

Course/Lesson Design/Redesign Checklist

Section 1: Administrative data.

1.a. Instructor's Rank / Name (Last, First, MI):

1.b. Lesson Title:

1.c. Course/Lesson Design/Redesign Rater Rank / Name (Last, First, MI):

1.d. Course/Lesson Rater / Rank/Grade/Series position:

Section 2: Checklist.

Instructions: Use the following checklist for the lesson re-design (Senior Army Instructor Badge (SAIB) requirement). There are a total of five domains and 44 rating areas. All of the rating areas on the checklist will not apply to every course/lesson; however, no more than five rating areas can be not applicable (N/A). A score will be computed by dividing the number of items rated as "GO" by the total number of rating areas evaluated. Instructors seeking the SAIB should score at least 80 percent out of 100 percent.

Guidelines	Meets Guideline			Remarks
	GO	NO GO	N/A	
Domain # 1: Instructional media selection.				
Rating Area 2.a.1 If any part of the training requires the student to taste, smell, or touch something while performing the learning objectives, does the training delivery platform permit the student to taste, smell or touch the necessary objects?				

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.a.2 Does the delivery platform simulate all the necessary elements of the environment in the job setting where the students will apply their knowledge and skills?				
Rating Area 2.a.3 Does the delivery platform have the capacity to provide immediate corrective feedback to students when they are practicing?				
Domain # 2: Evaluating Course/Lesson Introductions.				
Rating Area 2.b.1 Are the learning objectives of the lessons stated in words that all students will understand and be able to do following the training? (ACTION or other location in the lesson introduction)				
Rating Area 2.b.2. The transfer setting in which they will be able to do it? (CONDITION or other location in the lesson introduction).				
Rating Area 2.b.3. The speed and accuracy with which they will be required to perform it after the training? (STANDARD or other location in the lesson introduction).				
Rating Area 2.b.4. Are the reasons for the lessons stated in words that all students will understand: The personal benefits of the lessons to the students and risks the students take if they do not learn what is in the training?				

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.b.5. Do the lesson overviews relate the content to the students' prior knowledge and experiences?				
Rating Area 2.b.6. Do the lesson overviews points out new or unusual elements of what students are learning?				
Rating Area 2.b.7. Does each lesson provide an overview of the position of the lesson in the overall training?				
Rating Area 2.b.8. Does each lesson describe the instructional strategies that will be used in the lesson?				
<i>Domain # 3. Evaluating Conceptual, Process, and Procedural Knowledge Design.</i>				
Rating Area 2.c.1. Does the instruction provide a definition of the concept?				
Rating Area 2.c.2. Does the instruction provide examples and non-examples from the job or mission environment?				
Rating Area 2.c.3. Does the instruction provide practical exercises requiring students to identify examples and non-examples of each concept?				

Guidelines	GO	NO GO	N/A	Remarks
<p>Rating Area 2.c.4. If the course teaches a process (how something works), does the instruction provide a visual model with a narrated description stating the sequence of events in the process in job or mission relevant terms?</p>				
<p>Rating Area 2.c.5. If the course teaches a process, does the instruction explain how actions at each phase lead to the next phase and to the final outcome of the process?</p>				
<p>Rating Area 2.c.6. If the course teaches a process, does the instruction provide practical exercises requiring the students to describe a list of phases in the process?</p>				
<p>Rating Area 2.c.7. If the course teaches a process, does the instruction provide practical exercises requiring the students to describe the actions that occur at each phase?</p>				
<p>Rating Area 2.c.8. If the course teaches a process, does the instruction provide practical exercises describing how the consequences of events at each phase contributes to the next phase and the final outcome?</p>				

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.c.9. If the course teaches a principle (a cause and effect relationship with predictable outcomes), does the instruction provide a definition of the principle and the cause and effect relationship?				
Rating Area 2.c.10. If the course teaches a principle does the instruction provide examples that show the effect of the principle from the job or mission environment?				
Rating Area 2.c.11. If the course teaches a principle does the instruction provide practical exercises requiring students to troubleshoot a problem or predict an outcome using the principle?				
Rating Area 2.c.12. When teaching procedures (how to knowledge), does the course provide clear step-by-step instruction (or how to demonstrations), of decisions and actions needed by students to accomplish the task?				
Rating Area 2.c.13. When teaching procedures, does the course provide a demonstration(s) based on job or mission relevant scenarios?				

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.c.14. When teaching procedures, did the instructor include alternatives that must be considered and the criteria that should be used to choose the best alternative in routine situations?				
Rating Area 2.c.15. When teaching procedures, did the instructor provided a practical exercise requiring students to perform the procedure?				
Domain # 4. Practice, Feedback, and Assessment Design.				
Rating Area 2.d.1. Do all lessons include practice?				
Rating Area 2.d.2. Do all the lessons include a practical exercise as part of a task practice followed by the whole-task practice?				
Rating Area 2.d.3. Does the whole-task practice mirror the mission environment?				
Rating Area 2.d.4. Does practice begin with simple problems and progress to more complex problems?				
Rating Area 2.d.5. Does practice require students to solve increasingly novel problems?				
Rating Area 2.d.6. Is there consistency between the practical exercises and the learning objectives?				

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.d.7. Are there at least two practical exercises to master each skill (part-task and whole-task)?				
Rating Area 2.d.8 During practice, is feedback provided?				
Rating Area 2.d.9. Is feedback frequent, so that errors do not accumulate?				
Rating Area 2.d.10. When students make mistakes does the instructor provides feedback?				
Rating Area 2.d.11. Does the instructor acknowledge/correct student's use of strategies or steps?				
Rating Area 2.d.12. Does the instructor provide students the opportunity to review the relevant parts of the demonstration?				
Rating Area 2.d.13. Do some practice exercises allow for peer critique?				
Rating Area 2.d.14. Do the lessons provide a method of assessing (testing) student learning by asking them to apply what was learned?				
Rating Area 2.d.15. Are the assessments aligned with the learning objectives and practical exercises?				

Guidelines	GO	NO GO	N/A	Remarks
Rating Area 2.d.16. Do the assessments reflect the performance of the learning objectives in the mission environment as closely as media will permit?				
<i>Domain # 5. Evaluating Lesson Summaries.</i>				
Rating Area 2.e.1. Do all lessons promote integrating what was learned into students' everyday life by providing opportunities for students to reflect on or discuss what they learned?				
Rating Area 2.e.2. Do all lessons create or discuss personal ways to use what they learned?				
Section 3: Total score and rater recommendations.				
3.a. Total # Areas Evaluated:				
3.b. Total Score:				
3.c. Lesson Design/Redesign Rater Recommendations/Remarks:				
Section 4: Signature and date.				
4.a. Course/Lesson Design/Redesign Rater Signature			4.b. Date	