

JPA Lessons Learned

Agenda

1. Below are some helpful hints and notes that you can use in the preparation of the inspection. The JPA takes 6 hours of school time to complete all required items. Here is a breakdown:

B-1: Continuous Improvement Brief	40 min
B-2: Service Learning Brief	40 min
B-3: Cadet Portfolios	50 min
B-4: Drill Inspection	10 min
B-5: In Ranks	45 min (can be done by SROTC/USAR/NG)
B-6: Color Guard	10 min
B-7: Unit Report	10 min
B-8: Staff Interviews	30 min
B-9: Instructor Portfolios	40 min each

2. Remember there are two parts to this process: Cadet Score Sheet and JPA report. The Cadet Score worksheet is briefed and a copy provided prior to the inspection teams departure. The JPA report follows the Advance Ed 9 standards. It is prepared by the Brigade Team in written format and a copy forwarded to Cadet Command and the school principal within 14 duty days.

Battalion Staff Continuous Improvement Project Presentation

1. Instructors need to read pages 15 & 16 before giving the check list to the cadets.
2. Cadets need to brief their role in supporting the BN Continuous Improvement Project. Most cadets brief a lot about their battalion's daily role and stated only one sentence about their role in the CIP.
3. Cadets need to brief about their monthly special staff meeting, this is a self-check-up on where each staff officer is in relation to accomplishing their goal.
4. Cadets need to have someone to record the data from all meetings. All data from each meeting needs to go into a notebook or computer. Also, the instructors need to receive a copy. Instructors need to track the CIP along the way. See page 16.
5. All BN staff members need to brief (BN Commander, XO, S1, S2, S3, S4, and S5). The staff don't need to brief in this order as long as all members brief their role.
6. Cadets need to work on briefing their team reflection and show evidence of individual reflection. See page 20
7. The brief should show SMART goals (page 16)
8. Brief needs to show milestones.
9. Brief needs to identify some JROTC Lessons and show how it impacts on success of the project.
10. Bottom line is this is not an information brief of old but a decision brief (ID problem, courses of action, data, action taken, reflection, conclusion). Project may not be completed in one year.

Service Learning Project

1. Minimum of 3 cadets from different LET Levels need to brief.
2. Identify one or more JROTC lessons addressed by the service learning project
3. The Brief needs to suggest possible modifications for future projects.
4. Project plan need to clearly provides who, what, when, where, why, and how of the project (page 25).

LET 1 and LET 2 Portfolio

1. Most LET 1s may not be familiar with information and paperwork in their portfolio.
2. Cadets need to have a good written reflection on any of their core lessons.

Cadet Drill

1. The Cadet leader will not have to report in the brigade team. The brigade team will designate the start area.
2. The cadet leader needs to perform the same movements after giving the commands to the drill team. Here is a good one to look for (after giving the command Present Arms) the leader will perform present arms too.
3. The drill team needs to follow the movements in sequence.
4. Most teams will need to work on dress and alignment during stationary and marching movements.

Color Guard

1. Take a good look at the actions on the command (post) half left or right in marching.
2. The cases need to be secured in their left hand or under their left armpit.
3. On the command parade rest, the colors are executed with the staffs vertical.
4. The rifle barrel on the command right shoulder arms. On count two, move the right hand from the barrel and grasp the heel of the butt between the first two fingers with thumb and forefinger touching at the first joint.

Instructor Portfolio and Interviews

1. Due to time constraints during a JPA visit, suggest that instructors provide printed or electronic copies of their artifacts to the BDE staff prior to the brigade staff arrival for a JPA.
2. Syllabi are also a big part of the JPA report. Syllabi need to contain learning outcomes, schedules, classroom guidelines & policies and school guidelines & policies. Also, all parents need to sign student syllabi.
3. Evaluations are also part of your JPA report. This is part of standard 3.3 and standard 3.5.
4. Professional growth plan is part of standard 3.11.
5. CM usage report for each Instructor (one for each classroom) is part of the JPA report standard 3.3.
6. Section E Recommended Evidence is part of the JPA standard 3.11. Instructors participate in a continuous program of professional learning.
7. Customized presentations/instructional materials can be done in their CM.
8. Differentiation instructions: the instructor needs to show a framework for effective teaching that involves providing different students with different avenues to learning (often is the same classroom). May need to develop personalized instructions.
9. Students with special needs and academically advanced will need some help. Each Instructor need to have a plan for both. We need to look at ways to help utilize advanced students by asking to them to serve as tutors, matching them with struggling students. Engaging them in distant learning opportunities. This is part of your JPA report.

10. Instructors need to review minutes from continuous improvement meetings/activities. When an activity is accomplished that supports a goal; the progress towards good achievement & measures of success should be recorded and kept in a portfolio. This is part of JPA report.
11. Collaboration and shared leadership is part of the JPA report.