight (currently 3 CTS/MAS) as a sole-source of student information is also an option.

> **NOTE:** Instructors bear the ultimate responsibility for safeguarding any Personally Identifiable Information (PII) within a given course. **The Department of Defense considers personal phone numbers and addresses, when linked to first and last names, to be PII.** Therefore, items such as "Recall Rosters," which contain names and personal phone numbers, must be controlled by the instructor (whether digital or physical) and not copied or distributed to students or others. It is important to ensure students have access to the information contained therein to facilitate contact as necessary.

3.3.4.   **Training Program Syllabus and Initial Plan of Instruction (IPOI).** Instructors will ensure that students have a clear understanding of the training program syllabus and the Initial Plan of Instruction (IPOI). Instructors must brief students on an overview of course content, assessment methods, and learning outcomes. **This documentation will be provided to the students during the first day of training in a course through physical student binders.** *If necessary due to resource constraint,* at a minimum this content will be made digitally available. It is recommended that both physical and digital copies be available to students.

3.3.5.   **Student Expectations and Administrative Information.** Instructors are responsible for communicating key administrative information to students. This includes details about class start times, the policy on absences, the Student Code of Conduct, and any other relevant administrative or instructional information. This must be provided during the first day of training. It is recommended this information is delivered physically to students in a student binder.

3.4. EFFECTIVE SCHEDULE AND CLASSROOM MANAGEMENT
Instructors must prioritize effective schedule and classroom management to ensure efficient learning experiences. This responsibility is comprised of the following:

3.4.1.   **Daily Schedule and Classroom Management**

3.4.2.   Starting and Ending Class on Time: Instructors should adhere to the planned start and end times for each class to maintain order and ensure all course material is covered.

3.4.3.   Classroom Setup: Instructors should ensure the classroom is set up ahead of time and that all instructional tools are ready and functioning before the class begins.

3.4.4.   Breaks and Meals: Regular breaks must be included between instructional blocks and sufficient time must be allotted for meals, to maintain student engagement and energy.

3.4.5.   Adherence to Initial Plan of Instruction (IPOI): Instructors should stick to the IPOI for each day of training as closely as possible, ensuring the planned course material is covered.

3.4.6.   Reporting Delays or Changes: If the day's instruction did not complete the required items or is behind schedule, instructors should report this to course managers promptly.

3.4.7.   **Course-Level Schedule and Classroom Management**

3.4.8.   Security Accesses and Badges: Instructors are responsible for ensuring students have the necessary security accesses and badges, where required.

3.4.9.   Adjusting for Delays: Instructors should be prepared to adjust the course schedule in response to unforeseen events such as weather delays or emergencies. Report adjustments to course managers promptly.

3.4.10. Room Scheduling: It is the instructor's responsibility to book training rooms or conference rooms ahead of the course start date, and arrange for alternative spaces if necessary.

3.4.11. System Trainer Times: Instructors should schedule and manage appropriate times for system trainer usage, taking care to deconflict schedules where necessary.

3.4.12. Script/Scenario Usage & Management: Instructors must select, update, prepare, execute, and manage the use of any scripts and subsequent scenarios required to achieve the course Desired Learning Objectives. Updates to any

scripts should be coordinated with the Course Manager or STAN/EVAL, whichever is appropriate.

3.4.13.   Live-Fire Times: Coordination and management of live-fire times with the training range is a key responsibility for instructors. See **Chapter 8** for further details.

3.4.14.   Student Evaluations: Instructors should schedule student evaluations with STAN/EVAL for the end of the course, allowing for sufficient time for feedback and grading.

3.4.15.   Addressing Absenteeism and Disciplinary Issues: Instructors must promptly address any issues of absenteeism, tardiness, or disciplinary concerns, to maintain the integrity of the learning environment and to ensure the course objectives are met. Utilize the Chain of Command where appropriate, if unable to resolve the issue at the Instructor-Student level, if concerns persist, or as warranted by severity.

3.4.16.   See **Chapter 4** for more details on effective schedule and classroom management.

3.5. USE OF INSTRUCTIONAL METHODOLOGIES.

3.5.1.   Instructors are expected to apply sound and appropriate instructional methodologies throughout 3 CTS courses. This entails selecting the most effective teaching style tailored to each lesson, which may include formal or informal lectures, briefings, guided discussions, or demonstration-performance. Effective use of questioning and feedback techniques also fall under this domain, allowing instructors to assess student understanding and provide constructive feedback.

3.5.2.   Instructors are also expected to demonstrate proficiency in the use of voice techniques and audio tools, visuals, body language, and environmental cues, to provide an engaging and conducive learning environment. Classroom management techniques such as effective opening techniques (capturing attention, motivating students), transitional techniques (moving between main points), and the strategic use of personal or anecdotal experiences are also key to capturing, maintaining, and ensuring student attention and comprehension.

3.5.3.   Instructors will take accurate and detailed observations on how individual lessons that they taught were executed, in addition to observations on courses that the instructor teaches in. Instructors will contribute these observations to the development of Lessons Learned and Learning Points in End of Course Debriefs (EOCDs) and Training Review Boards (TRBs).

3.5.4.   The use of these instructional methodologies, along with further details and examples, are elaborated upon in **Chapter 3.**

3.6. STUDENT ASSESSMENT AND FEEDBACK

Instructors bear the responsibility for regularly assessing students in multiple areas to ensure achievement of the Desired Learning Objectives (DLOs) of the course:

3.6.1.   **Subject Knowledge Level**: This involves assessing the extent to which students understand the subject matter being taught.

3.6.2.   **Task Knowledge Levels:** This refers to the degree to which students comprehend the tasks they are expected to perform.

3.6.3.   **Task Performance Levels:** This relates to the students' actual performance of the required tasks.

3.6.4.   **Desired Learning Objectives (DLOs):** Ultimately, the students' knowledge and performance levels must align with the DLOs of the course. The Master Task List (MTL) is an essential tool for instructors in evaluating whether students are meeting the necessary knowledge and task performance levels, as well as the DLOs. The course's Initial Plan of Instruction (IPOI) also provides valuable guidance for making daily assessments and tracking progress.

3.6.5.   **Documentation of Training Outcomes:** Instructors are required to document, enter, and track training outcomes for students daily using Patriot Excalibur (PEX) and the Form 4419 (or its equivalent if this form changes in the future).

3.6.6.   **Progress Checks:** Instructors will utilize deliberately developed and approved progress checks to regularly assess student progress in achieving the required learning levels and course DLOs. These checks may take the form of written exams or practical task-based assessments.

3.6.7.   **Feedback:** Instructors will provide regular feedback to students regarding their progress in the course. This is why daily documentation of training outcomes is crucial. Timely feedback helps students understand their current performance levels and what needs to be corrected or improved to achieve the course DLOs. Feedback can be immediate, impromptu, scheduled (based on time intervals), or summative. Regardless of feedback technique, student feedback will be documented in daily training outcomes.

3.6.8.   Student Assessment and Feedback is covered in more detail in **Chapters 5 and 6.**

3.7. PROVIDING STUDENT COUNSELING

Counseling plays a vital role in the teaching process, creating an environment that fosters mutual understanding and encourages student development. There may be various circumstances that necessitate student counseling, ranging from academic struggles, disciplinary issues, personal problems that may affect academic performance, or the need to provide constructive feedback on performance.

3.7.1.   **Academic Counseling**: This involves assisting students who are struggling with grasping the course content or completing assignments. It may involve identifying problem areas, suggesting strategies for improvement, and offering resources for additional help.

3.7.2.   **Disciplinary Counseling:** This type of counseling occurs when a student has violated established rules or norms, requiring corrective action. The focus

here is on helping students understand their mistakes and guiding them towards improved behavior.

3.7.3.   **Personal Counseling:** Occasionally, students may face personal issues that impact their academic performance. Instructors are not therapists, but they can listen, show empathy, and when appropriate, refer students to professional resources.

3.7.4.   **Performance Feedback:** This form of counseling involves providing students with constructive feedback on their progress, highlighting areas of strength and identifying areas that need improvement.

3.7.5.   **Group Counseling:** Sometimes, issues arise that affect the entire class or a group of students. Group counseling can help address common concerns, promote teamwork, and create a more cohesive learning environment.

3.7.6.   **Counseling Techniques:** Effective counseling involves techniques such as active listening, empathy, setting clear expectations, providing constructive feedback, follow-through, and follow-up. It is crucial to create a safe and non-judgmental space for students to express their concerns.

3.7.7.   Providing Student Counseling is covered in more detail in **Chapter 6**.

3.8. MAINTAINING SYSTEM ACCESS AND PROFICIENCY

3.8.1.   To deliver effective instruction and ensure students' success, instructors must have and maintain access to the weapon systems they are teaching. This allows instructors to stay abreast of the latest updates, changes, and functionalities of these systems. Furthermore, instructors play a vital role in facilitating students' access to these systems, ensuring they have the necessary permissions and capabilities to engage in hands-on learning experiences.

3.8.2.   Instructors must also maintain their proficiency with these systems. This is achieved through Continuation Training, which provides regular updates and refreshers to keep skills current; Advanced Training, which imparts new skills or deepens existing ones; and Proficiency Evaluations (PROVALS), which are used to assess and validate an instructor's competency in using the systems.

3.8.3.   It is crucial that all system access and proficiency maintenance activities comply with all applicable guidance and regulations to ensure the highest standards of instructional quality and student safety.

3.9. CONTINUOUS PROFESSIONAL DEVELOPMENT

3.9.1.   3 CTS instructors are not just educators; they are tactical experts, mission leaders, and supervisors. In order to excel in these roles, they must commit to continuous professional development. This commitment involves consistently improving instructional skills, expanding domain knowledge, enhancing leadership abilities, and cultivating effective time management habits to balance these pursuits alongside their instructional duties.

3.9.2.   Several opportunities exist to facilitate this ongoing growth. The 3 CTS Instructor Mentorship Program pairs instructors with experienced mentors to guide their development and share invaluable insights from their own careers.

Professional Military Education, offered both in-residence and via distance learning, provides comprehensive training and education in key areas of military knowledge and practice. Participation in major exercises such as Red Flag, Space Flag, or WSDOM offers real-world, high-intensity training experiences that hone tactical skills and decision-making abilities. Additionally, specialized courses like the Non-Kinetic Operations Course or Joint Warfighting courses allow instructors to build specific domain knowledge or acquire new skills.

3.9.3.   Continuous professional development is a vital component of an instructor's career, contributing to personal growth, improved instruction, and ultimately, the success of 3 CTS students. For more details on Continuous Professional Development, refer to **Chapter 7.**

CHAPTER 2: INSTRUCTOR QUALIFICATION REQUIREMENTS

SECTION 1: BASIC INSTRUCTOR SKILLS COURSE (BISC)

1.1. PURPOSE

1.1.1.   The Basic Instructor Skills Course (BISC) is a United States Space Force (USSF) level course designed to establish a foundational understanding of instructional principles and Instructional System Design (ISD) for prospective instructors. While BISC is currently in the process of full implementation by the 319 CTS, it is expected to become a prerequisite for all future 3 CTS instructors. This course provides a comprehensive baseline for all instructors, ensuring a consistent approach to teaching across different Space Deltas.

1.2. EXPECTED OUTCOMES

1.2.1.   By completing BISC, students will demonstrate mastery of the fundamental principles of instruction, instructional methodologies, techniques, feedback, and counseling, as well as a basic understanding of Instructional System Design (ISD). The course is designed to prepare students to progress through their Delta-specific Instructor Qualification Course and Initial Plan of Instruction (IPOI). BISC serves as the cornerstone for a future instructor's skill set, ensuring they are well-prepared to facilitate learning effectively within the 3 CTS environment.

SECTION 2: DELTA 3 INSTRUCTOR QUALIFICATION COURSE (IQC)

2.1. PURPOSE

2.1.1.   The Delta 3 Instructor Qualification Course (IQC) serves to refine and focus the instructional principles and skills obtained in the Basic Instructor Skills Course (BISC), tailoring them specifically to the teaching requirements and instructional skills unique to Space Delta 3 and Electromagnetic Warfare. The Delta 3 IQC establishes a consistent instructional baseline across the Delta, preparing students to commence their Delta 3 Instructor Upgrade Initial Plan of Instruction (IPOI) for the specific weapons systems they will be instructing.

2.2. EXPECTED OUTCOMES

2.2.1.   The successful completion of Delta 3 IQC ensures students have a fundamental understanding of Delta 3 specific instructional requirements, techniques, and best practices, including the knowledge and skills required to

manage electromagnetic warfare scenarios and simulations pertinent to their particular weapons systems. At present, due to the ongoing implementation of BISC and limited training availability, Delta 3 IQC covers both the foundational outcomes expected from the BISC curriculum and the Delta 3 specific outcomes. This ensures that all instructors are adequately prepared to meet the instructional challenges within Space Delta 3.

SECTION 3: INITIAL PLAN OF INSTRUCTION (IPOI)

3.1   PURPOSE

3.1.1   The Delta 3 Instructor Upgrade Initial Plan of Instruction (IPOI) is a structured checklist designed to ensure that students who have completed both the Basic Instructor Skills Course (BISC) and Instructor Qualification Course (IQC) are adequately prepared for their initial Instructor Evaluation. The IPOI outlines a sequence of mandatory tasks that students must complete in a systematic manner, building on the curriculum of the Delta IQC, and includes a series of required observations and practical exercises. Students observe qualified instructors conducting classroom and simulator sessions and then conduct their own classroom and simulator sessions. Both the student and the Instructor of Record (IOR) sign off on each task, ensuring accountability for task completion. Completion of the Delta 3 IPOI is a prerequisite for scheduling an Instructor Evaluation.

3.2 EXPECTED OUTCOMES

3.2.1   Upon completion of the Delta 3 IPOI, students are expected to have finished the Delta IQC curriculum, observed two classroom sessions, observed two simulator sessions, conducted two classroom sessions, and conducted two simulator sessions. The IPOI ensures that students demonstrate mastery of the IQC course concepts, practical instruction skills, and simulation/scenario management skills, all of which are essential for their Instructor Evaluation. The IPOI thus serves as a comprehensive preparation process for future instructors.

SECTION 4: 3 CTS SPECIFIC INSTRUCTOR REQUIREMENTS

4.1 INSTRUCTOR TIME REQUIREMENTS

4.1.1   Before undertaking staff instructor duties in the 3 CTS, instructors are required to have a minimum of six months' experience performing line instructor duties. This requirement can be waived at the discretion of the 3 CTS Director of Operations.

4.2 INSTRUCTOR CURRENCY REQUIREMENTS

4.2.1   To maintain instructional proficiency, 3 CTS instructors must engage in instructional duties with students at least twice (2) per calendar month.

4.2.2   Duties that meet this requirement include classroom instruction of MTL or IQC material, demonstration-performance of MTL or IQC tasks, preparing and conducting mission scenarios, and formal briefings to leaders and/or VIPs.

4.2.3   The 3 CTS Director of Operations (DO) has the final decision on what is considered valid currency actions, and whether currency has been maintained.

4.2.4   The instructor's respective training flight (DOE or DOR) tracks currency, and failure to maintain currency may lead to remedial instructor training, administrative action, and/or loss of instructor qualification, at the final discretion of the 3 CTS/DO.

4.3 INSTRUCTOR TESTING REQUIREMENTS

4.3.1   All qualified 3 CTS Instructors will be formally tested on the material contained within this Handbook bi-annually. **Testing will occur in the months of January and July, and 3 CTS instructors have until the final duty day of each respective testing month in order to complete their test.** The test will be in the form of a proctored exam with open *and* closed-book portions. The exam will use true-false, multiple choice, fill-in, and short answer questions. The instructor's respective training flight (DOE or DOR) will offer reasonable times, appropriate testing environments, and administer the exam. Alternatively, 3 CTS/DOK will also administer the exam as required, upon coordination and request by DOE or DOR.

4.3.2   An abbreviated Instructor Handbook aide/study guide will be provided by 3 CTS/DOK to compliment the Instructor Handbook and assist instructors with their duties and testing. It is **not** a replacement for the Handbook itself.

4.3.3   The **passing score** for the 3 CTS Instructor Exam is **80%.**

4.3.4   Failure to pass the exam by not meeting the performance standard of the exam will result in Remedial Instructor Training (RIT) and re-testing no later than the end of the following calendar month (February or August). Failing the re-test may result in further remedial training and/or loss of instructor qualification at the discretion of the 3 CTS/DO. Failing to take the exam within the allotted time period (January or July), without valid alibi or excuse (such as leave or TDY), may result in administrative action as determined by the instructor's chain of command.

4.3.5   Testing will be accomplished as soon as practically possible if the testing window is missed by a member.

4.3.6   Testing should be accomplished prior to substantial leave or TDY that would otherwise result in the member missing testing in the appropriate month.

4.4 INSTRUCTOR AUDITS

4.4.1   3 CTS/DOK will conduct quarterly instructor audits, performed by certified instructors, to identify trends or deficiencies within the CTS and to provide mentoring and guidance. The process is non-punitive and is meant for continuous improvement and professional development rather than impacting an instructor's overall qualification. Audit results and feedback will be provided to the member and their respective training flight in written form (physical or digital).

4.4.2   **Advanced notice:** Instructors should receive a minimum of 72 hours' notice prior to an audit, allowing them to prepare and ensure they are delivering instruction in line with established guidelines.

4.4.3   **Types of instructional events:** Audits should cover a variety of instructional events, including classroom sessions, simulated missions, and other practical exercises, to provide a comprehensive assessment of 3 CTS instructional abilities and trends.

4.4.4   **Audit flow:** Auditors should observe instructors in a non-invasive manner, without interfering with the learning process for students. This approach will enable a more accurate evaluation of the instructor's effectiveness in teaching the material.

4.4.5   **Audit Selection:** A combination of random, targeted, and turn-based selection will be used to determine which instructors will be audited. This approach ensures that all instructors are audited fairly and consistently, while also allowing for targeted assessments when specific concerns arise.

4.4.6   **Assessment criteria:** Auditors will use the Instructor Handbook and Instructor Evaluation Criteria as the foundation for assessing instructors and identifying items for future correction during the audit process.

SECTION 5: RECURRENT INSTRUCTOR PROFICIENCY EVALUATIONS

5.1 PROFICIENCY EVALUATIONS (PROVALS)

5.1.1   Every 18 months or as per applicable higher headquarters regulations (if more restrictive), instructors must undergo an evaluation of their instructional, system, and mission skills. The 3 CTS STAN/EVAL or their designated representative conduct these Proficiency Evaluations. It is the responsibility of the instructor to maintain their qualification and schedule their PROVAL within

the specified time limits. For all Instructor PROVALS, the point of contact is 3 CTS STAN/EVAL.

5.1.2   PROVALS typically require the instructor to successfully perform Classroom or Lesson Preparation, Platform Instruction, Mission Scenario Preparation, Mission Scenario Instruction, and Providing Student Feedback. Through these tasks, the instructor's instructional, weapon system, and mission proficiency levels are determined. If necessary, 3 CTS STAN/EVAL may spread the evaluation over multiple days.

5.2 REMEDIAL INSTRUCTOR TRAINING

5.2.1   If instructors do not meet the standards outlined in this Handbook in terms of instructor roles and responsibilities, instructor currency, testing, evaluations, or if they have been away from instructing for a significant duration (like during a deployment), they may need to undertake Remedial Instructor Training before resuming 3 CTS instructor duties. Instructor audits may also indicate the need for RIT. RIT is not a punishment, but a rehabilitation measure aimed at reintegrating the instructor back into staff duties.

5.2.2   RIT is tailored based on the instructor's specific needs and/or areas of struggle, as identified through factual findings. The instructor's respective training flight schedules and administers RIT, or, when appropriate, the senior 3 CTS instructor (usually from 3 CTS/DOK) does so.

5.2.3   Whenever an instructor requires Remedial Instructor Training (RIT), it will be documented in writing. A RIT Plan of Instruction (POI) will be developed, which needs to be approved by the instructor's training flight or assigned IOR. Both the instructor requiring RIT and the IOR will sign the POI tasks to confirm the completion of each required item, including the completion dates. The RIT completion will also be documented in writing. As necessary, the 3 CTS DO will be briefed on the progress and completion of the RIT.

CHAPTER 3: INSTRUCTIONAL METHODS

SECTION 1: INTRODUCTION

This chapter provides a comprehensive overview of the instructional methodologies used in the 3 CTS courses, aiming to equip instructors with a detailed understanding of various teaching styles and techniques. It emphasizes the importance of selecting the most effective instructional method tailored to each lesson and maintaining an engaging and conducive learning environment.

1.1. PURPOSE AND OVERVIEW

1.1.1.   The purpose of this chapter is to expand upon the fundamental instructional methodologies mentioned in Chapter 1, Section 3, specifically focusing on the use and application of these methodologies in the 3 CTS courses. It outlines the core instructional methods, guides instructors on how to select the right method considering various factors, introduces techniques to enhance instruction, and discusses effective classroom management techniques. This chapter also presents an approach to evaluate instructional effectiveness and provide constructive feedback. Through mastering the concepts and techniques presented in this chapter, instructors will be able to effectively facilitate learning and ensure student comprehension.

SECTION 2: CORE INSTRUCTIONAL METHODOLOGIES

This section presents the core instructional methodologies frequently applied in 3 CTS and Space Delta 3. While these methodologies are not exhaustive, they represent the most commonly utilized approaches that have been found to be effective in our specific instructional context. Each methodology provides a unique way of facilitating learning, and instructors are encouraged to choose and tailor them according to the lesson content and student needs.

2.1 FORMAL LECTURES

2.1.1   Formal lectures are a traditional and efficient method for delivering information to large groups. They allow instructors to control the pace and content of the lesson, ensuring that all necessary information is covered.

2.1.2   **Pros:** Efficient for delivering information to large groups; allows control of pace and content.

2.1.3   **Cons:** Limited interaction; may not accommodate different learning styles.

2.1.4   **Preparation:** Instructors must thoroughly understand the content and structure their delivery. Students should come prepared to take notes and listen attentively.

2.2 INFORMAL LECTURES

2.2.1 Informal lectures promote a more interactive environment, where instructors can engage students in discussions, encourage questions, and adjust the content based on student feedback and understanding. Many 3 CTS classroom sessions are suited for this methodology, but not all.

2.2.2 **Pros:** Promotes interactive learning; adaptable to student feedback.

2.2.3 **Cons:** Can be time-consuming; may deviate from the main content.

2.2.4 **Preparation:** Instructors should prepare key points and flexible content. Students need to be ready for active participation.

2.3 BRIEFINGS

2.3.1 Briefings are used to provide specific information in a concise and direct manner. They are typically used when there is a need to deliver clear, unambiguous information or instructions. Think of "safety briefing", "crew step briefing", and "intelligence briefing" as solid examples.

2.3.2 **Pros:** Delivers concise, direct information; ideal for clear instructions.

2.3.3 **Cons:** Limited scope; may not encourage critical thinking or discussion.

2.3.4 **Preparation:** Instructors need to prepare clear, concise content. Students should be prepared to receive specific instructions or information.

2.4 GUIDED DISCUSSIONS

2.4.1 Guided discussions stimulate critical thinking and engagement among students. Instructors facilitate the discussion by posing questions, steering the conversation, and summarizing key points.

2.4.2 **Pros:** Stimulates critical thinking; high student engagement.

2.4.3 **Cons:** Can be challenging to manage; risk of straying off-topic.

2.4.4 **Preparation:** Instructors should prepare open-ended questions and discussion points. Students need to come ready to contribute to the discussion.

2.5 DEMONSTRATION-PERFORMANCE (DEMO-PERF)

2.5.1 The demonstration-performance method is particularly effective for teaching procedural or physical skills. Instructors demonstrate the skill, then students perform the skill under the instructor's guidance.

2.5.2 **Pros:** Effective for teaching procedural or physical skills; allows immediate feedback.

2.5.3 **Cons:** Requires careful preparation and clear demonstration; not suitable for abstract concepts. Instructor must know task or procedure better than expected learning level the student must perform at.

2.5.4   **Preparation:** Instructors must ensure students have the requisite subject knowledge before demonstration and subsequent performance. Students should be prepared to actively participate and practice the demonstrated skill.

2.6   INDIVIDUAL TUTORING

2.6.1   One-on-one instruction tailored to the specific needs and pace of an individual student. This method allows instructors to directly address a student's strengths and weaknesses.

2.6.2   **Pros:** Highly personalized; allows for immediate feedback and adjustment. Great for students who are falling behind the rest of the class due to struggling with the material or specific tasks.

2.6.3   **Cons:** Time-consuming; not feasible for large groups.

2.6.4   **Preparation:** Instructors need to prepare customized lesson plans based on the individual student's needs and progress. Students should come prepared with specific questions and areas they wish to focus on.

2.7   PROBLEM-SOLVING

2.7.1   Problem-Solving methodology involves providing students with realistic scenarios or challenges relevant to the subject matter, and guiding them to develop and implement solutions. This approach encourages critical thinking, creativity, and the application of learned concepts in a practical context.

2.7.2   **Pros:** Encourages active learning and critical thinking. Allows students to apply theoretical knowledge to real-world situations. Can foster teamwork and collaboration if done in groups.

2.7.3   **Cons:** Can be time-consuming. Requires careful planning and design to ensure problems are appropriately challenging but solvable. May be difficult for students who lack foundational knowledge or problem-solving skills.

2.7.4   **Preparation:** Instructors need to carefully design problems that align with learning objectives. They should anticipate possible solutions and be prepared to guide students without giving away answers. Students should have foundational knowledge of the subject matter.

2.8   CASE STUDY

2.8.1   Case Study methodology involves presenting students with detailed scenarios or situations that have occurred in real-life or simulated contexts, and asking them to analyze the case, often with specific questions or objectives in mind. For 3 CTS instructors this might involve using past mission reports from

deployment scenarios and having students analyze the reports and scenario and identify potential problems and future solutions.

2.8.2   **Pros:** Encourages deep understanding of complex real-world situations. Develops analytical and decision-making skills. Can stimulate engaging discussions and debates.

2.8.3   **Cons:** May be time-consuming. Requires careful selection or creation of cases that are relevant and illustrative of key concepts. May be difficult for students who struggle with abstract or critical thinking.

2.8.4   **Preparation:** Instructors need to find or create appropriate case studies that align with learning objectives. They should prepare guiding questions or objectives for students to focus on. Students should have foundational knowledge of the subject matter and be prepared for critical analysis.

SECTION 3: SELECTING INSTRUCTIONAL METHODOLOGIES

Choosing the appropriate instructional method is critical to the success of any lesson. The method chosen directly influences the learner's engagement, comprehension, and retention of material. Conversely, choosing an unsuitable method can lead to learner disengagement, misunderstanding, and a potential loss of valuable training time. content and student needs.

3.1 FACTORS TO CONSIDER

3.1.1   When selecting the right instructional method, several factors need to be taken into account:

3.1.2   **Audience Analysis:** A thorough understanding of your audience is crucial. Consider the learners' background, prior knowledge, learning styles, and motivations. Knowing their level of expertise on the subject matter can guide your method selection. For example, beginners might benefit from demonstration-performance once they have received sufficient background knowledge through informal lectures, while more advanced learners might prefer problem-solving or case studies to work through.

3.1.3   **Lesson Objectives:** What are you hoping to achieve with the lesson? Your objectives can help dictate the method. For example, if you aim to stimulate critical thinking, guided discussions or problem-solving might be most effective. Consider your learning objectives carefully when selecting your instructional method.

3.1.4   **Time Constraints:** The time available for the lesson can also influence the choice of method. Some methods, like individual tutoring, are time-intensive, while others, like lectures, can cover a lot of material quickly, but lower audience engagement.

3.1.5   **Available Resources:** The resources at your disposal, such as technology, materials, and space, can also impact the method you choose. For instance, if by circumstance you have no computer access or projector, and do not have printed lesson materials, you may need to be prepared to lead a guided discussion based on your subject knowledge and desired learning objectives.

3.1.6   **Group Size:** The size of the group can dictate the feasibility of certain methods. Larger groups might benefit from lectures or guided discussions, while smaller groups or individuals could benefit from demonstration-performance or individual tutoring.

> **NOTE:** Most lessons within 3 CTS training programs have been specifically designed around a certain instructional methodology. Instructors must carefully evaluate the circumstances of their current teaching situation against the factors outlined in paragraph 3.1, to affirm whether the prescribed method remains appropriate. Additionally, instructors should endeavor to understand the rationale behind the original selection of the instructional method for a given lesson. This can be achieved by thoroughly examining the lesson plan and, if needed, consulting with the course manager or designer. It is crucial that this diligence is observed to ensure that the intent of the lesson design is upheld, while also meeting the immediate needs of the students.

3.2 ADJUSTING TO STUDENT NEEDS AND CONTEXT

3.2.1   Once you have selected an instructional method, it is important to remain flexible and adjust your approach according to student needs and the learning context. By considering these factors and maintaining a flexible approach, you can select and adjust your instructional method to ensure optimal learning outcomes. Here is how:

3.2.2   **Monitor Engagement:** Keep an eye on student engagement levels throughout the lesson. If you notice engagement waning, it might be time to switch methods or introduce an interactive element.

3.2.2.1 **High Engagement Signs:**

3.2.2.2 Students are actively participating in discussions or activities.

3.2.2.3 Students are asking relevant questions, showing curiosity and interest.

3.2.2.4 Students are making eye contact and responding to questions or prompts.

3.2.2.5 Students are taking notes or using learning aids appropriately.

3.2.2.6 Body language reflects alertness and attention, such as leaning forward or nodding in agreement.

3.2.2.7 **Waning Engagement Signs:**

3.2.2.8 Students are frequently looking at the clock or their watches, or staring off into nothing.

3.2.2.9 Students are not asking questions or participating in discussions.

3.2.2.10 Students are making minimal or no eye contact.

3.2.2.11 Students are not taking notes or using learning aids.

3.2.2.12 Body language reflects disinterest or fatigue, such as slouching, yawning, or lack of responsiveness.

3.2.2.13 Students are unable to answer questions about the material when prompted.

> **NOTE:** When determining the engagement level of students, instructors must consider multiple signs rather than relying on a single indication. It is important to remember that students have different learning styles and levels of comfort in expressing their engagement. For instance, some students may be shy or prefer to process information quietly, resulting in lower outward signs of engagement even though they are actively participating in their own way. In such cases, instead of changing the entire style of instruction, consider tailoring your approach to encourage these students to participate more actively or feel more comfortable expressing their thoughts.

3.2.3   **Encourage Feedback:** Regularly seek feedback from your students. This can help you gauge whether the current method is effective and if adjustments are needed.

3.2.3.1 **Seeking Feedback During Instruction:**

3.2.3.2 Direct Questions: Ask students direct questions about their understanding of the material. This can be done during or after instruction, or even as a quick pop-quiz.

3.2.3.3 Group Discussions: Facilitate group discussions where students can voice their thoughts, questions, and concerns. This gives the instructor insight into the students' comprehension and any potential gaps in understanding.

3.2.3.4 Individual Check-ins: Have brief individual conversations with students to gauge their comprehension and comfort with the material. This can be particularly useful for students who may be less comfortable speaking up in a group setting.

3.2.3.5 Anonymous Surveys: Time permitting, use anonymous surveys or questionnaires to get honest feedback about the lesson, the teaching method, and the instructor's delivery. The anonymity encourages more candid responses. This can be done at the end of lessons.

3.2.3.6 Student Demonstrations: Ask students to explain or demonstrate a concept back to you or to their peers. Their ability to do so can offer insight into their understanding and mastery of the material.

3.2.4   **Be Adaptable:** The context of the learning environment can change, sometimes unexpectedly. Be prepared to adapt your instructional method in response to these changes to ensure effective learning continues. For instance, a sudden shift to remote learning might necessitate a switch from demonstration-performance to online lectures or discussions.

3.2.5   **Individualized Attention:** Whenever possible, tailor your instruction to address individual student needs. This might mean spending extra time on a concept that's proving challenging or adapting your method to better suit a student's learning style.

SECTION 4: ENHANCING INSTRUCTION

Instructors are not just conveyors of information; they are facilitators of learning and understanding. It is their responsibility to create an engaging and conducive environment that fosters learning. Effective use of questioning techniques, voice modulation, body language, audio-video tools, and environmental cues can significantly enhance the learning experience. Each of these elements contributes to making the instruction more dynamic, personalized, and effective.

4.1 QUESTIONING TECHNIQUES

Effective questioning techniques are vital in teaching as they facilitate active learning, stimulate critical thinking, and engage learners in the process. These techniques vary depending on their purpose, the cognitive learning level they target, and their structure.

4.1.1   **Open-Ended Questions:** These questions prompt deeper thinking and encourage students to express their understanding in their own words. They often begin with "how," "why," or "what do you think about…".

4.1.2   **Closed-Ended Questions:** These questions have definite answers and are used to confirm understanding or factual knowledge. They are often questions that require a specific piece of information. These should not be confused with "yes/no" questions, which are not normally recommended for amplifying learning. Example: "What is the definition of Frequency?"

4.1.3   **Probing Questions:** These questions follow up on a student's response to dig deeper into their understanding. They often ask for clarification, reasoning, or elaboration. Example: "Now explain how Frequency and Wavelength relate to one another."

4.1.4   **Reflective Questions**: These questions ask students to consider the implications of their responses or ideas. They may ask students to predict outcomes, analyze impacts, or consider alternative viewpoints. "If I were to increase my signal's frequency, what do you predict would happen to its wavelength, and subsequent energy level? Why?"

4.1.5   **Question Categories:**

All of these techniques can be used in different circumstances as appropriate, and generally fall into the following categories of questioning:

4.1.5.1 **Overhead:** A question directed to no one in particular; the entire group.

4.1.5.2 **Directed:** A question directed at an individual student.

4.1.5.3 **Relay:** A student was asked a question, cannot answer the question, and the student or instructor "relays" that question to another student for answer. It would also be considered a relay question if the instructor receives an answer from a student, and "relays" the follow-up question to another student.

4.1.5.4 **Rhetorical:** An overhead, directed, or relay question that requires no answer, as the answer is already strongly implied and understood by most or all students. Use this to strongly emphasize a point being made.

4.1.6   **Student Questions:** Student questions are an integral part of the learning process, providing an opportunity for clarification, deeper understanding, and active engagement. As an instructor, it is crucial to encourage questions and handle them effectively. Be attentive and open, giving each question the consideration it deserves. Do not condescend or mock a student's question. If you do not know the answer, it is perfectly acceptable to admit it. Honesty fosters trust and respect. Instead of trying to concoct an answer, promise to research the query and provide an informed response later. This approach not only maintains your credibility but also models an important lesson: *lifelong learning often involves seeking answers to new questions.*

4.2   VOICE TECHNIQUES

The way an instructor uses their voice can significantly impact learners' engagement and understanding. Effective voice techniques include varying tone to highlight important points or express different emotions, changing volume to grab attention or indicate a shift in the topic, and controlling pace to match the complexity of the subject matter. Conversely, poor voice techniques such as speaking in a monotone can bore or disengage learners, and frequent use of voiced pauses like "uh" or "um" can disrupt the flow of instruction and distract learners.

4.2.1   **Tone:** Modulating the tone of your voice can emphasize important points and convey different emotions or attitudes. Examples of tones that enhance learning are: happy, serious, direct, humorous, excited, inquisitive, and inspirational. These examples are not all-inclusive.

4.2.2   **Emphasis:** Stressing certain words or phrases can highlight key concepts and make the content more engaging. Example: "What do *you* think the crew should have done here?"

4.2.3   **Volume:** Altering volume can command attention, with louder volume often used for emphasis and softer volume to create intimacy or suspense.

4.2.4   **Pace:** The speed at which you speak can influence comprehension. e.g., Slow down for complex ideas and speed up for simpler or familiar concepts.

4.2.5   **Inappropriate Voice Techniques:** Avoid a monotone voice, which can make the content seem boring and unengaging. Minimize "voiced pauses" like "uh" or "um", which can be distracting. Do not utilize sarcastic or mocking tones. Avoid overly patronizing styles of speaking, e.g., "Wow! It's *so* amazing you answered that!"

4.3 BODY LANGUAGE

Body language is a powerful form of non-verbal communication in teaching. Effective body language techniques that enhance learning include maintaining eye contact to engage learners, using gestures to emphasize points, and adopting an open posture to create a welcoming and engaging learning environment. On the other hand, certain types of body language can distract learners or convey unintended messages, such as crossed arms, which may be perceived as defensive, or lack of eye contact, which could be interpreted as disinterest. Body language works *hand-in-hand* with voice techniques to enhance learning.

4.3.1   **Facial Expressions:** These can convey a range of emotions and attitudes, and can often communicate more effectively than words.

4.3.2   **Gestures:** Appropriate hand movements can emphasize points, indicate sizes or locations, and express enthusiasm.

4.3.3   **Posture:** Standing tall and confident can project authority and engagement, while slouching can suggest disinterest or lack of confidence.

4.3.4   **Non-Verbal Communication:** A substantial portion of our communication is non-verbal, including facial expressions, body movements, and even silence. Being aware of these cues can enhance teaching effectiveness.

4.4 AUDIO AND VISUAL TOOLS

In the age of digital learning, audio and video tools are essential resources that can enhance instruction. These tools include audio files, such as podcasts or audio books, which can provide additional information or different perspectives on the topic; video files, such as educational videos or demonstrations available on platforms like YouTube; and other visual aids, like charts, diagrams, and handouts, which can simplify complex concepts or provide a visual summary of the topic. PowerPoint presentations or slideshows are also commonly used tools that allow for the organized delivery of content and can include a combination of text, images, audio, and video elements. The best presentations are usually a combination of some or even all of the following:

4.4.1   **Audio Files:** These can be used to demonstrate sounds or alerts, explain concepts, or provide expert perspectives (e.g., Podcasts or Recorded Lectures).

4.4.2   **Video Files:** Video resources, including those from platforms like YouTube, can be used to illustrate concepts, show real-world applications, or present diverse viewpoints.

4.4.3   **PowerPoint Presentations/Slideshows:** These can provide visual structure to your lesson, highlight key points, and incorporate graphics or media.

4.4.4   **Charts and Diagrams:** These can be used to illustrate complex processes, relationships, or data in an accessible manner.

4.4.5   **Handouts:** Handouts are supplemental materials that can reinforce key points and provide additional information. They are beneficial for student review and enable diverse learning styles by offering a tactile or visual learning option. To maximize effectiveness, handouts should be clear, relevant, and well-organized. They can also facilitate note-taking for those students who prefer annotating directly on the materials.

4.5 USE OF ENVIRONMENTAL CUES

Environmental cues in instruction refer to the use of the physical or digital learning environment to facilitate instruction. This can involve organizing the physical space in a way that supports learning, such as arranging seats in a circle for discussions or using a whiteboard for visual demonstrations. In a digital environment, environmental cues can include the layout of the online learning platform or the use of digital tools like virtual whiteboards. Instructors can also use environmental cues to manage learner behavior, such as using an alarm or a timer to signal transitions in procedures or operations. Ultimately, instructors must construct their learning environment in a way that enhances understanding and achieves the desired course outcome.

SECTION 5: LESSON MANAGEMENT TECHNIQUES

Managing the flow of a lesson is a critical skill for an instructor. By employing various techniques in conducting a lesson, an instructor can engage students, facilitate understanding, and enhance learning. The instructor's ability to open and close a lesson effectively, transition smoothly between points, and strategically use personal or anecdotal experiences can significantly impact the success of the lesson. These techniques should be employed deliberately and strategically to enhance learning, not merely for the sake of variety.

5.1 EFFECTIVE OPENING AND CLOSING TECHNIQUES

5.1.1 Opening Techniques

5.1.1.1 **Attention Grabbers:** These can be thought-provoking questions, surprising facts, or intriguing stories related to the lesson's topic. They aim to pique the students' curiosity and prepare them mentally for the lesson.

5.1.1.2 **Motivation Statements:** These are statements that demonstrate the relevance and value of the lesson to the students. They help to establish why the lesson is important and how it can benefit the students, thereby increasing their motivation to learn.

5.1.1.3 **Anecdote or Vignette:** Starting the lesson with a short personal story or a vivid brief description that is related to the lesson's topic can make the lesson more relatable and engaging.

5.1.1.4 **Stating the Lesson's Objectives**: Clearly stating what the students are expected to learn or achieve by the end of the lesson helps to set the direction of the lesson and provides a framework for students to monitor their own learning progress. This includes stating the student's Samples of Behavior (SOBs).

5.1.2 Closing Techniques

5.1.2.1 **Summarizing:** This involves briefly restating the key points or concepts of the lesson. It helps to reinforce learning and ensures that the students have understood the main ideas of the lesson. This is a good opportunity to re-state the lesson's objectives and SOBs.

5.1.2.2 **Re-motivation Statements:** These are statements that re-emphasize the value and relevance of the lesson. They serve to motivate students to continue learning and applying what they have learned.

5.1.2.3 **Concluding an Anecdote or Vignette:** If the lesson started with an anecdote or vignette, it can be concluded at the end of the lesson, providing a sense of closure, continuity, and/or resolution to the "challenges" or "problems" shown in the lesson by means of what was

taught.

5.1.3 3 CTS Mandatory Requirements

> 5.1.3.1   At a minimum, 3 CTS Instructors will utilize an Attention Grabber, Motivation Statement, State the Lesson's Objectives/SOBs, conduct a Summary, Re-Motivation Statement, and Re-State the Lesson's Objectives and SOBs for all lessons.

5.2 TRANSITION TECHNIQUES

Transition techniques are used to connect different parts of a lesson smoothly and coherently. They guide the students from one point to another, maintaining the flow of the lesson and keeping the students engaged. Examples include:

5.2.1 **Signposting:** This involves using phrases to indicate the progression of the lesson, such as "Firstly", "Moving on to the next point", "In conclusion", etc. Signposting works best when used between sub-points, as opposed to larger main points. Think "within the bullet points on the slide".

5.2.2 **Questioning:** Posing questions that lead to the next point can serve as an effective transition. It not only connects the parts of the lesson but also stimulates thinking and participation.

5.2.3 **Summarizing and Previewing:** Briefly summarizing what has been covered and previewing what is coming next can help students understand the connection between different parts of the lesson. This best utilizing specific words that tie larger sections or main points together, e.g., "Now that we understand Frequency, we need to understand its counterpart, Wavelength."

5.3 STRATEGIC USE OF PERSONAL OR ANECDOTAL EXPERIENCES

The use of personal or anecdotal experiences can make a lesson more engaging, relatable, and memorable. They can serve as effective illustrations of abstract concepts or complex ideas. Examples include:

5.3.1 **Personal Stories:** Sharing personal experiences related to the lesson's topic can make the lesson more engaging and relatable. It can also help to establish the instructor's credibility.

5.3.2 **Second-hand Anecdotes:** These are stories heard from others. They can provide different perspectives or illustrate different situations related to the lesson's topic.

5.3.3 **Vignettes:** These are short, descriptive pieces of writing that capture a moment, an idea, or a scene related to the lesson's topic. They can create a

vivid picture in the students' minds, making the lesson more engaging and memorable.

5.3.4 **Motif:** This is a recurring theme, idea, or symbol in a lesson. It can be used to highlight a key point or concept and make it more memorable. By recurring throughout the lesson, a motif can help to reinforce learning and deepen understanding.

SECTION 6: EVALUATION AND FEEDBACK

Evaluation and feedback form an integral part of the instructional process. Self-evaluation allows an instructor to reflect on the effectiveness of their instructional methods and make necessary adjustments for improvement. Feedback from multiple sources provides additional perspectives and insights, contributing to the instructor's professional growth. Equally important is the provision of constructive feedback to students, which supports their learning and development. This section delves into how instructors can evaluate instructional effectiveness and provide constructive feedback.

6.1 EVALUATING INSTRUCTIONAL EFFECTIVENESS

6.1.1. Instructors can employ several methods to gauge the effectiveness of their instruction and to assess whether students have understood and retained the material.

6.1.2. **Direct Assessment:** This involves evaluating student performance on assignments, quizzes, exams, and other learning tasks. High performance levels generally indicate effective instruction. However, low performance may suggest the need for instructional adjustments.

6.1.3. **Self-Reflection:** Instructors can reflect on their teaching practices, considering questions such as: Did the lesson go as planned? Were the students engaged? What worked well, and what could be improved? This self-reflection can reveal areas of strength and areas needing improvement.

6.1.3.1. **3 CTS Instructors are expected to take observations during the lessons they teach** in order to assist in effective reconstruction and debrief of lessons and courses taught. Utilize the 5 Ws + H (Who, What, When, Where, Why, and How) to construct observations.
See 3 CTS/DOK for more information on effective observation taking.

6.1.4. **Student Feedback:** Students can provide valuable insights into the effectiveness of instruction. This feedback can be collected through surveys, questionnaires, or informal discussions. Students can comment on the clarity of the instruction, the usefulness of the material, and their overall learning experience.

6.1.5. **Peer Observation:** Having a fellow instructor observe a lesson can provide useful feedback. The observing instructor can comment on various aspects of the lesson, such as instructional strategies used, student engagement, and lesson pacing.

6.2. PROVIDING CONSTRUCTIVE FEEDBACK

6.2.1. Providing constructive feedback to students is essential in supporting their learning and development. Here are a few ways in which an instructor can offer such feedback.

6.2.2. **In-Lesson Feedback:** During a lesson, instructors can give immediate feedback to students. This could be in response to a student's answer to a question, a group discussion, or a student's performance in a practical task. Immediate feedback helps students correct misconceptions and improve their understanding in real-time.

6.2.3. **Written Feedback:** Written feedback on assignments or tests allows instructors to provide detailed comments and suggestions. This helps students understand what they did well and where they can improve.

6.2.4. **One-on-One Meetings:** Instructors can meet with students individually to discuss their progress and provide personalized feedback. This is an opportunity to address specific issues and to help students develop strategies for improvement.

6.2.5. **Group Feedback:** Instructors can provide feedback to the whole class, addressing common mistakes or misconceptions. This can save time and ensure all students benefit from the feedback.

6.3. LESSON AND COURSE DEBRIEF

6.3.1. Instructors play a pivotal role not only in delivering lessons but also in continually improving the quality of instruction. Accurate and detailed observations during the teaching process serve as vital inputs for debriefing performance and effectiveness. These observations lead to the identification of Debrief Focus Points (DFPs), Contributing Factors (CFs), Root Causes (RCs), and the development of Lessons Learned (LLs) and Learning Points (LPs). This process ensures that the 3 CTS' courses remain highly optimized and relevant for student learning.

6.3.2. **Lesson Observations:** For each lesson, instructors are responsible for making detailed observations and notes. These observations can cover a variety of areas such as student engagement, instructional strategies used, issues encountered with the material or student understanding, and overall

lesson outcomes. The observations made during each lesson serve as crucial data points for further evaluation and improvement.

6.3.3. **Compiling Observations:** Following the completion of each course, all course instructors compile their lesson observations. This involves aggregating and analyzing the data collected during the course. The compiled observations provide a comprehensive overview of the course's effectiveness and areas for improvement. These observations are also combined with those made by other instructors for a holistic view of the course.

6.3.4. **End of Course Debrief (EOCD) and Training Review Board (TRB):** All course Instructors participate in the End of Course Debrief (EOCD) and any subsequent Training Review Board (TRB) meetings. During these sessions, instructors, along with other stakeholders (such as 3 CTS/DO, 3 CTS/DOK, and the Training Flights), discuss the compiled observations, DFPs, CFs, RCs, LLs, and LPs. These discussions enable the team to identify the key takeaways from the course, areas of success, and opportunities for improvement**.**

6.3.5. **Further Information:** For additional information on the debriefing process, instructors are advised to **reach out to the 3 CTS/DOK Flight**. They can provide further guidance and resources to support the debriefing process and subsequent instructional and course improvement.

CHAPTER 4: SCHEDULE AND CLASSROOM MANAGEMENT

SECTION 1: DAILY CLASSROOM & SCHEDULE MANAGEMENT

The success of any course largely depends on an instructor's ability to manage the daily schedule and classroom environment effectively. This encompasses starting and ending classes on time, setting up the classroom in advance, incorporating breaks, adhering to the Initial Plan of Instruction (IPOI), and promptly reporting any significant delays or changes.

1.1. STARTING AND ENDING CLASS ON TIME

1.1.1. **Importance:** Starting and ending classes on time is crucial for maintaining a structured learning environment, respecting everyone's time commitments, and ensuring that all course material is covered within the allotted time.

1.1.2. **Use a Timer:** One effective technique is to use a timer. This can help keep track of the time and provide a clear signal when it is time to start or wrap up a class. Using a watch or classroom clock will also suffice. Pay careful attention to the current time, time elapsed, and time remaining in the lesson.

1.1.3. **Agenda:** Providing a detailed agenda at the start of class can help establish expectations for how the class time will be used, which can facilitate time management.

1.1.4. **Time Management:** Instructors should practice time management skills, planning each segment of the class before beginning to ensure that the material can be covered within the time constraints, and adjusting if it cannot.

1.2. CLASSROOM SETUP

1.2.1. **Importance:** A well-organized classroom enhances learning by reducing distractions and ensuring that instructional tools are readily accessible.

1.2.2. **Layout:** Consider the layout of the classroom, ensuring that all students have a clear view of the instructor and any visual aids.

1.2.3. **Materials:** Prepare all lesson materials in advance. This could include handouts, slides, or any other teaching aids that will be used.

1.2.4. **Equipment:** Ensure any necessary equipment is in place and functioning *before* the class begins.

1.3. BREAKS AND MEALS

1.3.1. **Importance:** Regular breaks are important for maintaining student engagement and energy levels, as well as for processing the information learned. Planning ahead in the lesson plan for breaks, and announcing this plan to students is a critical step in ensuring audience engagement and buy-in.

1.3.2. **Timing:** A common guideline is to provide a 10-minute break for every 50 minutes of instruction. Ultimately, this ratio must be adjusted by the instructor

based on the specific circumstances, mission requirements, and student needs

1.3.3. **Meal Breaks:** These are longer breaks that occur during normal meal times. Instructors must ensure that students on a Meal Card have adequate time to travel to the base Dining Facility, eat, and return. Meal breaks for the entire class should be planned around this constraint whenever possible. When and where appropriate, encouraging snacking and hydration during class is recommended, though this is *not* considered a substitute for a Meal Break.

1.4. ADHERENCE TO INITIAL PLAN OF INSTRUCTION (IPOI)

1.4.1. **Importance:** The IPOI is a key tool for ensuring that the course material is covered comprehensively and systematically. Failing to utilize the IPOI for deliberate lesson and course planning will result in missed tasks and objectives, and/or a delay to course completion.

1.4.2. **Planning:** Detailed planning helps instructors stick to the IPOI. This includes timing each section of the lesson, carefully reviewing the lesson objectives, and allowing time for potential questions or discussions.

1.4.3. **Flexibility:** While adherence to the IPOI is important, instructors should also be prepared to be flexible and adapt to the needs of the students and the dynamics of the class.

1.5. REPORTING DELAYS OR CHANGES

1.5.1. **Importance:** Prompt reporting of significant delays or changes is crucial for keeping course managers informed and for making necessary adjustments to the course schedule.

1.5.2. **Communication:** Instructors will maintain open lines of communication with their respective Training Flight and/or Course Manager. This facilitates prompt reporting and resolution of any issues that may arise. Instructors must report if, in their judgement, they experience significant delays or changes to the course that may impact the course completion timeline or achievement of the desired learning objectives.

1.5.3. **Documentation:** Any significant changes or delays should be documented to provide a record of what occurred and why, as well as any actions taken in response.

SECTION 2: COURSE-LEVEL SCHEDULE AND CLASSROOM MANAGEMENT

The management of a course-level schedule and the classroom is a critical aspect of effective instruction. It involves the efficient coordination of various elements, including student registration, scheduling of learning spaces, the use of training equipment, and handling of unexpected delays. This section elaborates on the importance and techniques of managing a course-level schedule and the classroom over the duration of an entire course.

2.1   SECURITY ACCESS AND BADGES

2.1.1. The lead instructor assigned to teach a course must contact the 3 CTS/MAS and/or the 3 CTS Registrar no later than two weeks prior to the class start date. This is to ensure that all students have the appropriate badges and access to the locations specific to the training course.

2.1.2 If any student does not have access at the check-in time, the lead instructor must contact the respective EWS (4th or 16th) security office to remediate the issue or ensure that the MAS/Registrar does so.

2.2   ADJUSTING FOR DELAYS

2.2.1 Major delays due to inclement weather, mission taskings, exercises, or other obstructive events can impact the training schedule. To manage such disruptions, consider the following techniques:

2.2.2 Use the time for additional instruction of separate task, event, or lesson, if possible. For example, if the primary system trainer is unavailable for practical instruction, consider utilizing the time to teach a required classroom lesson instead.

2.2.3 Reschedule the missed training for a later date within the course timeline.

2.2.4 Communicate the changes clearly to all students and stakeholders involved.

2.2.5 Have a contingency plan and execute that plan.

2.3   ROOM SCHEDULING

2.3.1 The lead instructor will contact the 3 CTS/MAS and/or the 3 CTS Registrar no later than two weeks prior to the class start date to ensure that all necessary learning spaces have been reserved.

2.3.2 If the spaces have not been reserved, the lead instructor will contact the respective EWS (4th or 16th) to schedule the necessary spaces or ensure that the MAS or the Registrar does so.

2.4   SYSTEM TRAINER COORDINATION

2.4.1 If any instructor requires the use of a system trainer not owned and scheduled by the 3 CTS, or needs the use of a trainer shared with an EWS, the instructor will coordinate their training requirements with the respective Current Operations (CUOPS) flight in the EWS. The instructor will inform their respective training flight and course manager of this agreement.

2.4.2 This coordination should ideally be done with at least two weeks' notice to allow for maximum deconfliction between 3 CTS and EWS training requirements.

2.5   SCRIPT/SCENARIO USAGE & MANAGEMENT

2.5.1   Instructors must carefully select and prepare the appropriate scripts/scenarios for practical system and mission training to achieve the desired learning objectives for an IPOI task or lesson. This preparation must be accomplished prior to entering the training session with students.

2.5.2   Effective management techniques for a simulator session or scenario will include a clear briefing of the scenario objectives, monitoring student performance during the scenario, monitoring and operating the simulation software, and debriefing afterwards to highlight achievements and areas for improvement.

2.6   LIVE-FIRE COORDINATION AND MANAGEMENT

2.6.1   Instructors are responsible for coordinating and managing any live-fire times with the 25th Space Range Squadron (25 SRS). A Range Request Form (RRF) must be completed and signed by the 3 CTS DO and submitted to the range at least three months prior to the desired live-fire timing.

2.6.2   No later than 60 days prior to the live-fire event, an Operations Request (OR) detailing the exact parameters of the required event must be submitted to the range. Once approved, the live-fire event can be incorporated into the course in accordance with the IPOI.

2.7   STUDENT EVALUATIONS

2.7.1   The lead instructor for a given course must coordinate with 3 CTS STAN/EVAL to schedule student evaluation times. This should be planned at the beginning of the course and confirmed no later than 1 week prior to the proposed evaluation times.

2.7.2   Prior to evaluations, pre-evaluations should be scheduled to ensure students have met the course's learning objectives and are prepared for their final evaluations.

SECTION 3: ADDRESSING ABSENTEEISM AND DISCIPLINARY ISSUES

In the learning environment, managing absenteeism and disciplinary issues is of paramount importance. It ensures the smooth functioning of the course, maintains the integrity of the learning environment, and promotes respect between instructors and students. Effective management of these issues at the lowest level possible, primarily by the instructor, minimizes disruptions to the learning process and fosters a culture of accountability.

3.1   PROCESS FOR ADDRESSING ABSENTEEISM AND TARDINESS

3.1.1   Instructors must employ certain techniques to address absenteeism and tardiness effectively.

3.1.2 **Clear Communication:** Instructors will clearly communicate the attendance policy at the beginning of the course, emphasizing the importance of punctuality and regular attendance for successful completion.

3.1.3 **Early Intervention:** Instructors will address cases of tardiness or absenteeism as soon as they occur. Early intervention prevents these behaviors from becoming habitual.

3.1.4 **Documentation:** Keeping a record of student attendance can serve as proof in cases of persistent absenteeism or tardiness. It can also help identify patterns in student behavior. If a student is tardy with no valid excuse, the instructor will determine the cause, assist the student with a solution, and document the tardiness and counseling via a Memorandum for Record. If a student is tardy three or more times for a given course, referral to the training flight commander or flight chief is appropriate for further counseling and remediation. Unexcused absences from class are not tolerated and will be immediately referred to the training flight commander.

3.2 PROCESS FOR ADDRESSING DISCIPLINARY CONCERNS

3.2.1 Instructors must also have strategies in place to address disciplinary issues.

3.2.2 **Clear Expectations:** Just like with attendance, instructors will communicate expectations regarding behavior at the start of the course.

3.2.3 **Immediate Addressing of Issues**: Disciplinary problems will be addressed immediately by the instructor, to prevent escalation. Instructors will address the issue in private, during a break, after a lesson, or between classes, but the issue will be addressed the same day it occurred. Students will not be counseled in front of other students, other than the instructor regaining control of the class to stay on schedule. Respectfully speak to the student having the disciplinary issues and explain that the matter will be discussed at the time of the instructor's choosing. Severe disciplinary infractions must be immediately handled by the instructor and communicated to the training flight commander for further remediation. In this case, placing the class on break to address the issue, or asking the student to leave the class and report to the training flight may be appropriate.

3.2.4 **Consistent Enforcement:** Rules and disciplinary actions should be consistently enforced to ensure fairness and prevent future misconduct.

3.2.5 **Documentation:** Keeping a record of student disciplinary concerns can serve as proof in cases of persistent disciplinary struggles. It can also help identify patterns in student behavior. If a student has a disciplinary infraction, the instructor will determine the cause, assist the student with a solution, and document the infraction and counseling via a Memorandum for Record. If a student has three or more infractions for a given course, or the behavior is not expected to be resolved by the instructor, referral to the training flight commander or flight chief is appropriate for further counseling and remediation. Disciplinary issues involving racism, sexism, bigotry, sexual harassment or assault will be immediately referred to the training flight

commander.

3.3 UTILIZATION OF THE CHAIN OF COMMAND

3.3.1 In situations where an instructor cannot find a suitable resolution for the issues or the problem persists, the chain of command comes into play. The instructor will work through their Flight Commander, the Director of Operations, and then the Commander as necessary. This allows for escalated issues to be dealt with effectively, ensuring the continued smooth running of the course.

SECTION 4: CONTINGENCY PLANNING

The ability to plan for contingencies is an essential skill for an instructor in any setting. Unexpected circumstances can arise, such as technical issues, instructor absence, or significant changes in class size, which can disrupt the normal course of instruction. Having a contingency plan in place helps to minimize disruptions and ensures that the learning objectives can still be met, even in the face of unforeseen challenges.

4.1. PLANNING FOR TECHNICAL ISSUES

4.1.1. **Importance:** Technology plays a crucial role in modern instruction, but technical issues can arise unexpectedly. As such, it is crucial to have a plan in place to handle these issues.

4.1.2. **Problem Identification:** Instructors should be capable of identifying common technical issues, such as connectivity problems, power issues, software glitches, or hardware malfunctions. All of these are common occurrences in the course of performing instructor duties.

4.1.3. **Troubleshooting:** Basic troubleshooting skills can often resolve common technical issues. Instructors should be familiar with these procedures and ready to implement them when necessary. Some common techniques are:

4.1.3.1. Check Network Connectivity

4.1.3.2. Power Cycle/System Restart

4.1.3.3. Check if Power is Applied

4.1.3.4. Check Account Status (enabled/disabled/deleted)

4.1.3.5. Contact Maintenance (System Trainer issues)

4.1.3.6. Contact Cyber Support (desktop issues)

4.1.4. **Contingency Plan:** In case a technical issue cannot be resolved quickly, having a contingency (backup) plan is essential. This can include alternative methods of delivering instruction, such as using physical resources or switching to a different technological platform. To use a backup plan, you must *have* a backup plan *prior* to classroom preparation and teaching.

4.2. PLANNING FOR INSTRUCTOR ABSENCE

4.2.1. Instructors may need to be absent for a variety of reasons, such as illness, leave, or personal emergencies. In these cases, it is vital to have a plan to ensure that instruction continues.

4.2.2. **Substitute Instructors:** Instructors must coordinate with colleagues who can step in to deliver instruction in their absence. This requires communication and sharing of course material and plans. Training flight commanders must also be apprised of absences and substitute coordination.

4.2.3. **Pre-staged Materials:** Having course materials that can be used by a substitute instructor or by the students for self-study can help keep the course on track during an instructor's absence.

4.3. PLANNING FOR SIGNIFICANT CHANGES IN CLASS SIZE

4.3.1. Changes in class size can affect the dynamics of the learning environment and require adjustments in instructional strategies. Class sizes for 3 CTS courses will not always be uniform. There may be smaller classes than expected on occasion, and larger class sizes during periods of surge training throughput.

4.3.2. **Small Classes:** In the case of smaller classes, instructors may need to adapt their teaching methods to promote more individualized instruction and participation. Utilize **Chapter 3, Section 2 & 3** for more information on methodology.

4.3.3. **Large Classes:** For larger classes, instructors might need to implement strategies that facilitate effective group management, such as breaking the class into smaller groups for discussions or projects. The instructor of the lesson and/or course must use their best judgement, in coordination with their respective training flight, to determine how best to adjust. Utilize **Chapter 3, Section 2 & 3** for more information on methodology.

CHAPTER 5: STUDENT ASSESSMENT AND FEEDBACK METHODS

SECTION 1: INTRODUCTION TO STUDENT ASSESSMENT

The primary function of assessment in an educational context is to measure the progress of a student's learning and to ascertain whether the instructional objectives are being met. As instructors in the U.S. Air and Space Force, we bear the responsibility of regularly assessing our students to ensure they are achieving the desired learning outcomes. This chapter delves into the different methods of student assessment that instructors employ, highlighting their significance and application in the context of military training.

1.1. THE IMPORTANCE OF STUDENT ASSESSMENT

1.1.1. Student assessment is a critical component of the educational process. It not only measures a student's understanding of the subject matter and their ability to perform tasks but also provides valuable insights into the effectiveness of the instructional strategies being employed. Regular assessments allow instructors to identify areas where students may be struggling and to adjust their instruction accordingly. They also serve as a tool for providing constructive feedback to students, helping them to improve their understanding and performance.

1.1.2. Assessment, when done effectively, also fosters a positive learning environment. It promotes accountability, encouraging students to engage with the course material and strive for improvement. Furthermore, it provides a means for recognizing and celebrating student success, which can motivate and inspire students to continue their learning journey.

1.2. LINKING ASSESSMENT TO LEARNING OBJECTIVES

1.2.1. An effective assessment strategy is directly linked to the learning objectives of the course. This means that the methods and tools used for assessment should be designed to measure the extent to which students are meeting these objectives.

1.2.2. In the context of military training, this includes assessing the students' cognitive learning levels (subject knowledge level and task knowledge level), task performance levels, and alignment with the Desired Learning Objectives (DLOs) of the course. It also entails documenting training outcomes and conducting regular progress checks to monitor student progress.

1.2.3. Furthermore, linking assessment to learning objectives ensures that the assessment process is purposeful and meaningful. It ensures that the focus remains on important knowledge areas and skills, and that the assessment outcomes provide relevant and useful information for both the instructor and the student.

SECTION 2: COGNITIVE LEARNING LEVELS

2.1 UNDERSTANDING COGNITIVE LEARNING LEVELS

2.1.1 Cognitive (i.e., "the mind") learning levels refer to the mental processes involved in the acquisition of knowledge and understanding through thought, experience, and the senses. This encompasses multiple stages, *from basic recall of facts, to understanding, application, analysis, synthesis, and evaluation.*

2.1.2 Understanding these levels allows instructors to effectively tailor teaching methods and assessment techniques to the cognitive demands of different tasks. This ensures that students are not only absorbing and recalling information, but also understanding and applying it, analyzing it, synthesizing new information from it, and evaluating their own understanding and performance. The level of learning the student must achieve is directly linked to the Desired Learning Objectives and performance standard. **Every lesson plan will have the Desired Learning Objectives for the lesson, and the Master Task List (MTL) will show the knowledge and performance standard required.**

> **NOTE:** If a method of assessment for subject or task knowledge levels has not been developed for a particular lesson or course, it is the instructor's responsibility to ensure an assessment is conducted through one of the methodologies detailed in subsequent paragraphs. The instructor must subsequently document and codify this assessment, and ensure the course manager and/or training flight builds it into future iterations of the lesson or course.

2.2 ASSESSING SUBJECT KNOWLEDGE LEVEL

2.2.1 Assessing subject knowledge level is about determining the extent to which students understand the theoretical and factual aspects of the subject matter being taught. This can be gauged through various methods such as written exams, quizzes, in-class discussions, and homework assignments.

2.2.2 **Written exams and quizzes** provide a structured way to assess knowledge on a range of topics within the subject. They can include multiple choice, short answer, and essay questions, each of which tests different aspects of a student's knowledge. All questions must be sourced from valid course materials that were covered with students.

2.2.3 **In-class discussions and homework assignments** allow for a more qualitative understanding of a student's knowledge level. They can reveal a student's ability to apply theoretical concepts to practical scenarios, and to critically analyze and solve problems.

2.3   ASSESSING TASK KNOWLEDGE LEVELS

2.3.1 Task knowledge level refers to the degree to which students comprehend the tasks, and steps therein, that they are expected to perform. This can be assessed through practical demonstrations, role-plays, simulations, and scenario-based exercises.

2.3.2 Task knowledge is usually paired with task performance levels of learning, but *not always*. Task knowledge and task performance must be assessed as separate levels of learning, even if a singular assessment method (e.g., practical demonstration) is utilized. For example, a student may be sufficiently capable of performing a task, but lack fundamental knowledge of why the task is performed. In this circumstance, the student would pass for performance, but fail for knowledge.

2.3.3 Practical demonstrations and role-plays allow the instructor to observe students performing a task in a controlled environment. This provides valuable insight into a student's understanding of the task, their ability to follow procedures, and their problem-solving skills.

2.3.4 Simulations and scenario-based exercises provide a more immersive and realistic context for assessing task knowledge. These methods require students to apply their knowledge in a practical context, allowing the instructor to assess their ability to perform under conditions that mimic real-world scenarios.

2.3.5 **Task Knowledge Assessment Without Performance.** *Assessing task knowledge without the performance of the task can be more difficult, but sometimes it is necessary.* These methods provide an indirect but effective way to assess a student's task knowledge:

2.3.5.1 **Written Exams or Quizzes:** Questions can be designed to test a student's understanding of the steps, procedures, techniques, tools, and safety measures involved in a task. This could involve multiple choice questions,

true or false questions, or short answer questions that require students to explain processes or procedures. All questions must be sourced from valid course materials that were covered with students.

2.3.5.2 **Oral Questioning:** Instructors can engage students in a conversation or question-and-answer session about a task. This could be done in a group setting or one-on-one. This gives the instructor a chance to probe the student's understanding and clarify any misconceptions. It also gives the student the opportunity to ask questions and deepen their understanding.

2.3.5.3 **Written Assignments or Reports:** Students can be asked to write a step-by-step guide on how to perform a task, or a report on the key aspects of a task. This allows the instructor to assess the student's understanding of the task and their ability to articulate it clearly and logically.

2.3.5.4 **Presentations:** Students can be asked to present on a specific task, explaining the steps involved, the tools required, and any important safety considerations. This not only tests their understanding, but also their communication skills and ability to explain the task to others.

2.3.5.5 **Scenario-Based or Problem-Based Questions:** These involve presenting students with a hypothetical scenario or problem related to the task, and asking them to explain or write down how they would handle it. This tests their understanding of the task in a practical, applied context.

SECTION 3: TASK PERFORMANCE LEVELS

3.1 IMPORTANCE OF TASK PERFORMANCE IN ASSESSMENT

3.1.1 Task performance is a critical component of assessment in education. It measures the ability of a student to execute a task accurately, efficiently, and effectively. Task *performance* is usually *skill or psychomotor-based.*

3.1.2 By focusing on task performance, instructors can assess not just what students know, but what they can do with what they know. It provides an indication of a student's readiness to perform tasks in the real world, and can identify areas where further instruction or practice may be needed.

3.2 ASSESSING TASK PERFORMANCE LEVELS

3.2.1 Assessing task performance levels is about evaluating the students' actual performance of the required tasks. This can be accomplished through observation, practical examinations, and performance-based assignments.

3.2.2 **Direct observation** is a valuable tool for assessing task performance. The instructor can observe a student performing a task, taking note of their proficiency, efficiency, and adherence to protocols and safety guidelines.

3.2.3 **Practical examinations** provide a more formal and structured evaluation of task performance. Students can be assessed on their ability to perform specific tasks within a set time limit, demonstrating their proficiency and speed.

3.2.4 **Performance-based assignments**, such as projects or presentations, can also be used to assess task performance. These assignments can require students to perform complex tasks that integrate multiple skills, allowing the instructor to assess their ability to apply their knowledge and skills in a holistic manner.

> **NOTE:** If a method of assessment for task performance levels has not been developed for a particular lesson or course, it is the instructor's responsibility to ensure an assessment is conducted through one of the methodologies detailed in previous paragraphs. The instructor must subsequently document and codify this assessment, and ensure the course manager and/or training flight builds it into future iterations of the lesson or course.

SECTION 4: THE ROLE OF LEARNING OBJECTIVES AND STANDARDS IN ASSESSMENTS

4.1 THE ROLE OF DLOS IN ASSESSMENTS

4.1.1 **Desired Learning Objectives (DLOs)** serve as the foundation of the learning and assessment process. They define what students should know or be able to do at the end of a lesson or course. They provide a clear direction for both teaching and assessment activities.

4.1.2 DLOs are framed using an **ABCD** model, which stands for Audience, Behavior, Condition, and Degree of Change/Mastery. Sometimes these items may be in a different order in the actual DLO verbiage, but all are crucial to a valid DLO. The Audience refers to the students who are expected to achieve the objective, the Behavior describes what the students will be able to do or know, the Condition outlines the circumstances under which the behavior will be demonstrated, and the Degree of Change/Mastery specifies the level of proficiency required.

4.1.2.1 An example of a **Subject or Task Knowledge** DLO would be: "The students will be able to understand the fundamentals of sign waves without utilizing any written or visual aids, as evidenced by a minimum score of 80% on a written exam.

4.1.2.2 An example of a **Task Performance** DLO would be:
"The students will be able to demonstrate the functions of a Spectrum Analyzer with the use of an instruction manual, but without any instructor assistance, by demonstrated proficiency in at least 12 of 14 total required functions, and mastery in the 5 critical functions.

4.1.3 The role of DLOs in assessment is critical because they provide a benchmark against which student performance can be measured. Instructors will design assessment tasks that directly align with the course or lesson DLOs, ensuring that the assessments are valid and relevant.

4.2 USING THE MASTER TASK LIST (MTL) FOR ASSESSMENT

4.2.1 The **Master Task List (MTL)** is a comprehensive list of all the knowledge, skills, and tasks that students across varying courses are expected to master. It includes performance standards that indicate the level of learning and performance required for each task, as denoted by a Proficiency Key.

4.2.2 The **Proficiency Key** in the MTL provides a framework for assessing students' subject knowledge, task knowledge, and task performance levels. It sets the standard for what students should know and be able to do, and thus serves as a reference point for instructors when assessing student performance.

4.2.2.1 The 3 CTS utilizes the Proficiency Key from **Attachment 6** of *DAFH36-2675 INFORMATION FOR DESIGNERS OF INSTRUCTIONAL SYSTEMS*. Further information on how to utilize this Proficiency Key can be found in the aforementioned DAF Handbook.

4.2.3 Instructors will use the MTL and Proficiency Key to identify the specific tasks relevant to their course or lesson and align their assessment activities accordingly. By matching the assessment tasks with the standards in the MTL, instructors can ensure that they are assessing the right skills and knowledge at the appropriate level of proficiency.

4.3 UTILIZING THE INITIAL PLAN OF INSTRUCTION (IPOI) FOR ASSESSMENT

4.3.1 **The Initial Plan of Instruction (IPOI)** is a detailed syllabus that outlines what learning should occur on each training day of a given course. It specifies the learning objectives for each day and indicates what must be accomplished before moving on to the next educational item.

4.3.2 The IPOI serves as a roadmap for both teaching and assessment. It helps instructors plan their teaching activities and design assessments that align with the daily learning objectives.

4.3.3 Instructors will use the IPOI to track student progress and make sure that they are meeting the required learning objectives. It can also be used as a tool for providing feedback to students, as it clearly outlines what they are expected to achieve each day.

4.3.4 The IPOI also ensures continuity in the learning process. By showing what learning is to occur each day and what prerequisites must be met before moving forward, it helps ensure that learning is sequential and cumulative. This makes it easier for instructors to assess whether students are building on their prior knowledge and skills as expected.

SECTION 5: DOCUMENTATION OF TRAINING OUTCOMES

5.1 THE NEED FOR DOCUMENTATION IN STUDENT ASSESSMENT

5.1.1 Documentation in assessment is a crucial task for instructors as it provides a concrete record of the students' progress throughout the course. It captures their achievements, challenges, and growth, allowing for a comprehensive understanding of their learning journey. For example, without documentation of a student's progress, instructors and evaluators may not be able to accurately piece together 'what went wrong' if a student fails their final evaluations at the end of a course, making it difficult to provide remedial training to the student.

5.1.2 Regular documentation helps track the effectiveness of the instructional strategies and course design. By reviewing student performance data, instructors can identify areas of the course that might need adjustments or improvements.

5.1.3 Documenting assessment outcomes also allows for clear communication with the students regarding their progress. Detailed records can provide constructive feedback to students, helping them understand their strengths and areas for improvement.

5.2 USING PATRIOT EXCALIBUR (PEX) FOR DOCUMENTATION

5.2.1 The Patriot Excalibur (PEX) system is the official platform for documenting student progress and assessment results. All instructors must have an active PEX account with appropriate access and permissions to relevant course and student training folders.

5.2.2 Instructors are required to update student progress in PEX **daily**. This includes uploading *any training documentation completed outside of PEX* as soon as feasible to maintain an accurate record.

5.2.3 PEX also facilitates coordination between instructors by providing a shared platform to track and manage student progress. This fosters a collaborative approach to education and training, ensuring consistency and continuity in the learning experience.

5.3 USING FORM 4419 (OR ITS EQUIVALENT) FOR DOCUMENTATION

5.3.1 The Form 4419, its future equivalent, or any updated version, is the authorized form in PEX for daily, weekly, and course-wide training documentation for students. This standardized form ensures uniformity in the recording and tracking of student progress across different instructors and courses.

5.3.2 This form plays an essential role in the assessment process as it documents the students' achievements regarding the DLOs, MTL tasks completed, their assessed knowledge and performance levels, as well as any observed trends or concerns.

5.3.3 At a minimum, 3 CTS Instructors will document the items in 5.3.2 for every day that training occurs.

SECTION 6: PROGRESS CHECKS

6.1 IMPORTANCE OF REGULAR PROGRESS CHECKS

6.1.1 Regular progress checks play a vital role in the education and training process. They provide a systematic approach to monitor and track student progress over the duration of the course. They are important tools in formal documentation of daily, weekly, and course-wide training progress.

6.1.2 These checks also allow instructors to gauge the effectiveness of their teaching methods and the comprehension level of the students. They provide insights into which concepts or tasks the students are struggling with, allowing instructors to adjust their teaching strategies accordingly.

6.1.3 For students, regular progress checks serve as checkpoints to evaluate their understanding of the course material. They provide opportunities for self-assessment and reflection, promoting independent learning and personal growth.

6.1.4 3 CTS Instructors and their courses will utilize Progress Checks as a regular assessment tool for students and their own instruction.

6.2 TYPES OF PROGRESS CHECKS: WRITTEN EXAMS

6.2.1 Written exams are traditional methods of assessing student comprehension and knowledge retention. They are typically used to evaluate the cognitive learning levels of students, focusing on their understanding of theoretical

concepts, facts, and principles. Written exams are typically more comprehensive in nature, and take longer to accomplish. A "Quiz" is a type of written exam with a narrower scope and is normally less time-consuming.

6.2.2 In the context of military training, written exams may cover a broad range of subjects, from technical knowledge to operational procedures and tactical strategies. These exams can take various forms, such as multiple-choice questions, short answer questions, or essay-type questions, each offering different advantages in assessing student knowledge. All exam questions must be sourced from valid course materials that were covered with students.

> **NOTE:** Written exams should be appropriately structured and balanced to ensure they assess a student's comprehensive understanding rather than rote memorization. Delta 3 members must be critical *thinkers* not robots.

6.3 TYPES OF PROGRESS CHECKS: PRACTICAL TASK-BASED ASSESSMENTS

6.3.1 Practical task-based assessments are designed to evaluate a student's ability to apply their theoretical knowledge to practical scenarios. They focus on the task performance levels of students, assessing their skills in executing specific tasks or operations.

6.3.2 In a military training environment, these assessments might involve simulated field exercises, equipment handling, tactical maneuvers in the spectrum, or other task-based activities relevant to the course content.

6.3.3 These assessments provide a hands-on approach to learning, reinforcing theoretical knowledge with practical experience. They also offer instructors a clear view of a student's strengths and weaknesses in performing specific tasks, guiding future instruction and feedback.

SECTION 7: FEEDBACK MECHANISMS

7.1 THE ROLE OF FEEDBACK IN ASSESSMENT

7.1.1 Feedback serves as an integral component of the assessment process. It plays a crucial role in enhancing learning by providing students with insight into their performance and areas of improvement.

7.1.2 Effective feedback motivates learners, builds their confidence, and encourages them to take ownership of their learning. It helps them identify their strengths and weaknesses, thereby enabling them to focus on areas that need improvement.

7.1.3 In the context of military training, feedback can also reinforce professional behavior, adherence to military standards, and operational procedures. It bridges the gap between actual and expected performance, ensuring that students are prepared to meet the demands of their roles.

7.2   METHODS FOR DELIVERING INDIVIDUAL FEEDBACK

7.2.1 **One-on-one feedback sessions:** These sessions provide a platform for an open dialogue between the instructor and the student. Instructors can provide personalized feedback related to the student's performance, while students can clarify doubts and discuss areas of concern. These sessions should be conducted in a private, non-threatening environment to facilitate open communication.

7.2.2 **Written feedback:** This method allows the instructor to provide detailed, objective, and constructive feedback on a student's performance. Written feedback can be provided in the form of comments on written assignments or exams, or through digital platforms like email or management systems like PEX.

7.2.3 **Feedback during practical assessments:** Instructors can provide immediate feedback during practical task-based assessments. This allows students to understand and correct their mistakes in real-time, improving their task performance.

7.3   METHODS FOR DELIVERING COLLECTIVE FEEDBACK

7.3.1 **Group feedback sessions:** These sessions are effective for addressing common mistakes or misconceptions observed among the group. They encourage peer learning and create a collaborative learning environment. However, instructors should be careful to ensure that these sessions do not single out individuals or create a negative learning environment.

7.3.2 **Feedback on group assignments:** When students work together on a task or mission, providing collective feedback can help them understand how effectively they worked as a team, the dynamics of their group interaction, and how they can improve their collaborative efforts. This type of feedback should be encouraged due to the crew-based circumstances students will be expected to perform their jobs in.

7.3.3 **Public recognition:** Positive feedback provided publicly can boost the morale of the entire group. Acknowledging individual or team achievements in front of the group can serve as a motivation for others. However, this should be done carefully, ensuring it does not lead to unhealthy competition or resentment

among students.

SECTION 8: ADJUSTMENTS BASED ON ASSESSMENT

8.1   IMPORTANCE OF ADJUSTING INSTRUCTION BASED ON ASSESSMENT

8.1.1   The essence of effective instruction lies in its adaptability. Assessment results serve as a guide to understanding how well the students are learning and where they may be struggling. They provide a basis for instructors to adjust their teaching methods and strategies to better meet the learning needs of the students.

8.1.2   Regular assessment provides valuable insights into the learning progress of students, allowing for timely interventions when needed. Adjustments based on assessment results can help prevent learning gaps from widening and ensure that all students are moving forward in their learning journey.

8.1.3   In the context of military training, adjusting instruction based on assessment is crucial to ensure that all students acquire the necessary knowledge, skills, and competencies to perform their roles effectively in garrison and in combat. This adaptive approach ensures that the training is relevant, effective, and aligned with the operational requirements of Space Delta 3.

8.2   TECHNIQUES FOR ADJUSTING INSTRUCTION

8.2.1   **Differentiated Instruction:** This technique involves modifying the content, process, or product of learning according to the students' learning style, readiness, and interest. For example, an instructor might use more visual materials for visual learners, or provide additional hands-on tasks for kinesthetic learners.

8.2.2   **Remedial Instruction:** If assessments indicate that a student or a group of students is struggling with a particular topic or skill, the instructor can provide additional instruction or practice to help them catch up. This might involve one-on-one tutoring, additional exercises, or supplementary resources.

8.2.3   **Accelerated Instruction:** Conversely, if some students are excelling and moving ahead of the class, the instructor can provide advanced materials or tasks to keep them challenged and engaged. An example of this would be having a student who is exceling instruct students that are struggling and require more assistance. This reinforces the material for the student-instructor, and provides differentiated instruction for the struggling students.

8.2.4   **Adjusting Learning Pace:** The instructor may speed up or slow down the pace of instruction based on the overall performance of the class. If most students are struggling with a topic, the instructor might slow down and spend

more time on it. If most students have mastered a topic, the instructor might move on to the next one more quickly. The instructor is still responsible for ensuring the DLOs and required items for a given day of training per the IPOI are satisfactorily achieved, even with an accelerated pace. Do not accelerate at the expense of other students. Find blended solutions, as necessary.

8.2.5 **Incorporating Feedback:** As previously discussed, feedback from students can provide valuable insights into how they are experiencing the instruction. Instructors can immediately use this feedback to make adjustments to their teaching style, methods, or materials, or save it for lesson and course adjustments later on.

CHAPTER 6: STUDENT COUNSELING

SECTION 1: PURPOSE OF COUNSELING

1.1. RATIONALE FOR COUNSELING IN THE INSTRUCTOR ROLE

1.1.1. Counseling is an integral component of the instructor's role. While the primary responsibility of instructors is to impart knowledge and skills, they also play a significant part in shaping the personal and professional development of their students. Instructors often serve as mentors, guides, and role models for students, helping them navigate both academic and personal challenges.

1.1.2. **Role in Student Success:** Counseling contributes directly to student success. By identifying areas of struggle and offering guidance, instructors can help students overcome obstacles and achieve their academic goals.

1.1.3. **Building Trust and Rapport:** Counseling helps instructors build trust and rapport with their students, which in turn creates a supportive learning environment that encourages student engagement and participation.

1.1.4. **Guidance Beyond Academics:** While academic achievement is the primary focus in the classroom, instructors also play a role in guiding students in developing essential life skills such as problem-solving, critical thinking, and interpersonal communication.

1.2. BENEFITS OF COUNSELING FOR STUDENT DEVELOPMENT

1.2.1. The benefits of counseling for student development are manifold. It plays a crucial role in fostering student growth, promoting a positive learning experience, and ensuring the overall well-being of students.

1.2.2. **Enhancing Self-awareness:** Through counseling, students gain self-awareness, recognize their strengths and weaknesses, and learn how to leverage their skills and address their shortcomings.

1.2.3. **Promoting Personal Growth:** Counseling allows students to reflect on their personal and academic experiences, promoting personal growth and maturity.

1.2.4. **Boosting Confidence and Motivation:** Regular feedback and constructive criticism through counseling can boost students' confidence and motivation, thereby enhancing their academic performance and overall satisfaction with the learning process.

1.3. IMPACT OF COUNSELING ON THE LEARNING ENVIRONMENT

1.3.1. Counseling significantly impacts the learning environment, fostering a more inclusive, supportive, and productive space for students to learn and grow.

1.3.2. **Creating a Supportive Environment:** Counseling helps create a supportive learning environment where students feel understood, valued, and motivated to learn.

1.3.3. **Fostering Open Communication:** Counseling promotes open communication between instructors and students, which can lead to a more engaging and interactive learning experience.

1.3.4. **Building a Community of Learners:** Through group counseling, instructors can foster a sense of community among students, encouraging collaboration, peer learning, and mutual respect.

SECTION 2: TYPES OF COUNSELING

2.1 ACADEMIC COUNSELING

2.1.1 **Academic counseling is an essential part of the instructor's role.** It involves assisting students who may be struggling with course content or assignments.

2.1.2 **Identifying Problem Areas:** The instructor will work with the student to identify areas where they are struggling. This might involve discussing grades, reviewing assignments, or observing the student during practical exercises.

2.1.3 **Suggesting Improvement Strategies:** Once problem areas are identified, the instructor will suggest strategies for improvement. This could include reviewing course material, suggesting study techniques, or recommending additional resources.

2.1.4 **Offering Additional Help:** In some cases, students may need additional help. This could involve tutoring sessions, additional practice exercises, or referrals to academic support services.

2.2 DISCIPLINARY COUNSELING

2.2.1 **Disciplinary counseling becomes necessary when a student has violated established rules or norms.**

2.2.2 **Addressing the Issue:** The instructor will discuss the behavior issue with the student, outlining the rule or norm that was violated and explaining why it is important.

2.2.3 **Guiding Improved Behavior:** The focus of disciplinary counseling is to guide the student towards improved behavior. This might involve discussing the consequences of the behavior, creating a plan for improvement, or implementing corrective actions.

2.3 PERSONAL COUNSELING

2.3.1 **While instructors are not therapists, there may be times when they need to provide personal counseling.** Domestic issues, a personal loss, or a setback in their career could all be reasons why a student could use a lift from personal counseling.

2.3.2 **Listening and Empathy:** Instructors should listen to students' concerns, show empathy, and provide support where possible. The goal of personal counseling is to find a resolution for the student where they feel as though they continue with training.

2.3.3 **Referring to Professionals:** If a student's personal issues are severe or beyond the instructor's ability to help, it may be appropriate to refer the student to professional resources such as a chaplain, medical professionals, or mental health professionals. Instructors will report issues with students that may impact their ability to complete the training course to Flight and Squadron leadership. It is important to note that instructors are mandatory reporters, and must inform superiors of situations that where the student may harm themselves or others. **Do NOT leave a student alone who has threatened to harm themselves or others. Ask, Care, Escort (ACE).**

2.4 PERFORMANCE FEEDBACK

2.4.1 Performance feedback involves providing students with constructive information about their progress.

2.4.2 **Highlighting Strengths:** Instructors must highlight areas where the student is performing well. This can boost the student's confidence and motivation.

2.4.2.1 A great technique is to bracket constructive feedback that may be perceived as negative to the student with highlights of strengths before and after the 'negative' feedback.

2.4.3 **Identifying Areas for Improvement:** Instructors must also identify areas where the student could improve. Feedback should be specific, constructive, and solution-oriented.

2.5 GROUP COUNSELING

2.5.1 Group counseling can be beneficial when issues affect the entire class or a group of students.

2.5.2 **Addressing Common Concerns:** Group counseling can be used to address common concerns or issues that affect multiple students. This can create a sense of community and mutual understanding.

2.5.3 **Promoting Teamwork:** Group counseling sessions can be used to promote teamwork and collaboration. This can help to create a more cohesive, productive learning environment.

2.5.4 **Creating Cohesion:** Group counseling can also help to build a sense of cohesion within the class. This can contribute to a positive learning environment where students feel comfortable and supported.

SECTION 3: COUNSELING TECHNIQUES

3.1 THE COUNSELING SESSION

3.1.1 The counseling session is a crucial element of the counseling process. It is the platform where the instructor and student communicate openly about the student's progress, challenges, and strategies for improvement.

3.1.2 **Preparing for the Session:** Preparation is key for an effective counseling session. Instructors should familiarize themselves with the student's academic progress, behavior, and any specific issues that need to be addressed. The environment for the session should be private and free from interruptions, fostering an atmosphere conducive to open conversation. The instructor must know what they want to discuss with the student, and how they will discuss it. The instructor must plan carefully to use the time available to them in order to have a successful session.

3.1.3 **Opening the Session:** The session should begin with introductions and a brief personal check-in to see how the student is doing. This helps establish rapport and put the student at ease. The instructor should then clearly state the purpose of the meeting, setting the stage for a focused discussion.

3.1.4 **Conducting the Session:** The heart of the session involves discussing the student's performance, addressing the concerns, and collaboratively developing strategies for improvement. Instructors should guide the conversation, but also allow the student to express their thoughts and feelings. Active listening is crucial during this phase.

3.1.5 **Closing the Session:** To close the session, the instructor should summarize the main points discussed, reinforce any agreed-upon action steps, and offer words of encouragement. The student should leave the session with a clear understanding of their progress, areas for improvement, and next steps.

3.2 ACTIVE LISTENING

3.2.1 Active listening is a vital technique in counseling. It involves fully focusing on the speaker, understanding their message, responding thoughtfully, and withholding judgment. This helps students feel heard and validated. Active

Listening is listening to *understand the speaker* and not just to respond.

3.3 EMPATHY

3.3.1 Empathy is the ability to understand and share the feelings of another. In counseling, it is crucial to show empathy to students, as this helps to build trust and rapport. Find a way to relate to the student, putting yourself in their shoes and seeing things from their perspective.

3.4 SETTING CLEAR EXPECTATIONS

3.4.1 Setting clear expectations helps students understand what is required of them, both in terms of behavior and academic performance. This can help prevent misunderstandings and ensure that students are aware of the criteria against which they will be assessed.

3.5 PROVIDING CONSTRUCTIVE FEEDBACK

3.5.1 Providing constructive feedback is a critical part of counseling. Feedback should be specific, balanced, and aimed at helping the student improve. Explain the problem from your point of view, explore potential solutions and why they are solutions with the student, and decide on a solution.

3.6 FOLLOW-THROUGH AND FOLLOW-UP

3.6.1 Follow-through and follow-up are essential to ensure the effectiveness of counseling. This involves following through on agreed action steps, following-up on the student's progress, holding the student accountable to the agreed upon solution(s), and providing further guidance as necessary.

SECTION 4: CONFIDENTIALITY IN COUNSELING

4.1 IMPORTANCE OF CONFIDENTIALITY

4.1.1. In the military training environment, confidentiality in counseling holds significant importance. It lays the foundation for a trustful relationship between the instructor and the student, promoting an atmosphere of open communication.

4.1.2. **Establishing Trust:** Confidentiality assures the students that their disclosed concerns, struggles, or personal issues will be treated with respect and discretion. This assurance forms a trustful bond, crucial for effective counseling and military unit cohesion.

4.1.3. **Fostering Open Communication:** With the confidence that their shared information will be kept confidential, students are more likely to communicate

their challenges openly. This open dialogue can lead to more productive counseling sessions, contributing to better learning outcomes.

4.2. LIMITS TO CONFIDENTIALITY

4.2.1. Despite the paramount importance of confidentiality, **it is not absolute.** Instructors must be aware of these limitations and make sure they are communicated to students when necessary.

4.2.2. **Duty to Report:** There are certain situations where instructors **are legally or ethically obligated** to report specific information, such as threats of harm to oneself or others, or disclosures of illegal activity.

4.2.3. **Information Sharing Within Training Squadron:** Occasionally, it might be necessary to share certain information within the 3 CTS, such as with other instructors or command staff, to ensure the student receives the necessary support or accommodations.

4.3. HANDLING SENSITIVE INFORMATION

4.3.1. **Sensitive information must be treated with utmost care to uphold the principle of confidentiality.**

4.3.2. **Secure Storage**: Notes or records from counseling sessions, if maintained, should be stored securely, whether physically or digitally. Access to these records should be strictly limited to those who require the information to support the student.

4.3.3. **Discipline in Communication:** Instructors must exercise caution when discussing matters related to students or counseling sessions. Such discussions should be avoided in public areas or with individuals who do not need access to the information. **Gossip about students will not be tolerated.**

4.3.4. **Upholding Privacy**: Even within the limits of confidentiality, instructors should strive to uphold the privacy of students as much as possible. Only necessary and appropriate information should be shared, preserving the principle of "need to know".

SECTION 5: BOUNDARIES IN COUNSELING

5.1 DEFINING APPROPRIATE BOUNDARIES

5.1.1 In the context of military instruction, defining appropriate boundaries is crucial to ensuring the effectiveness, integrity, and professionalism of the counseling process.

5.1.2 **Clear Roles and Responsibilities:** The instructor's role in counseling should be well-defined and communicated to the students. They are a guide and facilitator, not a friend or therapist. Staying within the confines of this role is a crucial boundary.

5.1.3 **Keeping Personal and Professional Separate:** Instructors will avoid sharing excessive personal information or becoming overly involved in the personal lives of students. This preserves the objectivity and professionalism of the instructor-student relationship.

5.2 MAINTAINING PROFESSIONALISM IN COUNSELING

5.2.1 The counselor's professionalism is pivotal in establishing trust and maintaining appropriate boundaries.

5.2.2 **Consistent Conduct:** Instructors should strive for consistency in their interactions with all students. Favoritism or bias can erode trust and disrupt the learning environment.

5.2.3 **Respectful Communication:** Professional language and demeanor should be employed at all times during counseling sessions. Avoid any language or behavior that could be misconstrued as disrespectful or inappropriate.

5.3 AVOIDING OVER-INVOLVEMENT

5.3.1 It is crucial for instructors to guard against over-involvement with students, as this can cloud objectivity and cross professional boundaries.

5.3.2 **Setting Emotional Boundaries:** While empathy is important, instructors must avoid becoming emotionally entangled with students' personal issues. This helps to maintain objectivity and prevents the instructor from becoming overwhelmed. Sometimes asking another instructor to assist you in counseling or to handle the counseling for you is an appropriate way to regain objectivity and lessen emotional entanglements.

5.3.3 **Preserving Time Boundaries:** Instructors should manage their time effectively, ensuring that counseling sessions are conducted within the allotted time of the duty day and training schedule. Overextending these boundaries can lead to instructor burnout, create the perception of unprofessional interactions, and may inadvertently create dependence in students.

5.3.4 **Referral to Professionals:** If a student's needs go beyond the instructor's role or expertise, it is appropriate to refer them to professional resources. Instructors should have a clear understanding of available resources and referral procedures.

SECTION 6: ETHICAL CONSIDERATIONS IN COUNSELING

6.1   ETHICAL RESPONSIBILITIES OF INSTRUCTORS

6.1.1. Instructors have several ethical responsibilities when engaging in counseling with students.

6.1.2. **Promoting Welfare:** The primary ethical responsibility of instructors is to promote the welfare of their students. This includes creating a safe and supportive learning environment, and facilitating the academic and personal growth of each student. Do not promote the welfare of one student at the expense of another, or that of some students over other students.

6.1.3. **Avoiding Harm:** Instructors will avoid causing harm to students, whether physical, emotional, or psychological. This requires sensitivity and awareness of the potential impacts of their actions and words. Students come from all lifestyles, backgrounds, and worldviews, and have different personalities, goals, and values—respect this diversity.

6.1.4. **Respecting Autonomy:** Instructors should respect the autonomy of students, recognizing their right to make decisions about their own lives and learning process, within the bounds of military good order, discipline, and regulation. This involves fostering an environment where students feel empowered to express their thoughts, feelings, and needs.

6.2. ETHICAL DILEMMAS IN COUNSELING

6.2.1. Instructors may face various ethical dilemmas during the counseling process.

6.2.2. **Conflicts of Interest:** Conflicts of interest may arise when an instructor's personal or professional interests could potentially influence their impartiality in counseling a student. Be on alert for these conflicts. In such cases, instructors should seek guidance from their fellow instructors, superiors, or follow established procedures to manage the conflict.

6.2.3. **Dual Relationships:** Dual relationships occur when instructors have multiple roles or relationships with a student, such as being both an instructor and a counselor. These situations can create ethical dilemmas and should be navigated with caution to maintain professional boundaries. Oftentimes setting expectations at the beginning and throughout a course that you are equally available to all students for help or counseling in addition to being their instructor can help navigate this ethical dilemma well ahead of any issues.

6.3. RESOLVING ETHICAL ISSUES

6.3.1. When faced with ethical issues, instructors should follow these steps to ensure they are handled appropriately.

6.3.2. **Identifying the Issue:** The first step in resolving any ethical issue is recognizing and accurately defining the problem. This requires an understanding of ethical principles and the ability to apply them in complex situations.

6.3.3. **Consultation:** Instructors should consult with colleagues, superiors, or professional counselors when faced with difficult ethical dilemmas. Seeking multiple perspectives can provide valuable insights and solutions. Seeking an outside perspective is often a critical step in resolving an ethical issue.

6.3.4. **Following Guidelines and Policies:** 3 CTS instructors will adhere to the established ethical guidelines and policies of the 3 CTS, Department of the Air Force, and Department of Defense. These guidelines provide a framework for resolving ethical issues and ensuring consistency in handling similar situations.

6.3.5. **Documenting Decisions:** Decisions made in resolving ethical issues should be well-documented, including the reasoning behind the decision and any actions taken. This promotes transparency and accountability, and serves as a reference for future ethical dilemmas for other instructors.

SECTION 7: CASE STUDIES

7.1   CASE STUDY 1: ACADEMIC COUNSELING

Sergeant Smith, an instructor for a course on electromagnetic warfare, has noticed that Specialist Johnson, one of the students, has been struggling with understanding the fundamentals of spectrum analyzer operation. Johnson's grades on recent quizzes and practical exercises have been consistently low. Sergeant Smith decides to conduct an academic counseling session to address the issue while another instructor assists the other students with their practical exercises.

During the counseling session, Sergeant Smith first makes sure to create a non-threatening environment, acknowledging Specialist Johnson's efforts and reassuring him that the purpose of the meeting is to help him improve. Sergeant Smith then outlines the specific areas where Johnson has been struggling, providing clear and constructive feedback based on Johnson's performance on quizzes and practical exercises. They discuss potential reasons for the struggles, and Johnson admits he has been having trouble understanding some of the technical concepts. Sergeant Smith suggests additional study materials, offers to spend extra time explaining the concepts, and sets up a follow-up meeting to check on Johnson's progress.

7.2 CASE STUDY 2: DISCIPLINARY COUNSELING

Specialist Davis, a lead instructor in charge of a series of demonstration-performance lesson on manual peaking & poling, has noticed that Specialist Thompson has been consistently late for duty over the past week. This tardiness has affected the students' operation schedule and overall mission readiness. Specialist Davis decides to conduct a disciplinary counseling session to address the issue.

After checking in with Specialist Thompson to make sure he feels at ease, Specialist Davis begins the counseling session by clearly outlining the issue, and explaining how Thompson's tardiness has affected the team and the mission. He asks Thompson to share his side of the story. Thompson reveals that he has been struggling with personal issues at home that have affected his punctuality. Davis emphasizes the importance of communication and encourages Thompson to inform him or another leader if personal issues are interfering with his duties in the future. They also discuss potential solutions to improve punctuality, including setting multiple alarms and considering counseling services for personal issues. Davis concludes the session by expressing his confidence in Thompson's ability to improve and contribute positively to the team.

7.3 CASE STUDY 3: PERSONAL COUNSELING

Lieutenant Adams, the course instructor, has noticed that one of her student Guardians, Sergeant Miller, has been more withdrawn and less communicative than usual during recent field training exercises. Noticing the change in behavior, Lieutenant Adams decides to conduct a personal counseling session to address the issue.

During the session, Lieutenant Adams begins by expressing concern for Miller's well-being, emphasizing that she is there to support him. She carefully and sensitively asks about any issues he might be experiencing. Miller reveals that he has been feeling homesick and overwhelmed by the demands of the training. Adams listens empathetically, acknowledging Miller's feelings, and deliberately asks him if he is considering harming himself or anyone else. Miller thanks her for her concern but he is not considering anything like that. Adams then discusses various coping strategies, such as staying connected with loved ones and practicing stress management techniques. Adams also recommends resources like the military's mental health services, like Military One Source or the Chaplain, for additional support. She concludes the session by reminding Miller that seeking help is a sign of strength, not weakness, and sets a follow-up meeting to check on his well-being.

CHAPTER 7: INSTRUCTOR PROFESSIONAL DEVELOPMENT

SECTION 1: IMPORTANCE OF PROFESSIONAL DEVELOPMENT

1.1. ROLE IN PERSONAL GROWTH

1.1.1. Professional development plays a vital role in the personal growth of an instructor. Engaging in continuous learning allows instructors to expand their knowledge base, learn new skills, and stay current with advancements in the field of electromagnetic warfare. The personal satisfaction that comes from mastering new concepts and competencies can also enhance their confidence and motivation.

1.1.2. **Expanding Knowledge and Skills:** Instructors can broaden their knowledge and skills by participating in professional development activities such as the Instructor Mentorship Program, Professional Military Education, major exercises, and specialized courses. These activities allow instructors to learn from experienced mentors, receive comprehensive training in military knowledge and practices, and acquire specific domain knowledge or new skills.

1.1.3. **Staying Current:** The field of electromagnetic warfare is continually evolving. To provide the most relevant and up-to-date training to students, instructors need to stay informed about the latest developments, technologies, and best practices in the field.

1.1.4. **Boosting Confidence and Motivation:** Mastery of new concepts and competencies can boost an instructor's confidence in their ability to provide high-quality instruction. This, in turn, can enhance their motivation to excel in their role as an instructor.

1.2. CONTRIBUTION TO IMPROVED INSTRUCTION

1.2.1. Professional development also contributes directly to improved instruction. As instructors enhance their knowledge and skills, they are better equipped to deliver effective instruction, adapt to different learning styles, and incorporate innovative teaching methods into their practice.

1.2.2. **Delivering Effective, Credible Instruction:** With a deeper understanding of the subject matter and the latest instructional strategies, instructors can plan and deliver lessons that are more engaging, relevant, and effective.

1.2.3. **Adapting to Different Learning Styles:** Professional development can help instructors understand and adapt to the different learning styles of their students, enabling them to create a more inclusive and effective learning environment.

1.2.4. **Incorporating Innovative Teaching Methods:** By staying current with the latest developments in instructional strategies, instructors can incorporate innovative teaching methods into their practice, enhancing the learning experience for their students.

1.3. IMPACT ON STUDENT SUCCESS

1.3.1. Finally, the professional development of instructors has a significant impact on student success. When instructors are knowledgeable, skilled, and enthusiastic about their subject matter, this enthusiasm is often contagious, inspiring students to learn and succeed.

1.3.2. **Inspiring Students:** Instructors who are passionate about their subject matter and committed to their own learning can inspire a similar passion and commitment in their students.

1.3.3. **Enhancing Student Learning:** Through professional development, instructors can enhance their ability to facilitate student learning, leading to improved student outcomes.

1.3.4. **Preparing Students for the Future:** By staying up-to-date with the latest developments, systems, and strategies in the field of electromagnetic warfare, instructors can ensure that their students are well-prepared for their future roles within Space Delta 3 and the Joint Force.

SECTION 2: TYPES OF PROFESSIONAL DEVELOPMENT

2.1 INSTRUCTOR MENTORSHIP PROGRAM

2.1.1. The 3 CTS Instructor Mentorship Program is a key component of professional development at 3 CTS. Organized by the DOK Chief/Flight CC or a designated senior instructor, these mentorship sessions occur at least once per quarter, providing a recurrent opportunity for instructors to engage in learning and growth. The program encompasses a range of topics and resources aimed at enhancing teaching skills and maintaining instructional expertise. They are normally coordinated with the training flights via email invitations.

2.1.2. **Frequency and Expectations:** These mentorship meetings or workshops are scheduled to occur on a quarterly basis. Every effort is made to deconflict training schedules with these events to ensure maximum participation.

Instructors can expect to gain valuable insights and resources to enhance their teaching skills.

2.1.3. **Key Topics and Resources:** The mentorship program covers a variety of topics and resources, including the DAFH36-2675, the ADDIE Model, various instructional techniques, student counseling techniques, professional sources, and collaboration with Subject Matter Experts (SMEs). These topics are not exhaustive but represent a core set of resources for instructor development.

2.1.3.1. **DAFH36-2675 and ADDIE Model:** The Department of the Air Force Handbook, DAFH36-2675, provides guidance on effective instructional systems design within the Air and Space Forces. The ADDIE (Analyze, Design, Develop, Implement, and Evaluate) Model is a systematic instructional design framework frequently discussed during these sessions.

2.1.3.2. **Instructional Techniques:** Instructors are introduced to various instructional methodologies such as experiential learning, case studies, problem-based learning, and flipped classrooms, enabling them to adapt their teaching methods to the needs of the learners.

2.1.3.3. **Student Counseling:** The program offers guidance on effective student counseling techniques, aiding instructors in providing constructive feedback, addressing performance issues, and fostering a supportive learning environment.

2.1.3.4. **Professional Sources and SME Collaboration:** Instructors are encouraged to explore military and civilian professional sources and to engage with Subject Matter Experts within the Delta to stay up-to-date with the latest trends and developments in instructional design, adult learning, and electromagnetic warfare.

2.2. PROFESSIONAL MILITARY EDUCATION

2.2.1. Professional Military Education plays a vital role in the career progression of Air and Space Force members, and thus should not be overlooked in favor of instructor duties. PME provides invaluable lessons in leadership, strategy, and operations, contributing significantly to the force's effectiveness. PME schools include, but are not limited to, Airman Leadership School, Non-Commissioned Officer Academy, and Squadron Officer School. Instructors and their superiors should proactively seek opportunities to attend PME schools, including Joint PME schools, as part of their ongoing professional development.

2.3. MAJOR EXERCISES

2.3.1. Instructors are encouraged to participate in major exercises, including those conducted by the USSF and Joint Forces. These exercises offer an opportunity to hone system, tactical, operational, and leadership skills in a high-stakes environment. Major exercises include Red Flag and Space Flag, Weapons School Distributed Operational Mission (WSDOM), Weapons School Integration (WSINT), Service Level Exercises, Joint Force Exercises, and Delta 3 Table Top Exercises. Instructors should coordinate with their superiors to volunteer for these exercises. For an up-to-date list of yearly exercise offerings in which Delta 3 participates, refer to 3 CTS/DOK.

2.4. SPECIALIZED COURSES

2.4.1. Specialized courses offer another avenue for professional development. These courses can provide new information or skills that complement the instructor role. These courses may be available at the instructor's home station or may require Temporary Duty (TDY) to another base for training. Instructors should express their interest in attending these courses to their superiors and coordinate coverage for their teaching responsibilities during their absence. Examples of these courses include the Non-Kinetics Operations Course and various Joint Warfare courses. For a comprehensive list of course offerings, see 3 CTS/DOK.

2.5. SELF-STUDY AND INDEPENDENT LEARNING

2.5.1. In addition to structured professional development opportunities, self-study and independent learning play an important role in the growth of military instructors. Instructors are encouraged to take ownership of their learning by identifying areas for improvement and seeking out resources to address them. This might involve reading books and academic journals, attending webinars or online courses, or joining professional organizations in their field. Independent learning also includes staying informed about the latest developments in electromagnetic warfare, adult learning theories, and instructional design. This commitment to lifelong learning not only enhances their own expertise but also enriches the learning experience for their students.

SECTION 3: PLANNING PROFESSIONAL DEVELOPMENT

3.1 IDENTIFYING APPROPRIATE OPPORTUNITIES

3.1.1 Recognizing suitable professional development opportunities is the first step in advancing one's instructional capabilities. Instructors should consider their personal and professional interests and career aspirations when selecting these opportunities.

3.1.2 Regular engagement with literature, military journals, joint publications, and professional networks can uncover a wealth of possibilities. Within the 3 CTS itself, discussing opportunities with your Training Flight and the DOK Flight is also very pertinent to discovering opportunities.

3.1.3 Additionally, instructors should consider the relevance of the development opportunity to their current role and how it might benefit future assignments. For example, a course on adult learning theories offered by STARCOM might be immediately applicable, while a Joint Spectrum Operations course might prepare an instructor for a future assignment that is desired. They should also consider the mode of delivery (in-person or online), the time commitment, and any associated costs.

3.1.4 It is essential to maintain an open dialogue with supervisors and peers about potential opportunities, as they can provide valuable guidance and insights.

3.2 MAKING A CASE FOR PARTICIPATION

3.2.1 Once a relevant professional development opportunity is identified, instructors must effectively communicate its value to their superiors. This can be achieved by outlining how the opportunity aligns with their personal growth, the objectives of the training flight, and the broader goals of the organization.

3.2.2 It is important to show how the newly acquired knowledge or skills can enhance their teaching practice, contribute to the overall effectiveness of the training program, and/or develop the instructor for future roles. When proposing participation, instructors should present a detailed plan, including the timing of the opportunity, how their teaching responsibilities will be covered during their absence, and any associated costs.

3.2.3 Offering flexible scheduling options can help mitigate potential disruptions and make the opportunity more likely to be approved. Remember, clear and concise communication is key in gaining approval for participation.

3.3 BALANCING PROFESSIONAL DEVELOPMENT WITH TEACHING RESPONSIBILITIES

3.3.1 Balancing the pursuit of professional development with the responsibilities of teaching requires careful planning and coordination. **Regular check-ins between instructors and their supervisors are required** in order to help identify interests in professional development, track timelines for PME, and stay informed about upcoming exercises and course offerings.

3.3.2 Prior to committing to a professional development opportunity, instructors should meticulously plan their teaching schedules, ensuring that their absences are appropriately coordinated to maintain course coverage. This often involves delegating responsibilities, arranging for substitute instructors, or rescheduling classes.

3.3.3 Instructors and their supervisors will work collaboratively to support this balancing act, with the shared goal of promoting instructor growth without compromising the quality of instruction. *It is also important to remember that professional development is a continuous process, and opportunities not feasible now may become accessible in the future.* ***Stay persistent in pursuing your goals!***

SECTION 4: INCORPORATING FEEDBACK INTO PROFESSIONAL DEVELOPMENT

4.1 THE VALUE OF FEEDBACK

4.1.1 Feedback is an invaluable tool for professional development. It provides an external perspective on an instructor's performance, helping to identify areas of strength and opportunities for improvement.

4.1.2 Constructive feedback allows instructors to reflect on their teaching practices, encouraging self-improvement and growth. It can guide the instructor's choice of professional development opportunities, ensuring they are targeted towards areas that need enhancement.

4.1.3 Additionally, feedback can affirm effective teaching practices, reinforcing positive behaviors and encouraging their continuation.

4.2 SOLICITING FEEDBACK FROM PEERS, MENTORS, AND STUDENTS

4.2.1 Actively seeking feedback is **essential** for continued growth and improvement. Instructors will actively seek feedback in the course of their instructional duties.

4.2.2 Instructors should establish open lines of communication with peers, mentors, and students to facilitate feedback.

4.2.3 Peer observations can provide insights into different teaching methods, while mentors can offer experienced guidance on improving instructional skills. Feedback from students is particularly valuable as it offers a direct understanding of the effectiveness of instructional methods.

4.2.4 This can be collected through surveys, one-on-one conversations, or group discussions. Instructors should encourage honest and constructive feedback, assuring those providing feedback that it will be used solely for professional development purposes.

4.3 UTILIZING FEEDBACK TO IMPROVE INSTRUCTION

4.3.1 Once feedback is received, it is important to use it effectively to improve instruction. Instructors must reflect on the feedback, identifying common themes or areas of concern.

4.3.2 They must then set specific, measurable, achievable, relevant, and time-bound (SMART) goals to address these areas. These goals can inform their choice of professional development activities.

4.3.3 It is important to continually check in on these goals and adjust as necessary. Instructors should also remember to celebrate progress and acknowledge the improvements they have made based on the feedback received.

SECTION 5: LIFELONG LEARNING AS AN INSTRUCTOR

5.1 COMMITMENT TO CONTINUOUS IMPROVEMENT

5.1.1 Instructors must embrace the principle of lifelong learning, committing themselves to continuous improvement. This involves regularly reflecting on teaching practices, staying updated with the latest research and instructional strategies, and pursuing professional development opportunities.

5.1.2 Lifelong learning requires an inherent motivation to improve and a willingness to adapt and change. A commitment to continuous improvement ensures that instructors are always striving to enhance their teaching skills and effectiveness, leading to better outcomes for their students.

5.2 ROLE OF CURIOSITY AND OPEN-MINDEDNESS

5.2.1 Curiosity and open-mindedness play a crucial role in lifelong learning. Instructors should maintain a sense of curiosity about their field, about teaching and learning, and about their students.

5.2.2 This curiosity can drive them to seek out new knowledge and perspectives, leading to personal and professional growth.

5.2.3   Open-mindedness, on the other hand, allows instructors to consider and accept new ideas, even if they challenge existing beliefs or practices. It encourages them to learn from others and to continually reassess their teaching methods in light of new information or feedback.

5.3   BENEFITS OF LIFELONG LEARNING IN THE INSTRUCTIONAL ROLE

5.3.1   Embracing lifelong learning offers numerous benefits in the instructional role. It keeps instructors engaged and enthusiastic about their work, which can be contagious to students.

5.3.2   It ensures that instructors are always equipped with the most effective and up-to-date teaching strategies.

5.3.3   Lifelong learning also fosters adaptability, enabling instructors to respond effectively to changes in their field, their students, or the educational environment.

5.3.4   Most importantly, it models the value of continuous learning to students, encouraging them to adopt the same mindset in their own lives and careers.

CHAPTER 8: RANGE COORDINATION

SECTION 1: LIVE FIRE COORDINATION AND MANAGEMENT

1.1. RANGE COORDINATION RESPONSIBILITIES

1.1.1. Instructors are responsible for coordinating and managing any live-fire times with the 25th Space Range Squadron (25 SRS). This involves a clear communication and scheduling process to ensure the safety and effectiveness of the live-fire activities.

1.2. RANGE REQUEST FORM (RFF)

1.2.1. A Range Request Form (RRF) is a crucial part of the coordination process. The RRF must be completed and signed by the 3 CTS DO and submitted to the range at least three months prior to the desired live-fire timing. This form is a formal way of indicating the dates you plan on scheduling for live-fire activities but does not constitute a formal request or approval for range support on those dates.

1.3. OPERATIONS REQUEST (OR)

1.3.1. An Operations Request (OR) must be completed no later than 60 days prior to the live-fire event. This document should detail the exact parameters of the required event. Once approved, the live-fire event can be incorporated into the course in accordance with the IPOI.

1.3.2. The OR must include all the details of what is expected to occur during the live-fire event. Previous ORs can be used as a guide to tailor to specific needs.

1.3.3. If the OR cannot be submitted before the 60-day deadline, justification must be provided in the comment section of the OR. This justification should be honest and concise, outlining the reasons for the delay and the measures that will be taken to prevent this in the future.

SECTION 2: INSTRUCTIONS AND CONTACT INFORMATION

2.1 RANGE SCHEDULING INSTRUCTIONS

2.1.1 Detailed instructions for range scheduling can be found in the Reference folder "Training Product Control" -> "DOR_CCS MQT" -> "Range Scheduling Instructions".

2.2 CONTACTING THE RANGE

2.2.1 The range should be contacted at least three months before the first live-fire event to discuss suitable times. The point of contacts are Gary Hawk,

gary.hawk.2.ctr@us.af.mi, Comm: 719-567-0596, or Capt Ernesto Wong, ernesto.wong@spaceforce.mil, Comm: 719-567-0539. If the current date is more than three years older than when these instructions were made, it is recommended to still attempt to contact these individuals for updated POCs.

2.3 POST-SCHEDULING RESPONSIBILITIES

2.3.1 After the live-fire event has been scheduled, ensure the DOE has an opportunity for their students to participate in the event. This enhances the hands-on experience and learning outcomes for the students.

APPENDIX A: INSTRUCTOR CODE OF CONDUCT

The Code of Conduct establishes standards of professional conduct to be implemented and adhered to by all instructors of the 3rd Combat Training Squadron. This document provides a common set of values to serve as the foundation for instructors to build their instructional approach, guide training, and assist in the development of qualified electromagnetic warfare professionals.

1. **Competence**

As instructors, we commit to:

- ➢ Continually update our knowledge and skills to maintain a high level of expertise in the subjects we teach.

- ➢ Employ effective teaching strategies that foster learning and adapt to the needs of diverse students.

- ➢ Evaluate students fairly and provide timely, constructive, and accurate feedback to promote their development.

- ➢ Prepare thoroughly for each instructional session, ensuring that we are ready to present the material in a clear and organized manner.

2. **Commitment**

As instructors, we commit to:

- ➢ Uphold the mission of the U.S. Military, The Space Force, and Space Delta 3, serving as role models of dedication, discipline, and professionalism.

- ➢ Prioritize the needs of students, fostering their academic, professional, and personal growth.

- ➢ Invest time and effort in our own professional development, striving to be the best instructors we can be.

- ➢ Seek out and participate in opportunities for professional development to enhance our teaching skills.

3. **Integrity**

As instructors, we commit to:

- ➢ Conduct ourselves in an ethical and professional manner at all times.

- ➢ Be honest and transparent in our dealings with students, colleagues, and superiors.

➤ Respect the confidentiality of student information, disclosing it only when necessary and appropriate.

➤ Address any ethical dilemmas that arise in a thoughtful, fair, and impartial manner.

4. Respect

As instructors, we commit to:

➤ Treat all students with dignity and respect, acknowledging their unique backgrounds, experiences, and perspectives.

➤ Foster an inclusive and supportive learning environment, free from discrimination and harassment.

➤ Listen to students' concerns and respond with empathy and understanding.

➤ Encourage open communication, fostering a climate of mutual respect and understanding.

5. Standards

As instructors, we commit to:

➤ Uphold the highest standards of conduct, both in and out of the classroom.

➤ Comply with all military regulations and directives, leading by example in our adherence to rules and procedures.

➤ Maintain professional boundaries, avoiding any behavior that could be perceived as inappropriate or unprofessional.

➤ Strive to exceed expectations in our performance, continually seeking ways to improve our teaching and contribute to the success of our students.

By adhering to this code of conduct, we, as military instructors, affirm our commitment to excellence in education and our dedication to the development of our students. We recognize our critical role in shaping the future leaders of our military, and we pledge to uphold these principles in all aspects of our mission.

WARRIORS FIRST!