Instructor Observed:	COL James	**Observing Faculty:**	Dr. Biaglow
Time:	9:35-10:15 AM	**Course/Subject:**	CH363 L25 Extraction
Date:	15 November 2024	**Number of Cadets:**	11

Students Were:

- [x] Working independently at their desks
- [ ] Working in small, cooperative groups
- [ ] Making a presentation
- [ ] Listening to a lecture
- [ ] Viewing a film
- [ ] Taking a test
- [x] Other: Working on IPS for first 30 minutes of class.

Instructor was:

- [x] Lecturing
- [ ] Facilitating a question-and-answer sequence
- [ ] Demonstrating a concept
- [ ] Introducing a new concept
- [ ] Reviewing for a test
- [x] Other: Procturing the IPS during first part of course, then went into lecture.

Comments:

Cadets seemed engaged by problem set and discussion of extraction methods.

Discussion of Figure 8.1 was interesting. You said distillation was sometimes cheaper, but you never addressed the question "why use extraction" that this figure is intended to answer. It is a good idea to mention heat duty.

I suggest you set up a flash to separate a 50/50 mol% mixture of acetic acid and water. This flash or a trayed distillation distillation both work well in CHEMCAD. But the boiling point of acetic acid is 118 C, making it the heavy key, and water the light key. Because water has a high heat of vaporization, it is expensive to run this distillation because you are essentially boiling water.

In discussion of Table 8.1, put in more background. For example, aconitic acid is found in molasses and molasses comes from sugar refining, which is a huge industry. Aconitic acid is recovered for use in rubber manufacturing and as a food additive for flavorings.

Sometime it is a good idea to show the molecular stick figures. For example, showing acetic acid, water, and ethyl acetate allows you to discuss IMF's. like-dissolves-like, etc. There is a free drawing tool at https://chemaxon.com/marvin.

More comments follow on reverse.

Received by:	JAMES.COREY.MATTHEW.1127038666 Digitally signed by JAMES.COREY.MATTHEW.1127038666 Date: 2024.12.02 12:49:13 -05'00'	**Date:**	2 DEC 24

Addition Questions and Prompts for Discussion:

- ☐ Did the instructor state the learning objectives?
- ☐ Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- ☐ What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- ☐ What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- ☐ Did the activities cover a range of learning modes?
- ☐ Did the instructor assess learning during the lesson, either formally or informally? If so, did the instructor adjust teaching style as a result?
- ☐ Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- ☐ Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- ☐ Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- ☐ Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Additional Comments:

When reviewing the ternary phase diagram, I noticed a few cadets struggling to keep up. I think you should have stepped through the inverse lever rule more deliberately to show how it leads to flow rates.

On your two-stage cascade, count the knowns and unknowns with the cadets. Make sure they can see the DOF's

When you ask the cadets a question, make sure you let them answer. Some cadets were able to get good answers in and I was very impressed, but I noticed at least one case where you answered for them.

One thing I noticed what that you showed a diagram for a countercurrent cascade. What about the co-current cascade?

Instructor Observed:	Observing Faculty:
Dr. Bialow	LTC Cowart
Time:	**Course/Subject:**
0950 - 1 Hour	CH365 - Thermodynamics
Date:	**Number of Cadets:**
02 Oct 2024	15

Students Were:

- [x] Working independently at their desks
- [ ] Working in small, cooperative groups
- [ ] Making a presentation
- [x] Listening to a lecture
- [ ] Viewing a film
- [ ] Taking a test
- [ ] Other:

Instructor was:

- [x] Lecturing
- [ ] Facilitating a question-and-answer sequence
- [ ] Demonstrating a concept
- [ ] Introducing a new concept
- [ ] Reviewing for a test
- [ ] Other:

Assessment:

Technical Mastery (0-3): Excellent.

Presentation Style (0-3): -> Try to get cadets involved a bit more

Classroom Decorum and Control (0-3): Excellent.

Comments:

- Lecture-heavy. Get cadets involved in discussion as appropriate
  - "Why not H_2 for first reaction?"
- Problem 4.20 -> extremely or struggle w/ balancing rxn.
  - Solid twist: 4.20 is a purely CH101/CH362 problem.
- Good use of MMA and OneCAD to evaluate same problem.
- Good use of overhead for table lookups. No one looking up values for themselves. Have cadets get values for you.

Received by:	Date:
Linda Bialow	10-2-24

Addition Questions and Prompts for Discussion:

- ☐ Did the instructor state the learning objectives?
- ☒ Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- ☒ What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. Modeling: CHEMCAD Demo: solve in MMA.
- ☒ What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc. → working on problem set.
- ☐ Did the activities cover a range of learning modes?
- ☒ Did the instructor assess learning during the lesson, either formally or informally? Asked questions.
- ☒ If so, did the instructor adjust teaching style as a result? Keep balancing eyes.
- ☒ Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? Problem set example
- ☒ Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? Problem set work.
- ☒ Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? Several left class for short periods of time.
- ☒ Were the cadets well-behaved? If not, how did the instructor respond?
  ↪ YES. AS EXPECTED

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: CPT GOLONSKI	Observing Faculty: LTC COWART
Time: 0940 CIDI HOUR	Course/Subject: CH101 - LSN 16
Date: 30 SEP 2024	Number of Cadets: 18 (all present)

Students Were:

- [x] Working independently at their desks
- [ ] Working in small, cooperative groups
- [ ] Making a presentation
- [ ] Listening to a lecture
- [ ] Viewing a film
- [x] Taking a test (INSTRUCTOR QUIZ)
- [ ] Other:

Instructor was:

- [x] Lecturing (IMFs)
- [x] Facilitating a question-and-answer sequence (LEWIS STRUCTURES)
- [ ] Demonstrating a concept (LEWIS STRUC. & GEOMETRY)
- [x] Introducing a new concept (IMFs)
- [x] Reviewing for a test (practice WPR)
- [ ] Other:

Assessment:

Technical Mastery (0-3): 2 → be precise on language. Don't want to increase confusion.
Presentation Style (0-3): 3 → EXCELLENT.
Classroom Decorum and Control (0-3): GREAT!

Comments:

- NICE "Pun" comic on STARTING SLIDE.
- Good method for starting class. Loved SM. (SM did not have RDC)
- Cly → ClF$_3$ Nice job of question. → good getting to his actual question.
- ON OF$_2$ → student who asked question
  said "double bonds" when you asked about 4 final e$^-$. EXPLORE.
- good discussion of ideal / real bond ∠.

H-bonding: phone home (ET)

Received by:	Date:
	01 OCT 24

Addition Questions and Prompts for Discussion:

- ☐ Did the instructor state the learning objectives? (SHOWN ON SLIDE)
- ☐ Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- ☒ What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- ☐ What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- ☐ Did the activities cover a range of learning modes?
- ☒ Did the instructor assess learning during the lesson, either formally or informally? (QUIZ)
- ☐ If so, did the instructor adjust teaching style as a result?
- ☐ Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- ☒ Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? ONLINE HW
- ☒ Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? YES. GOOD, ATTENTIVE CLASS. → comment about H-Body.
- ☒ Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

- How was quiz time managed? Does the system give a running clock? 6 min. First time w/ online quiz?
- Dispersion not due to collisions, due to e⁻ density being asymmetrical at different points in time.
- would be good to discuss inter- vs intra- molecular forces intramurals vs. intercollegiate.
- Ion dipole: what do you need for non-dipole IMF?
- Practice WPR? Probably worth going through IMFs more.
- 30 min of lesson time before practice WPR (w/ 6-8 min quiz) → 20 min on IMFs before practice WPR.

Instructor Observed:	Dr. Nagelli	**Observing Faculty:**	COL James
Time:	0740-0855	**Course/Subject:**	CH459
Date:	30 September 2024	**Number of Cadets:**	11

Students Were:

- [ ] Working independently at their desks
- [x] Working in small, cooperative groups
- [ ] Making a presentation
- [ ] Listening to a lecture
- [ ] Viewing a film
- [ ] Taking a test
- [x] Other: Working on ChemCAD and block diagrams.

Instructor was:

- [ ] Lecturing
- [x] Facilitating a question-and-answer sequence
- [x] Demonstrating a concept
- [x] Introducing a new concept
- [ ] Reviewing for a test
- [ ] Other:

Comments:

Teaching/Pedagogy:
• Great job keeping all members of the team engaged. They all seemed to be focused on their current portion of the project.
• Frequent, short engagements in this class are critical. You did that well.
• Cadets did not seem to understand control loops as well as they should; have them walk you through each control loop and how that relates to their proposed P&ID and block diagram. Cadets often do not relate the three things well and understand the purpose of each.

Overall, well done!

Received by:	NAGELLI.ENOCH.A.1523357600 Digitally signed by NAGELLI.ENOCH.A.1523357600 Date: 2025.08.08 11:25:51 -04'00'	**Date:**	21 May 2025

Addition Questions and Prompts for Discussion:

- ☐ Did the instructor state the learning objectives?
- ☐ Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- ☐ What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- ☐ What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- ☐ Did the activities cover a range of learning modes?
- ☐ Did the instructor assess learning during the lesson, either formally or informally? If so, did the instructor adjust teaching style as a result?
- ☐ Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- ☐ Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- ☐ Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- ☐ Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Additional Comments:

• Cadets were professional and there were no safety issues observed. Faculty do a great job of emphasizing safety in this critical course and it was evident.
• Cadets appeared to be paying attention, but it is very difficult to know what they are thinking.

Instructor Observed: **LTC Cowart**	**Observing Faculty:** **Dr. Nagelli**
Time: **1035-1150**	**Course/Subject:** **CH485/LSN24: Dimensionless Differential Transport Eqns**
Date: **07NOV24**	**Number of Cadets:** **17 cadets present**

Students Were:

- X Working independently at their desks
- ☐ Working in small, cooperative groups
- ☐ Making a presentation
- X Listening to a lecture
- ☐ Viewing a film
- ☐ Taking a test
- ☐ Other:

Instructor was:

- X Lecturing
- X Facilitating a question-and-answer sequence
- ☐ Demonstrating a concept
- ☐ Introducing a new concept
- ☐ Reviewing for a test
- ☐ Other:

Assessment:

Technical Mastery (0-3): 3; Great job with board work to demonstrate the importance of quantitative manipulation of equations using assumptions.

Presentation Style (0-3): 3; Really like your use of slides and Q-A with cadets to draw from them as you worked through equation derivations

Classroom Decorum and Control (0-3): 3; Classroom was to the standard for instruction.

Comments:

1. Lecture and derivation of scaling momentum balance with Q&A from 1035-1100 (ending at derivation of skin friction). I think the derivation and connecting f to h and km is really important and will be beneficial for the FE.
2. Slide format and reference to the page/section of text is good and helpful for cadets to follow along.
3. Board writing and management was good!
4. The discussion and examples of the meaning of the dimensionless groups with visualizing Re and the importance of velocity for cooling and the application of Pr.
5. Good balance of derivations on the board referring to the slides
6. Species mole balance example started at 1120 and application of concentration of A to the same example balance
7. I like leaving time at the end of class for AI and open forum for problems in

Received by: COWART.SAMUEL.VERLON.1113821287 Digitally signed by COWART.SAMUEL.VERLON.1113821287 Date: 2024.11.07 15:35:04 -05'00'	**Date:**

Addition Questions and Prompts for Discussion:

X Did the instructor state the learning objectives?

X Did the instructor provide context (show a link between the students' past experiences and the current objectives)?

☐ What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. Lecturing and good balance of Q&A

X What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc. Problem solving and derivations

X Did the activities cover a range of learning modes? Mathematical derivations of balances and connecting to dimensionless groups

☐ Did the instructor assess learning during the lesson, either formally or informally?

☐ If so, did the instructor adjust teaching style as a result?

☐ Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?

☐ Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?

X Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? Cadets were engaged and lesson objectives directly correlate to problem sets

☐ Were the cadets well-behaved? If not, how did the instructor respond? Cadets were engaged and receptive

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: **MAJ Tobergte**	**Observing Faculty:** **Dr. Nagelli**
Time: **0740-0855**	**Course/Subject:** **CH101/LSN30: Enthalpy of Reaction**
Date: **08NOV24**	**Number of Cadets:** **15 cadets present**

Students Were:

- X Working independently at their desks
- ☐ Working in small, cooperative groups
- ☐ Making a presentation
- X Listening to a lecture
- ☐ Viewing a film
- ☐ Taking a test
- X Other:

Instructor was:

- X Lecturing
- X Facilitating a question-and-answer sequence
- ☐ Demonstrating a concept
- ☐ Introducing a new concept
- ☐ Reviewing for a test
- ☐ Other:

Assessment:

Technical Mastery (0-3): 3; Liked the balance of your board work with Q&A

Presentation Style (0-3): 3; Good command of the classroom. I really like that cadets are open to asking questions for career in the Army and branch options.

Classroom Decorum and Control (0-3): 3; Classroom was to the standard for instruction!

Comments:

1. The opening of the class for OPD was great! Great opportunity for academic development & mentorship for cadets – love the phrase "you are your best career manager".
2. Like the homework questions you recommended for cadets especially since this lesson is not on the major graded event.
3. Board writing and management was good! 9.69 is a really good problem for cadets to practice and starting the class with this example as a instructor board problem is effective. I recommend a system vs surroundings discussion and we got there with the water and cube which cadets identified but I find that those that get to upper level engineering courses later…especially those in our major wrestle with that concept. Mass and energy balance is the class we hit the cadets with that a lot. I like that you had the problem worked out on the slide and it's a good review problem for cadets before your instructor quiz.
4. The quiz was good. It tests conceptual understanding of the thermal equilibrium and applying the heat equation. I liked that the cadets had a chance to grade each others after with red pens! My recommendations are the following for you to consider:

a. We got there eventually and I recommend having the cadets really dig into the concept of thermal equilibrium and average KE (problem 1 was good to really dig into this more). I remember that the cadets struggle with this similar to how heat loss and gained we have the ChemEs constantly work on with upper level chemE major courses.
b. Recommend zooming in with the document camera on #3 and have the cut scales visible for specifics for the cadets ready when going over the problem especially since the quiz is 40 points. There were specific questions about point cuts so be ready to pre-empt that for your section.
c. Recommend going over sig figs specific to #3 and #4 good opportunity to reinforce to prep for the WPR next week.
d. Timeline: End quiz review and discussion 0816; started lesson 30 at 0817

5. For Lesson 30 content, I recommend drawing from the cadets on enthalpy as a state function to reinforce concepts again. This is where sys and surroundings will come up again and heat released and absorbed is easier conceptually to connect to q from lesson 29.

a. Cadets generally wrestle with state function and standard state and this may be the first time the cadets will see standard state enthalpy. Important cadets understand the reason why we use standard state for measurements as a reference state.
b. I liked that you solved the delta H of the reaction using bond energies on the board! When discussing delta H reaction from heats for formation, recommend emphasizing dimensional analysis for moles to cancel when choosing a board to brief or having the instructor solution ready. Good opportunity to have cadets practice dimensional analysis.
c. When you complete your instructor solution for delta H reaction using deltHf, recommend dimensional analysis to show cadets that it is q=deltaHrxn which can be reported as overall heat with respect to "mole of reaction" just like they did for the coffee cup of the calorimeter.

Received by: TOBERGTE.LOUIS.SHERIDAN.1395984523 Digitally signed by TOBERGTE.LOUIS.SHERIDAN.1395984523 Date: 2024.12.19 08:28:09 -05'00'	**Date: 08NOV24**

Addition Questions and Prompts for Discussion:

X Did the instructor state the learning objectives?

X Did the instructor provide context (show a link between the students' past experiences and the current objectives)?

☐ What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. Lecturing and good balance of Q&A

X What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc. Problem solving and discussions on concepts

X Did the activities cover a range of learning modes? Mathematical derivations of balances and connecting to dimensionless groups

☐ Did the instructor assess learning during the lesson, either formally or informally?

☐ If so, did the instructor adjust teaching style as a result?

☐ Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?

☐ Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?

X Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? Cadets were engaged with the instructor quiz and effective review of material from lesson 29 for the WPR. Liked the preview/summary of lesson 30 objectives and having cadets take notes on concepts

☐ Were the cadets well-behaved? If not, how did the instructor respond? Cadets were engaged and receptive

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: Dr. Albena Ivanisevic	**Observing Faculty:** Dr. Simuck F. Yuk
Time: 07:40 to 08:55	**Course/Subject:** CH350 Bioprocess Engineering
Date: 09/17/24	**Number of Cadets:** 13

Students Were:

- ✓ Working independently at their desks
- ☐ Working in small, cooperative groups
- ☐ Making a presentation
- ✓ Listening to a lecture
- ✓ Viewing a film
- ☐ Taking a test
- ✓ Other: Taking a note

Instructor was:

- ✓ Lecturing
- ✓ Facilitating a question-and-answer sequence
- ✓ Demonstrating a concept
- ✓ Introducing a new concept
- ☐ Reviewing for a test
- ☐ Other:

Assessment:

Technical Mastery (0-3): 3

Presentation Style (0-3): 3

Classroom Decorum and Control (0-3): 3

Comments:

The class began at 07:40, section marcher calling the class to attention. All the cadets are present for the class. The physical and chemical properties of essential biomolecules consisting of the cell were discussed by the instructor today. Cadets were periodically asking questions about the important chemical bonds shown in the biomolecules. Videos have been shown to reinforce the cadets' understanding on the main organic chemistry concepts closely associated with the biomolecules. The real-life examples were provided, so cadets can make a better understanding on how these biomolecules are integrated in the human body. The class was concluded, and cadets were officially dismissed at 08:55. Overall, Dr. Ivanisevic presented a wonderful class in CH350, and cadets were enjoying and most importantly enjoying the contents presented during the lesson.

Received by: 	**Date:** 09/16/24

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: CPT Nijel Rogers	**Observing Faculty: Dr. Simuck F. Yuk**
Time: 09:50 to 11:05	**Course/Subject: CH101 General Chemistry I**
Date: 09/10/24	**Number of Cadets: 17**

Students Were:

- ✓ Working independently at their desks
- ☐ Working in small, cooperative groups
- ☐ Making a presentation
- ✓ Listening to a lecture
- ☐ Viewing a film
- ☐ Taking a test
- ✓ Other: Taking an in-class instructor's quiz

Instructor was:

- ✓ Lecturing
- ✓ Facilitating a question-and-answer sequence
- ✓ Demonstrating a concept
- ✓ Introducing a new concept
- ☐ Reviewing for a test
- ☐ Other:

Assessment:

Technical Mastery (0-3): 3

Presentation Style (0-3): 3

Classroom Decorum and Control (0-3): 3

Comments:

Class started at 09:50, and an in-class quiz was administered from 09:52 to 10:00. Clear instructions were provided to the CH101 cadets regarding the authorized resources and quiz content. The quiz questions were closely aligned with the learning objectives covered in previous lessons. After completing the quiz, cadets graded their work with peers, and the approved solutions were reviewed by the instructor. Class announcements, including updates on EOH grades, were made at 10:00. The instructor revisited previous learning objectives to reinforce cadets' understanding of previously introduced concepts and their connection to the current lesson's objectives. Key learning objectives were displayed on the board, and cadets were periodically sent to the board, and thus allowing them to directly apply the concepts learned in class. They actively participated by asking questions and responding to the instructor's prompts throughout the session. All learning objectives and core concepts were thoroughly covered. Demo was given at 10:58 using magnets, reinforcing the concepts of magnetism; maglev train was introduced as the example of application. Overall, CPT Rogers delivered an excellent class, and the cadets are clearly enjoying their learning experience in his CH101 class.

Received by: ROGERS.NIJEL.JAMIL MITCHELL.1405350382 Digitally signed by ROGERS.NIJEL.JAMIL MITCHELL.1405350382 Date: 2024.09.11 10:31:28 -04'00'	**Date: 09/10/24**

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.