ENGLISH INSTRUCTION, CURRICULUM, AND TESTING SYSTEMS

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This Squadron Instruction (SI) implements Department of the Air Force Policy Directive (DAFPD) 16-1, *Security Cooperation,* with additional guidance derived from Air Force Instruction (AFI) 16-105, *Joint Security Cooperation Education and Training*, Department of Defense Directive (DODD) 5160.41E, *Defense Language, Regional Expertise, and Culture* (LREC), and AFI 36-4003, *Managing the Defense English Language Program*. It applies to all personnel assigned to the 332d Training Squadron (TRS). It establishes responsibilities and procedures for planning, developing, and implementing instructional systems in support of the 332d Training Squadron mission. Ensure all records generated as a result of processes prescribed in this publication adhere to AFI 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*; route AF Forms 847 from the field through the appropriate functional chain of command. This publication may not be supplemented or further implemented/extended. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force.

SUMMARY OF CHANGES

This publication has been substantially revised and needs to be completely reviewed. Major changes include procedural updates, reference updates, reorganization of the chapters and

paragraphs due to reorganization of the Squadron structure.

Chapter 1

PROGRAM PURPOSE AND OVERVIEW

1.1. Purpose. The SI provides a structure of programs within and between 332 TRS representing the Instruction Branch (IB) and Academics Branch (AB) at the Defense Language Institute English Language Center (DLIELC).

1.2. Overview.

   1.2.1. The 332 TRS supports DLIELC's mission to train international, United States military, and civilian personnel to speak or teach English, through resident and nonresident programs, by providing high-quality instruction and developing high-quality training materials and test instruments for use throughout the Department of Defense (DoD) and around the world.

   1.2.2. The IB teaches English as a second or foreign language in order to prepare international military members, civilian personnel and United States military personnel to communicate in English at their Follow-on Training (FOT) and/or teach English in their host country.

   1.2.3. The AB provides and supports English language curricula which prepares international military members, civilian personnel and US military personnel for basic, vocational, and professional DoD training programs, as well as develops, produces, and manages quality control and distribution of DLIELC Tests.

1.3. Changes. Forward all proposed changes through your chain of command to the Director of Operations (332 TRS/DO) for consideration.

1.4. Deviations and Waivers. The 332 TRS Commander (332 TRS/CC) is the waiver authority for this instruction.

Chapter 2

ROLES AND RESPONSIBILITIES

2.1. 332 TRS/CC. As Dean of Academics, determines and directs policies, plans, and goals for all aspects of academic training for the 332 TRS and approves the Course Training Plans (CTP) for all DLIELC courses. Establishes procedures for maintaining non-Community College of the Air Force (CCAF) instructor records.

2.2. 332TRS/DO. The 332TRS/DO is responsible for all day-to-day operations. The 332TRS/DO serves as the reviewing official on all documentation and projects prior to approval by the commander. They also serve as squadron commander during times of absence by the commander.

2.3. 332 TRS Associate Deans. The squadron Associate Deans exercise first level supervisory and managerial authorities over the AB and IB, serve as the reviewing official on all documentation and projects on the above program areas prior to approval by the 332TRS/DO and 332TRS/CC, and serve as squadron commander during times of absence by the 332TRS/DO and commander.

2.3.1. AB - Associate Dean of Academics. Exercise first level supervisory and managerial authorities over 332 TRS Academics Branch Curriculum (332TRS/ABC), Academics Branch Resource (332TRS/ABR) and Academics Branch Testing (332TRS/ABT) and to serve as the primary advisor to the commander on issues pertaining to those areas.

2.3.2. IB - Associate Dean of Instruction. Interfaces with 332TRS/CC and manages all aspects of classroom instruction, student academic progress, professional development, and supervisory training in accordance with (IAW) command directives.

2.4. 332TRS/ABC.

2.4.1. ABC Section Chief. Interfaces with Associate Dean of Academics and manages the development, production, maintenance of curriculum materials. Coordinates requests for the release and/or changes of all resident and non-resident curriculum materials upon receipt. Acts as Instructional Systems Design (ISD) advisor and English as a Second Language (ESL), English as a Foreign Language (EFL), English for Specific Purposes (ESP), and English for Academic Purposes (EAP) academic advisor to the Section Chief on curricular matters pertaining to resident and nonresident English language programs. Exercises first level supervisory and managerial authority over section personnel.

2.4.2. Course Manager (CM). Provides development, management, and execution of team-based curriculum projects that develop English language curriculum for International Military Students (IMS) for the Defense English Language Program (DELP) at DLIELC. The CM also maintains existing curriculum programs and issues guidance on tailoring programs when appropriate.

2.4.3. Curriculum Developer (CD). Serves as the primary course developer consisting of writing of texts, achievement and performance tests, scripts for audio support materials,

recording of audio materials, and revision of existing course materials for the classroom instruction of curriculum.

2.5. 332TRS/ABR.

2.5.1. ABR Section Chief. Interfaces with Associate Dean of Academics and oversees the operations of the DLIELC Library and the Learning Resource Center. Exercises first level supervisory and management authority over ABR supervisors.

2.5.2. Library Supervisor. Provides academic library services to students, faculty, and staff. Assists in the procurement of commercial books, videos, and audio materials included as part of the curriculum, as well as other resource material for students, and instructors, and staff. Exercises supervisor and managerial control over library staff and directs all library activities.

2.5.3. Learning Resource Center Supervisor. Provides optimum assistance and resources toward enhancement of the learning environment at DLIELC, and exercises supervisory and managerial control over Learning Resource Center staff and activities.

2.6. 332 TRS/ABT.

2.6.1. 332 TRS/ABT Section Chief. Interfaces with Associate Dean of Academics and manages the development, production, and maintenance of testing materials. Supervises 332 TRS/ABT staff. They serve as the primary advisor to the commander on all testing related matters.

2.6.2. Test Analyst. Responsible for leading the development of testing instruments.

2.6.3. Testing Specialist. Responsible for the development of testing instruments.

2.7. 332TRS/IB.

2.7.1. 332 TRS/IB Section Chief. Trains and monitors first-line supervisors, reviews instructor evaluations, oversees instructor professional development, and implements policies and directives from the Associate Dean of Instruction. Section Chief positions are divided amongst General English (332TRS/IBG2 & 332TRS/IBG3), Advanced English (332TRS/IBA), and Specialized English (332TRS/IBS) departments.

2.7.2. First-line Supervisor. Manages and monitors classroom instruction and student academic progress daily, as well as provides counseling to both instructors and students on an individual basis.

2.7.3. Program Manager. Manages class scheduling and acts as Point-of-Contact (POC) between students in specific student-body programs and the 637th International Support Squadron (637 ISS).

2.7.4. Instructor. Provides classroom instruction and student counseling, as well as assists in

the testing process as a monitor or Instructor-in-Charge (IIC).

Chapter 3

ACADEMICS BRANCH

3.1. DLIELC Curriculum Development. This chapter establishes the course development and management policy for DLIELC's Building Partnership Capacity mission IAW AFI 16-105, *Joint Security Cooperation Education and Training*. It applies to all DLIELC personnel when tasked to 332 TRS to provide support or involved in the planning, developing, managing, and implementing instructions systems. Air Force guidance in AETCI 36-2651, *Basic Military and Technical Training* and DAFH 36-2675, *Information for Designers of Instructional Systems* are the foundation for DLIELC's curriculum process.

3.2. Training Management and Requirements.

   3.2.1. 332TRS/ABC provides course management and guidance with overall responsibility for ISD application to assigned courses. 332TRS/ABC is the office of primary responsibility (OPR) for standardizing and enforcing curriculum policy. The Section Chief is designated as the Training Development Element Chief IAW AETCI 36-2651. CM's are responsible for the courses assigned to them.

   3.2.2. The major training requirements are to provide and maintain DLIELC English language curriculum for preparing international military and Ministry of Defense civilians as well as U.S. military personnel for basic, vocational, and professional DoD training programs and for enabling international instructors to implement in-country English as ESL or EFL education programs. DLIELC contributes directly to the United States' nation partner-building capacity mission.

   3.2.3. Suggestions for changes to curriculum materials are submitted to the appropriate 332TRS/ABC Section Chief via 332 TRS Form 2, *Course Change Request*. An addendum may be attached if more space is needed. Note: Retain completed forms until superseded or no longer needed, then destroy.

   3.2.4. Out-of-cycle requests for revision of existing courses or development of new courses must be submitted in writing to the 332TRS/ABC Section Chief via the 637 Training Group (637TRG). They will refer the request to the next Curriculum Review Board (CRB) for disposition. If deemed appropriate, a special CRB may be convened (see paragraph 3.9. below).

   3.2.5. Out-of-cycle requests should identify the perceived instructional gap (the difference between the actual versus the desired state), and any other information that will assist in determining whether a revision to existing material or the development of new material is required.

3.3. Curriculum Development Process. The curriculum development process begins as soon as practical after a project is approved by the CRB. When writers or subject matter experts (SMEs) are needed, 332TRS/ABC will coordinate with 332TRS/IB and/or external SMEs to temporarily

assign detail personnel to a development project.

3.3.1. USAF ISD Model. The DLIELC curriculum development process will adhere as closely as practical to the USAF ISD model IAW DAFH 36-2675. Specific guidance for DLIELC operations are described below.

3.3.1.1. Analysis. The phase typically begins with the assigned CM with or without a development team, reviewing appropriate student and FOT or non-resident site survey data collected by Training Evaluations (637TRG/CCV) and other relevant stakeholders. If necessary, the CM may contact the military department(s) (MILDEP) to gather a complete course description and any applicable documents for the respective FOT course(s) whose content informs the project. The affected 332TRS/ABC section managing the project may also work with MILDEPs and International Military Student Officer (IMSO) at the FOT sites to coordinate on-site visits or SME visits if necessary.

3.3.1.1.1. The Needs Analysis Report (or Worksheet) documents the results of the analysis phase. See Figure A2.1. CM's are responsible for generating this report, and 332TRS/ABC Section Chief is the approval authority. A Needs Analysis Report recommends whether a revision is required. A curriculum minor revision changes 25% or less of an existing course, whereas a curriculum major revision changes more than 25% of an existing course.

3.3.1.1.2. After the analysis is completed, the 332TRS/ABC Section Chief will assign a development team appropriate to the project scope and officially enter the design phase.

3.3.1.2. Design phase.

3.3.1.2.1. Learning Objectives and Testing Strategy. Terminal and enabling (developmental) objectives should be developed for all courses. The CM and CD's will work together to develop objectives when possible. The CM will review the information and make necessary corrections. Based on the learning objectives, student assessment strategies will be defined during this phase.

3.3.1.2.2 After the objectives and assessment strategies are developed, a review of existing DLIELC materials will be conducted to determine whether any can be repurposed to support the new objectives. When practical, use existing instructional materials before developing new ones to prevent duplication of effort and reduce development costs.

3.3.1.2.3. When all objectives and assessment strategies have been designed, the CM creates a Measurement Plan (MP) using AETC-approved courseware. The MP indicates the Air Force Proficiency Code for each testable objective and is kept as course documentation.

3.3.1.2.4. Existing materials from other sources should also be considered at this stage

of design. Those sources can include the DoD, U.S. military branches, other U.S. Government departments, or commercial organizations. CMs will secure permissions to use course materials obtained from Major Commands (MAJCOMs) outside AETC, other U.S. military branches, U.S. Government departments, and/or commercial sources.

3.3.1.2.5. When developing instructional material, all personnel must protect the Air Force by avoiding copyright infringement. 332TRS/ABC uses the policies and procedures for copyrights as applied to Air Force publications.

3.3.1.2.6. The Design Plan is a narrative report required for all curriculum development or revision projects. It is prepared by the responsible CM and is coordinated through the appropriate 332TRS/ABC Section Chief with approval by the 332TRS/CC. A template is provided in Figure A2.2.

3.3.1.3. Development Phase.

3.3.1.3.1 As materials are created, the CM will coordinate peer reviews and small-group classroom tryouts, i.e., formative evaluations of the training materials. The CM must review and approve all content created by the development team. The CM will save and maintain the approved materials, backing up on designated network or external drives, or as designated by 332 TRS/ABC. If not approved by the CM, the material will be sent back to the CDs for revision.

3.3.1.3.2 Once all course materials have been developed, the CM will create a CTP and a Plan of Instruction (POI), AETC Form 133, *Plan of Instruction/Lesson Plan – Part 1*. The CTP and POI will be kept as course documentation.

3.3.1.3.3. The average time for new course development or a major revision is estimated based on a ratio of up to 50 hours of development time per one hour of instruction. 100% of this ratio is allotted for all new courses developed and major revisions. Minor revision time is estimated at up to 25 hours of development time or 50% of the original base rate.

3.3.1.3.4. Delays in development timelines must be coordinated through the 332TRS/ABC Section Chief and 637 TRSS/DP Chief. Delays may be caused by a number of different reasons to include scheduling of FOT visits, availability of students for validation, delays in contract printing of materials, participation in non-resident training or other DLIELC requirements.

3.3.1.3.5. Validation. For information refer to DAFH 36-2675, chapter 5.

3.3.1.3.6. Formative Evaluations, Internal Review. The CM sends the activity(ies) to be reviewed to a CD who is familiar with the course, and to a CD who is unfamiliar with the course. The CM requests that the CD review the activity by accomplishing it as written, and provide feedback.

3.3.1.3.7. Formative Evaluations, Small-group Tryouts. For information refer to DAFH 36-2675, chapter 5.

3.3.1.3.8. Summative Evaluations, Validation. Upon completion of newly developed courses and/or major revisions, the Curriculum Validation Monitor (CVM) prepares for validation. The CVM prepares validation training materials by contacting Digital Publishing (DP) to request printed validation materials and ensures all other course materials (commercial textbooks, audios, videos, online components, etc.) are ready for use during the validation training and writes the Validation Plan. (See Figure A2.3 for a visual example of a validation plan.) The Validation Plan is reviewed, approved, and signed by the 332TRS/ABC Section Chief, then the section chief forwards the document up the chain of command for signatures via the electronic staff summary sheet (eSSS). The Validation Plan is kept for course documentation.

3.3.1.3.9 Validation Training. Prior to the start of the validation training, the CVM, Training Validation Monitor (TVM), and all validation instructors should have their own control copies of the course materials. The CVM coordinates with the TVM to schedule the validation training for validation instructors. Validation training can last up to two (2) weeks, depending on the course length and/or the complexity of the course materials or components. The CVM conducts the validation training, which both the TVM and validation instructors attend.

3.3.1.3.10. Validation Iterations. The CVM completes and submits it to 332 TRS/ABT to inform them of the upcoming validation dates and requests that the new version(s) of the book quizzes be used. A minimum of three (3) validation iterations is necessary, or the following total number of students: 20 students for General and Specialized English; 14 students for Advanced English.

3.3.1.3.11. Low-flow courses (i.e., courses with an annual enrollment of 50 students or fewer) are exempt from the three-course minimum. 332 TRS/ABC will establish the minimum number of iterations for an adequate sample. A validation class cannot run unless there are a minimum of 4 students enrolled during validation.

3.3.1.3.12. Validation Observation. Duration of validation observation depends on the course length and/or complexity of the course materials or components. The CVM should observe one-week courses a minimum of eight class periods per validation iteration. For longer courses, the CVM should observe an average minimum of six class periods per week (per validation iteration). The TVM must observe validation classes for a minimum of two class periods per week.

3.3.1.3.13. Validation Feedback. The CVM meets with the validation instructor and the TVM at least once per week to discuss successes and problems, including suggestions for improvement. Validation notes will be marked in the control copies and then turned in to the CVM at the end of the validation. Quantitative and qualitative data gathered during validation should include:

3.3.1.3.13.1.   Feedback on the variety, sufficiency, structure, timing, and effectiveness of the activities.

3.3.1.3.13.2. Stakeholder input (discussions, instructor and student questionnaires, observations, etc.).

3.3.1.3.13.3.   Evidence that the assessments (book quizzes, performance evaluations, progress checks, etc.) accurately measure the degree to which the course objectives were met.

3.3.1.3.13.4. When applicable, a book quiz item analysis from 332 TRS/ABT.

3.3.1.3.13.5. The validation notes in the control copies.

3.3.1.3.14. Validation Report. The CVM writes the validation report (Figure A2.4). The TVM reviews it and suggests any changes. The TVM then signs the Validation Report. 332 TRS/ABC, approves, and signs the validation report, then forwards the document up the chain of command for signatures via the eSSS. The validation report is kept for course documentation.

3.3.1.3.15. Post-validation. The CM uses the feedback gathered during the validation and suggested changes to make post-validation revisions. Once post-validation revisions have been completed by the CM, the course materials are sent to Digital Publishing. The CM ensures all other course materials (commercial textbooks, audios, videos, online components, etc.) are ready for use during the implementation phase and updates the MP and CTP. The CM will prepare a release letter when final materials are received and reviewed. The appropriate 332 TRS/ABC Section Chief will then release the materials, and if applicable, request disposition of the old materials. Use 332TRS/ABC, Release Letter (Figure A2.5). The MP, CTP, and Release Letter are kept for course documentation.

3.3.1.3.16. Non-Resident Validation. When non-resident validation of materials is conducted, 332 TRS/ABC personnel will work closely with the 637 ISS/INF to determine feasibility and appropriate implementation.". When DLIELC personnel have little control over the learning and teaching situations, modifications to the process may be made. The validation report will reflect the feedback that was gathered during the validation process.

3.3.1.4. ISD Implementation phase. After development and validation are complete, the course, book or module is implemented, i.e., fielded under normal operating conditions.

3.3.1.5. ISD Evaluation. Evaluation is a continuous process beginning during the analysis phase and continuing throughout the ISD cycle. There are three types of evaluation: Formative, Summative and Operational. See DAFH 36-2675 Chapter 7 for more information.

3.3.1.5.1. Course reviews. To meet the need for operational evaluations, all curricula undergo a course review every four years. CMs use a 4-Year Periodic Course Review Checklist (Figure A2.6) to review their assigned courses. When done, the CM submits the 4-Year Periodic Course Review Checklist to the appropriate 332 TRS/ABC Section Chief for approval and updates the 4-Year Periodic Course Review Schedule. The 4-Year Periodic Course Review Checklist is kept for course documentation.

3.3.1.5.2. Course Review Results. Resulting actions include no action needed, major revision, minor revision, or withdrawal. Resulting actions are submitted to the CRB for approval. Outside of the 4-Year Periodic Course Review, course materials may be adjusted as required based on operational feedback, e.g., student and instructor feedback, FOT site feedback, and submissions to the appropriate section chief for action. Use 332 TRS Form 2, *Course Change Request*.

3.3.2. Foreign Disclosure Office (FDO). Ensures classified and Controlled Unclassified Information (CUI) disclosure actions are followed and approves or disapproves the disclosure of information to foreign representatives IAW AFI 16-201.

3.3.2.1. All source materials that will be used to develop new courses will be sent to 332 TRS/FDO for approval unless already approved by the originating FDO. This will allow 637 TRG/FDO or 332 TRS/FDO to identify content that cannot be used when developing the course.

3.3.2.2. 637 TRG/FDO will review and approve DLIELC courses containing CUI for disclosure to international students. If the 637 TRG/FDO is not available, the 637 TRG/CC has the authority to delegate review and approval to the 332 TRS/FDO.

3.3.2.3. Active courses requiring FDO approval will have all source material used to create the course sent to the 637 TRG/FDO. Source materials are courseware from any DoD agency, technical orders, commercial materials, and any open-source materials found on the Internet.

3.3.2.4 Course materials using technical orders must be reviewed and approved by AETC/FDO. A copy of written consent from the author allowing the reproduction and dissemination of such material is required.

3.4. Publishing Process.

3.4.1. The DP process begins with the project "Kick-off" meeting comprised of DP staff, the project's CM and CDs. The Kick-off meeting members will:

3.4.1.1. Discuss the intent and details of the project.

3.4.1.2. Establish timelines, discuss priorities, and review any sample materials available.

3.4.1.3. Go over layout or design options.

3.4.2. After the Kick-off meeting, DP assign a technician who will create a folder on the shared drive and notify the development team of the folder's location and name to allow them to start transferring any files or materials to be worked on.

3.4.3. The CM or CDs will transfer any approved available materials to be worked on and notify DP personnel of the transfer. Approved materials are graphic, photos, videos, and word documents containing text and layout instructions. Documents should be submitted in sequential order to facilitate a smooth workflow process. A hard copy of the material may also be provided if annotations concerning nonstandard style requests and needed supporting graphics (e.g., diagrams, photos, timelines, charts, illustrations, etc.) are requested.

3.4.4. A DP technician will begin the layout process using the agreed upon format and timelines. To prevent timeline delays "for position only" graphics may be used when final graphics are not available.

3.4.5. The CM will email approved graphics requests to 637 TRSS/DP, for processing as early in the development process as possible. Such requests include but are not limited to: processing or modification of photographs and illustrations for print or web delivery, videos for classroom or web use, and video shoots. During the ISD development stage original content (e.g., graphic design, photography, videography, or multimedia products) may be created by the DP staff.

3.4.6. Multimedia contractors will coordinate AF Form 833, *Multimedia Work Order*, with the DP Section Chief to prioritize work requests.

3.4.7. DP will format approved content and artwork into the agreed upon layout, following DLIELC branding guidelines, Government Publishing Office, and industry printing standards.

3.4.8. At various stages DP will provide a draft copy of materials to the CM for initial review. The CM will revise materials as required using DP standards. If necessary, the CM will work with the assigned technician to make changes to the layout.

3.4.9. Upon completion of the project DP will forward a "final proof" version of the project along with the DP final acceptance signoff. At this time the CM will review and submit any last corrections needed. CM will then sign and return the acceptance form stating that the project is final pending corrections and is ready for publishing.

3.5. Course Control Documents (CCD). The ISD Management Plan typically contains standard course control documents.

3.5.1. A Course Chart must be maintained for every course, book, and module produced by 332 TRS/ABC. Course Charts will be produced and developed using AETC 449, *Course Chart*, and they will include:

3.5.1.1. Course Length. Identify the total number of academic days for the course, book,

or module. Wartime course length is not applicable (N/A).

3.5.1.2. Technical Training. List total instructional hours, separating classroom, laboratory and homework hours, if appropriate. For reference, DLIELC's standard training day is six hours Monday through Thursday and five hours on Friday.

3.5.1.3. Remarks. Effective date for most courses will be "Variable." If appropriate, add "Implementing Materials"; e.g., DLIELC-produced and commercial texts needed for the course.

3.5.1.4. Table 1 – Major Items of Equipment. If applicable, list only major items of equipment (computers, laptops, interactive whiteboard, etc.) in this block. Major items of equipment would include those required for attainment of a learning objective. Do not include administrative or course support items.

3.5.2. The Needs Analysis Report (Figure A2.1.), should include the following information:

3.5.2.1. Justification. The justification should include the operating instruction requirement and a course overview with a description and history of the course(s) being considered for revision, if applicable.

3.5.2.2. Analysis. The analysis should include an educational analysis, task analysis, resource analysis, target audience, and feedback.

3.5.2.3. Educational Analysis. The educational analysis should include the structure of the course(s) to be revised, if applicable, the frequency the course(s) is taught, and the entry requirements for students taking the course(s).

3.5.2.4. Task Analysis. The task analysis includes the objectives of the course(s) to be revised, if applicable.

3.5.2.5. Resource Analysis. The resource analysis includes the equipment necessary to teach the course(s) to be revised, if applicable, and the materials for the course(s).

3.5.2.6 Target Audience. The target audience should include the number of students who have taken the course(s) in the previous two years and the FOT courses the students will attend after graduating DLIELC, if applicable.

3.5.2.7. Feedback. The feedback should include results of site visits, if applicable, a summary of FOT and/or DLIELC instructor interviews, and the results of FOT and/or DLIELC instructor questionnaires.

3.5.3. Final Assessment Review. The final assessment review should include a summary of the factors leading to the decision to undergo a major or minor revision, or whether to establish a new course that is not replacing a previous course.

3.5.4. The Design Plan, (Figure A2.2.) should include the following information:

3.5.4.1. Needs Analysis Summary. The design plan should contain a summary of the needs analysis findings.

3.5.4.2. Course objectives and assessment plan.

3.5.4.3. Trip reports, if applicable.

3.5.4.4. Additional background information: e.g., surveys, questionnaires, focus groups, or other research informing the course design.

3.5.5. Course Resource Estimate. A brief course resource estimate is required to identify expenses beyond the typical classroom environment. Funding requirement estimates include items such as funds for computer equipment, media, instructional technology applications, training and support equipment, new facilities or current facility modifications, course/curriculum development or implementation, manpower, course supplies, or commercial publications. The CM is responsible for creating the course resource estimate.

3.5.6. Validation Plan, (Figure A2.3.). The validation plan should include the purpose, the assigned CVM and TVM, the validation materials, and the validation design.

3.5.6.1. Purpose. The purpose should include a statement indicating that the validation plan establishes the procedure for the validation of the course.

3.5.6.2. The CVM and TVM. The validation plan should include the names of the assigned CVM and TVM. It should also include the duties of the CVM and TVM.

3.5.6.3. Validation Materials. The validation materials should include the student text, the instructor handbook or text, other printed or digital texts for students such as overview guides or glossaries, electronic files on the shared drives, training kits, and assessments.

3.5.6.4. Validation Design. The validation design should include the number of classes, the location of classes, the starting and ending dates, the procedures for keeping and collecting the control copies, the assessment type and minimum score needed to pass the course, the sources of feedback (including instructors, the TVM, and instructor and student validation questionnaires), the procedures for the validation, a statement detailing the submission of a validation report upon completion of the validation, and a statement about completing post-validation revisions and the release of the operational edition once the validation report is approved.

3.5.7. Validation Report, (Figure A2.4.). The validation report should include the following sections:

3.5.7.1. Justification. The justification includes a statement indicating the validation report is being submitted for approval according to this SI.

3.5.7.2. Validation. Include a paragraph stating the start and end dates for the validation, the assigned CVM and TVM, and when the validation training occurred and its duration. Also, a list of the instructors and supervisors trained should be included.

3.5.7.3. Implementation. Include the number of students and instructors that participated in the validation. Insert a chart listing the class number, the dates the classes were scheduled, and the number of students in each class.

3.5.7.4. Assessment. Include a description of the assessment(s). If it includes a Performance Evaluation, indicate how much each element is weighted. Also list the assessment data of students' scores during the validation period.

3.5.7.5. Instructor and Student Questionnaire Responses. Use a rating scale to measure the extent to which the instructors agreed or disagreed with the statements on the questionnaire. Insert a chart showing the results of the rating scale measurement. List the statements from the questionnaire. For statements falling on the lower end of the rating scale, explain why the statements received a lower rating.

3.5.7.6. Recommendations. List the recommended changes to the course.

3.5.7.7. Post-Validation Revisions. Indicate the course materials to be revised (Student Text, Instructor Handbook, Ancillary Materials, etc.) and the team responsible for the revisions (CMs and CDs). State how long the post-validation revisions will take and that the validation edition will be used until the operational edition is released.

3.5.7.8. Signatures. The CVM and TVM agree on the contents of the validation report and sign it.

3.5.7.9. Attachments. Attachments containing the instructor comments and the student comments may be included.

3.5.8. Release Letter, (Figure A2.5.). The release letter should include the texts being released and the date they will be released. It also includes texts that are being withdrawn, if applicable. Release letters are distributed before validation edition texts, first edition texts, or any subsequent editions of texts are to go into circulation.

3.5.9. 4-Year Periodic Course Review Checklist, AF 2519, *All Purpose Checklist* (overprinted) will be used to conduct the review. The overprint is available via the sharepoint site. A copy of the 4-Year Periodic Course Review checklist is signed by the CM and appropriate section chief. It is kept as part of the course control documentation.

3.5.10. New Courses. When a new Military Articles and Services List (MASL) number is required, the CM will provide the AETC Form 449 and the design plan through 332 TRS/ABC to 637 ISS/IRF, who will, in turn, request the course identification number from Air Force Security Assistance Training (AFSAT). Once approved, a course identifier is assigned using

the security assistance MASL, and then, the DLIELC Course Catalog & Security Cooperation Office (SCO) Handbook will be updated.

3.6. Instructional Materials. Course Materials. Course materials are developed using the ISD process (paragraph 3.3). Validation materials are identified with the words "Validation Edition" on the cover. Within DLIELC, the standard instructional materials may include the following:

3.6.1. Student Text. Designed to guide students through their coursework.

3.6.2. Workbook/Lab Book. Designed to provide students with practical exercises or assignments in conjunction with their coursework.

3.6.3. Resource Book. A compendium of resource readings and activities that supplements the student text.

3.6.4. Glossary. A resource book that provides definitions for terms used in a course.

3.6.5. Handout. A document made up of different extracts from standard or specialized publications, sample reports, and sample listings that are necessary for completing learning objectives or the course.

3.6.6. Video Support Materials. Materials that support, explain, or enhance video components of the course.

3.6.7. Instructor Text. The instructor text is designed to guide the instructor through the presentation of course objectives. This document usually contains most, if not all, of the student text material.

3.6.8. Achievement Test. The achievement test is developed by Curriculum Flight for a respective section of a course. An achievement test is commonly referred to as a "book quiz" or computer-delivered test. Test items are reviewed by 332 TRS/ABT for quality control. This test is secured and controlled by 332 TRS/ABT.

3.6.9. Performance Test. The performance test is developed by 332 TRS/ABC. This test may be secured and controlled by 332 TRS/ABT.

3.6.10. Performance Evaluation. The performance evaluation is developed by 332 TRS/ABC. These evaluations are administered by 332 TRS/IB instructors.

3.6.11 Supplemental resources. Additional materials to approved curriculum must be approved by the 332 TRS/IB first-line supervisor. Any materials deemed "necessary" should be sent to the appropriate 332 TRS/ABC Section Chief for review and action.

3.7. 4-Year Periodic Course Review. The periodic course review is a comprehensive look at all training methods within active courses to ensure partner nations receive relevant training, training is not duplicated, and customer requirements are satisfied. Procedures for conducting the 4-Year

Periodic Course Review are:

3.7.1. All instructional materials should be checked for accuracy and currency.

3.7.2. This review should commence four years after the course's operational date.

3.7.3. All discrepancies found will be annotated in the control copy.

3.7.4. Courses requiring major revision will be referred to the CRB for disposition.

3.8. Content Change Request. Content change requests provide a streamlined process for 332 TRS/IB personnel to request changes to operational course materials. These procedures are:

3.8.1.   Send notification of the requested change or improvement to the appropriate 332 TRS/ABC Section Chief using 332 TRS Form 2 with a courtesy copy to the submitter's respective supervisor.

3.8.2. 332 TRS/ABC will task appropriate personnel to review and validate requested changes or modifications to the course materials.

3.8.3. Changes found to be valid will be annotated on the control copy of the materials. These changes will be incorporated into the next publishing or iteration.

3.8.4. If objectives cannot be met without changes to the edition, 332 TRS/ABC may direct the CM to prepare a Formal Errata Sheet (see Table 3.1.) and forward it to the warehouse for immediate inclusion in the course materials.

Table 3.1. Formal Errata Sheet Course.

Date		
Page	**Reference**	**Action[2]**
3 (IT and PT)	Unit Overview, Resources	Change *Material* to ***Methodology*** Item should read: ID784, ***Methodology*** *and Culture Seminar*
9 (IT and PT)	Activity 1.5, last sentence of the first paragraph	Change *often* to ***outside*** Sentence should read: For example, although fluent English speakers are familiar with the expression "to negotiate a contract," the words "to negotiate meaning" are not likely to be used **outside** the language teaching field.
71 (IT only)	Unit Overview, Resources	Delete ***Teaching Culture: Perspectives in Practice***
86 (IT only)	Teacher's Notes 5.2, #2	Insert verb ***examine*** Sentence should read: "Have participants **examine** the statistics…"

87 (IT only)	Teacher's Notes 5.3	a. Delete *and 5.4* from the Teacher's Notes heading b. Change *5.2 The Pentagon* to **5.3 The Pentagon** c. Delete extra *and* Sentence should read: "Split the class into two groups and have one group read *5.3* The Pentagon and the other group *5.6* The U.S. Military Structure." d. Change *5.3 The U.S. Military Structure* to **5.6 The U.S. Military Structure** e. Delete (*on the next page*)

Note:
1 – List course name, textbook identifiers, and publication information.
2 – Write in changes to be made with as much detail as needed.
IT - Instructor Text
PT - Participant Text

3.8.5. Courses requiring major revision will be referred to the CRB for disposition.

3.8.6. 332 TRS/ABC will respond to requesting members on actions taken with their request.

3.9. Curriculum Review Board (CRB). The CRB reviews ongoing curriculum development projects and sets priorities for the next Fiscal Year. It also considers and makes recommendations for future projects.

3.9.1. The CRB is made up of 637 TRG/ED, 332 TRS/CC, and 637 ISS/INF. The 332 TRS/CC serves as the chair for the CRB. Although not board members, 637 ISS/IRF, 637 TRSS/TLF, 637 TRSS/TTF, and 637 TRSS/DP are permanent invitees to the CRB.

3.9.2. The Curriculum Management Team (CMT) is made up of the 332 TRS associate deans, 332 TRS/ABC, 332 TRS/ABT, and 637 ISS/INF. The 637 TRG/ED and 637 TRSS/DP members have a permanent invitation to attend all CMT meetings. Key staff members from other DLIELC sections will be invited on an as-needed basis to be determined by 332 TRS/ABC.

3.9.3. Responsibilities.

3.9.3.1. The CRB Chair will make decisions on the proposals and recommendations made by the CMT and the CRB and is the final decision on curriculum issues. The CRB Chair will also review and submit recommendations to the Commandant for approval and distribute minutes of the CRB meetings.

3.9.3.2. 332 TRS/ABC collects information, organizes the CMT and CRB, identifies representatives to brief on their areas of responsibility, briefs the CRB on the status of ongoing curriculum development projects, describes upcoming projects, makes

recommendations for future projects, and proposes priorities.

3.9.3.3. The CRB will convene with the CMT semi-annually or at the request of the CRB Chair. The CRB will also discusses major issues affecting curriculum projects, make recommendations, and help establish priorities for future projects. Interim changes to established priorities and projects may be made through coordination and with approval by the CRB Chair.

3.9.4. Procedures.

3.9.4.1. The CMT will meet, as necessary, to discuss curriculum projects and issues.

3.9.4.2. The CMT will then meet with other key staff, as appropriate, prior to meeting with the CRB. The purpose of these meetings is to gather information, discuss priorities, milestones and deadlines, and to identify resource requirements, including required technical and staffing support.

3.9.4.3. The CMT will discuss proposals, resource requirements, etc., with the 332 TRS/CC prior to briefing the CRB.

3.9.4.4. The CRB will convene. The CMT will present proposals to the CRB for action. The CRB will review timelines and milestones to ensure projects are kept on track. As appropriate, request additional information and/or clarification for missed deadlines. Finally, the CRB will make recommendations to 332 TRS/ABC for new projects including priorities and target completion dates.

3.9.4.5. The CMT will record minutes of the CRB meeting for the CRB Chair.

3.10. 332 TRS/ABR.

3.10.1. The DLIELC Library. This section describes the scope of the DLIELC Library collection for faculty, staff, and students. Consistent with the responsibilities assigned in AFI 34-101, *Air Force Morale, Welfare and Recreation (MWR) Programs and Use Eligibility*, and this instruction, it sets the rules for library use for DLIELC borrowers, establishes the DLIELC Library Advisory Board, and describes the procedures and responsibilities for acquisition of library material. Responsibilities include:

3.10.1.1. Register new borrowers at the time of first checkout of library materials. Borrowers are responsible for materials checked out in their name: lost and/or damaged books and materials must be replaced or paid for by the borrower. Students and staff may check out books, audio kits, and videos for two weeks and may renew them upon request. No book will be renewed if there is an open request for it. Reserve items for faculty may be checked out for the duration of the course being taught.

3.10.1.2. Circulate library materials by scanning bar-codes on items borrowed and returned by each registered borrower.

3.10.1.3. Input automatic hold requests for books in the library collection. Requesters will be informed of availability by library staff. The library will hold a requested item for pickup for a period of one week.

3.10.1.4. Have an overdue notification system. Overdue notices will be delivered to the respective supervisor/chief of the borrower. Delinquent borrowers will not be permitted to borrow from the library until all overdue materials are returned. Customers failing to respond to the third overdue notice will have their borrowing privileges suspended for 30 days.

3.10.1.5. Convene the Library Advisory Board quarterly or by special request to the chairperson by a board member.

3.10.1.5.1. The librarian will serve as the chairperson.

3.10.1.5.2. Agenda. The chairperson will present the latest acquisitions list, consisting of recommended purchases submitted by board members and staff, and titles recognized as needed by the librarian. The chairperson will provide library information for dissemination by the board members to their respective units.

3.10.1.6. Order materials and supplies necessary for library operation.

3.10.1.7. On request from 332TRS/IB, schedule and provide library class visits and orientations. Scheduling will be accepted, approved, and coordinated at least one day in advance.

3.10.1.8. Sign clearance forms for students and staff. Students and staff must return library materials before library staff will sign clearance forms.

3.10.1.9. Provide reference assistance.

3.10.1.10. Ensure all office collections ordered through the library are inventoried annually and returned to the library if no longer needed or when the assignee changes positions within DLIELC, is transferred overseas, or terminates employment.

3.10.1.11. Prepare the Annual Library Report.

3.10.2. DLIELC Learning Resource Center. This section establishes procedures and responsibilities for operation of the DLIELC Learning Resource Center. It applies to 332 TRS/IB, and 332 TRS/ABC in order to provide optimum assistance and resources toward enhancement of the learning environment at DLIELC. Responsibilities include:

3.10.2.1. Schedule time for classes requiring use of the learning resource center and maintain master schedules.

3.10.2.2. Account for student use of learning resource center computers and materials.

3.10.2.3. Ensure learning resource center is operational and ready for scheduled classes.

3.10.2.4. Control learning resource center assets.

3.10.2.5. Provide learning resource center patrons with computer hardware and software assistance that is within the scope of staff members.

3.10.2.6. Allow dependents of DLIELC students, such as a spouse or children over 16 years of age, to utilize learning resource center computers if space permits.

3.10.2.7. Provide instructional support, upon request, for students in need of remediation.

3.10.2.8. Request hardware, software, videos, audio materials and other ESL materials through 637 TRSS/TTF.

3.10.2.9. In support of operations, 332 TRS/IB instructors in the learning resource center will monitor students to ensure students are working on assigned projects. They will also ensure students do not use removable storage devices, or tamper with computer hardware or peripherals and do not make changes to any pictures, configurations, or commands in Microsoft Windows.

3.11. 332 TRS/ABT. 332 TRS/ABT will manage all testing materials and procedures for the English Comprehension Level (ECL), Oral Proficiency Interview **(**OPI), and American Language Course Placement Test (ALCPT). This includes developing, validating, delivering, and creating banks and backups of Computer-Adaptive Test ECL (CAT ECL). 332 TRS/ABT will retire tests, item banks and items, when appropriate and withdraw compromised tests and items.

3.11.1. Policy 332 TRS/ABT will produce local 332 TRS manuals to govern the scheduling, administration, scoring and reporting of DLIELC tests. For access to the procedures manual contact 332 TRS/ABT. at DLIELC.testing@us.af.mil. All squadron commanders will notify 332 TRS/ABT of personnel changes that require and update of test access documentation.

3.11.2. Responsibilities.

3.11.2.1. For nonresident use, 332 TRS/ABT will annually produce 15 ECL tests. ALCPT forms will be produced as needed.

3.11.2.2. Maintain master files of all official, controlled DLIELC tests.

3.11.2.3. Maintaining test security is essential to DLIELC and will be given the highest priority by all personnel involved. 332 TRS/ABT will stablish policy, provide guidance, and maintain surveillance over the control and use of test materials and information.

3.11.2.4. Ensure all test materials received are handled/stored in red folders. When not in

use materials will be stored in a locked cabinet.

3.11.2.5. Book Quiz, Performance Test, ECL, or ALCPT will not be reproduced except as authorized by 332 TRS/ABT.

3.11.2.6 Students are not authorized to have controlled test items in their possession except during monitored test administrations.

3.11.3.7. For Computer Delivered Tests (CDT), 332 TRS/ABT will manage the CDT database and ensure that backups are current and secured.

3.11.2.8. When DP is in possession of testing materials, they will ensure the safekeeping and security of said materials.

3.11.2.9. Changes in test scheduling due to student load factors and/or administrative requirements will be coordinated with 332 TRS/ABT, and 332 TRS/IB. Scheduling or rescheduling requests must be submitted before 1200, the day prior to testing.

3.11.2.10. Security and Control of Test Materials.

3.11.2.11. Establish policy, provide guidance, and maintain surveillance over the control and use of test materials and information.

3.11.2.12. Authorize test access through the assignment of test control numbers, maintain a current database of resident and nonresident personnel with test access authorization, and prepare the test access authorization list.

3.11.2.13. Coordinate with all DLIELC managers who supervise personnel requiring test access to ensure 332 TRS/ABT is informed when new personnel requiring test access are hired and when they separate from DLIELC.

3.11.2.14. Rotate computer adaptive banks and book quiz forms to reduce the chances of students' repeat exposure to test items.

3.11.4 332 TRS/IB Testing Responsibilities. 332 TRS/IB will ensure:

3.11.4.1. ECL items are not critiqued or reviewed by instructors without approval.

3.11.4.2. Test proctors do not listen to the audio portion of the ECL test or read the test items except as necessary to verify audio quality or student-reported problems.

3.11.4.3. An adequate number of proctors, a minimum of one per computer testing lab, is provided.

3.11.4.4. Students receive a pretest briefing on test procedures, penalties for cheating, and all relevant testing requirements before each test administration. The briefing will cover

standardized pretest and posttest procedures for test administrators and students, as well as procedures to be observed during the actual test administration. A written copy of the procedures will be available in each lab during each test administration.

3.11.5. Loss or Compromise of Tests.

3.11.5.1. Individuals on the resident campus who suspect that a test, or any of its controlled components (script, booklet, audio recordings, electronic products, key, or used answer sheet), has been lost or compromised must immediately report this information to a first-line supervisor.

3.11.5.2. The supervisor will immediately report the incident to both the 332 TRS/IB section chief and 332 TRS/ABT.

3.11.5.3. 332 TRS/ABT will notify the 332 TRS/CC and withdraw the test from service.

3.11.5.4. 332 TRS/CC will request that 637 TRG/CC initiate a commander's inquiry and appoint an investigating official.

3.11.5.5. No later than five business days after the initial report of test loss or compromise, the investigating official will send 332 TRS/CC a memorandum for record which describes the results of the investigation and includes recommendation(s) for corrective action.

3.11.5.6. After receiving the memorandum for record, 332 TRS/ABT will determine whether the test form can be put back into service or must be replaced and will take any other required corrective action.

3.11.6. Use of the ALCPT. The ALCPT will be used to place students in a program; evaluate student progress at the end of a level; screen candidates for readiness to take the ECL; and to evaluate the English language abilities of local personnel working for or being considered for positions on overseas US military installations as required by US military service regulations. The ALCPT may not be used for any other purposes unless specifically authorized by 332 TRS/ABT. The ALCPT will never be used as a training instrument on the resident campus, in the U.S., or overseas.

3.11.7. ECL Test Guidelines.

3.11.7.1. The ECL test is the primary instrument used to assess the English language proficiency of IMSs scheduled to attend and of international participants in certain US-sponsored exercises (AFMAN 16-101, *Security Cooperation (SC) and Security Assistance (SA) Management*). The ECL test can also be used for authorized DoD personnel.

3.11.7.2. The ECL test may also be used as a criterion in the requirement of US military personnel who are not native speakers of English or in the determination of their eligibility for commissioning, attending specific courses, or obtaining certain jobs.

3.11.7.3. The ALCPT will be used by authorized nonresident English language training programs in the US and foreign countries for ECL prescreening purposes. For policies and procedures governing the acquisition, control, and administration of ALPCTs see the ALCPT handbook available at: http://www.dlielc.edu/testing/ALCPT_Handbook.pdf.

3.11.7.4. ECL test scores are valid for 105 calendar days from the date of the ECL test administration to the report date of the initial training recorded on the Invitational Travel Order (ITO).

3.11.7.5. User agencies will not copy, scan, or duplicate any portions of the ECL or ALCPT tests, nor will they release any ECL test materials to any unauthorized personnel.

3.11.7.6. Any discussion of ECL or ALCPT test items with instructors, host-country residents, or other unauthorized personnel is strictly prohibited. ECL and ALCPT content can only be discussed by Test Control Officer (TCO) or designated alternate.

3.11.7.7. ECL Scheduling and Requirements.

3.11.7.7.1. For all CONUS direct-entry IMS testing, schedule ECL tests for the following purposes and according to the following guidelines:

3.11.7.7.1.1. IMSs who achieve their required ECL scores in-country will take the ECL at their first training location in the US, per AFI 16-105.

3.11.7.7.1.2. The TCO will use one of the CONUS ECL forms/online CAT sub banks to administer the entry ECL test to direct-entry IMSs 3-5 days after their arrival to their first training location in the US.

3.11.7.7.1.3. Only recent (within 105 days) DLIELC graduates or recent ECL-qualified graduates from a Defense Security Cooperation Agency (DSCA)-approved training program and students from countries listed as "exempt from all English language testing" per DLIELC SCO Handbook and per the annual DSCA policy message (available at: http://www.dlielc.edu/) will not be tested.

3.11.7.7.1.4. IMSs who do not achieve their required ECL score on their entry ECL test will be retested with a different ECL form or online CAT sub bank 1-2 days after their entry ECL test. (Note: Resident DLIELC IMSs who do not achieve their required ECL score on their entry ECL test will be retested with a different CAT sub bank during the next ECL test, usually 7 days later).

3.11.7.7.1.5. To administer a second retest (i.e., a third entry ECL), the TCO must obtain permission from the appropriate MILDEP and 332 TRS/ABT. The TCO can contact 332 TRS/ABT to request the second retest, providing the necessary background information.

3.11.7.7.1.6. At CONUS ECL test sites where ECL testing of IMSs is conducted

by the Base Education Office as a service for the IMSO, the request for a waiver to administer a second ECL retest can be made by the IMSO in place of the TCO. In such cases, however, the IMSO should keep the TCO informed of these actions so the TCO can maintain accurate records.

3.11.7.7.1.7. The TCO will report all failing scores to the MILDEP and to 332 TRS/ABT. If an IMS does not achieve the required ECL score on a second retest, the TCO should immediately inform the MILDEP and 332 TRS/ABT. The MILDEP is responsible for determining subsequent action.

3.11.7.7.2. For all OCONUS ECL test sites, schedule ECLs according to the following guidelines:

3.11.7.7.2.1. All requests for the purchase of ALCPT materials must be screened and approved by 332 TRS/ABT. Organizations interested in purchasing the ALCPT must complete an, 332 TRS Form 4, *ALCPT Approval Request*. More information about the uses and score interpretations of the ALCPT can be found in Handbook for the American Language Course Placement Test (ALCPT), available online at: http://www.dlielc.edu/testing/ALCPT_Handbook.pdf.

3.11.7.7.2.2. Assess annual ECL test requirements and establish an ECL testing schedule for the fiscal year.

3.11.7.7.2.3. Administer the ECL as a final language qualification assessment to a maximum of three candidates per training slot.

3.11.7.7.2.4. Ensure that no candidate is tested more than three times in any one fiscal year.

3.11.7.7.2.5. Use ECL test forms/online CAT sub banks in a randomized sequence (e.g., 19E, 19L; 19N5, 19N3, etc.) so all forms are used once before any one form is used again. Each ECL form can be used a maximum of twice per fiscal year.

3.11.7.7.2.6. Conduct ECL testing no more than once every 14 days without a waiver from 332 TRS/ABT. All ECL testing should be consolidated at one location. If multiple test administrations are required in one day, only one test form is used per day, ensuring that candidates do not have contact with one another in between test sessions. If an ECL test site needs to administer an ECL less than 14 days from the previous ECL, a one-time waiver describing the circumstances must be requested at least 48 hours in advance from 332 TRS/ABT. Administering ECL tests less than 14 days apart without a waiver is in violation of these regulations.

3.11.7.7.2.7. Ensure that examinees who do not obtain their required ECL scores do not retest until after 30 calendar days have elapsed. Examinees who need to take an ECL retest should be retested with a different ECL test form/online CAT sub bank and should be enrolled in a full-time intensive training program during the 30-

day wait period.

3.11.7.7.2.8. Ensure that examinees who obtain their required ECL scores more than 105 days before the report date for their CONUS training, and who need to take an ECL retest, be retested with a different paper and pencil ECL form or online CAT sub bank.

3.11.7.7.2.9. Observe established procedures for OCONUS ECL testing in support of major US-sponsored military exercises (e.g., Red Flag, Air Mobility Rodeo, etc.) IAW AFMAN 16-101.

3.11.7.7.3.   For ECL testing of US military personnel at the Military Entrance Processing Station, schedule ECL tests for the following purposes and according to the following guidelines:

3.11.7.7.3.1   Agencies in the US that provide language training for US military, family members, or civilians should use the ALCPT rather than the ECL for measuring student progress upon completion of training programs, and for ECL prescreening purposes.

3.11.7.7.3.2. The ECL is used in the official selection process to determine the English language proficiency of non-native speakers of English entering the US military. It may also be used as a prerequisite for certain US military training courses or for job reclassification.

3.11.7.7.3.3. TCOs should aim to consolidate ECL testing as much as possible through regularly scheduled testing dates.

3.11.7.7.3.4. An examinee who does not achieve the required ECL score cannot be retested until 30 calendar days have elapsed; they must be retested with a different CAT ECL sub bank or paper and pencil form.

3.11.8. OPI process.

3.11.8.1 Non-resident OPI Scheduling.

3.11.8.1.1. Candidates must attain the required ECL score before they can be scheduled for an OPI. The ECL score must be within the 105-day validity period when the OPI is conducted.

3.11.8.1.2. Countries that are exempt from in-country ECL testing, but not exempt from in-country OPI testing may use the ALCPT in lieu of the ECL.

3.11.8.1.3. For OPI scheduling purposes, DLIELC honors exceptions to policy for ECL requirements which are granted by a competent Security Cooperation Education and Training Program authority (normally a schoolhouse or MILDEP), the office of

primary responsibility for military service directives, or the sponsoring MAJCOM for US military exercises.

3.11.8.1.4. Nonresident candidates who have taken a telephonic OPI must wait 90 days before being re-interviewed unless a waiver is granted by 332 TRS/ABT. Waivers will be considered only if the candidate is enrolled in an English language training program that stresses oral language acquisition. Waivers will not be granted before a 30-day wait-period has elapsed.

3.11.8.1.5. DLIELC allows an OPI for one candidate per Worksheet Control Number. A secondary candidate can be scheduled only if the primary candidate fails the OPI or if the primary candidate becomes unable to participate in the scheduled training.

3.11.8.1.6. After-hours OPIs will be scheduled when requested by country at a time determined by 332 TRS/ABT based on requirements and availability of personnel.

3.11.8.1.7. For military exercises or in any other cases where MAJCOM guidance has not defined a minimum ECL score and allows OPI testing in lieu of the required ECL score, DLIELC will conduct an OPI for candidates within 5 points of the required ECL score.

3.11.8.1.8. All nonresident OPI interviews must be proctored by a US military officer or noncommissioned officer in the rank of E-5 or above, or a US Government Civil Service employee in the grade of GS-05 or above, or the equivalent.

3.11.8.1.9. All nonresident mobile training team interviews for IMSs scheduled for aviation FOT, excluding loadmasters, are conducted telephonically.

3.11.8.2. Resident OPI Scheduling.

3.11.8.2.1. Candidates must attain the required qualifying ECL score before they can be scheduled for an OPI. Direct-entry Specialized English Training (SET) students who were not OPI tested in-country, due to being OPI exempt, will be tested during the first week of training after qualifying on their entry ECL.

3.11.8.2.2. All IMSs scheduled for aviation FOT, excluding loadmasters, take telephonic OPIs.

3.11.8.2.3. Instructional supervisors will schedule required OPIs. Request annotations will include the following: the type of OPI requested, indication of high priority if applicable, the date the request was entered into the database, and the requestor's first initial and last name.

3.11.8.2.4. OPI candidates will not take a book quiz, performance evaluation, or other graded test on the same day they are scheduled for an OPI.

3.11.8.2.5. A student who is enrolled in the Oral Proficiency Skills for Aviation Course will have an initial OPI no later than the fourth week of training. If the student's initial OPI rating is below the required rating, the individual may be tested again in the eighth week of the course and at 30-day intervals until the qualifying score is achieved. No student will have more than five OPIs during this course.

3.11.8.2.6. Advanced Language Proficiency Skills I students who met the entry OPI requirement, but not the graduation OPI requirement, will take the OPI NLT week seven. Basic American Language Instructor Course students will take the OPI NLT than week 18.

3.11.8.3. Resident OPI Retesting.

3.11.8.3.1. Resident students must wait 30 days before re-taking an OPI.

3.11.8.3.2. Resident students who failed a Nonresident OPI before entry to DLIELC must pass their verification ECL and be in class for at least 30 days before they can be scheduled for a resident OPI.

3.11.8.3.3. Students can take a maximum of seven OPIs during any single training period on the resident campus.

3.11.8.3.4. Waivers to OPI limitations must be approved by 332 TRS/ABT.

3.11.8.4. OPI Ratings. A qualifying OPI rating is valid for six months. Raters' notes on 332TRS Form 6, *OPI Performance Profile*, may be released only to supervisors/managers of DLIELC resident programs. **Note**: Retain completed forms until no longer needed; destroy thereafter.

3.11.8.5. Raters Conducting Resident and Nonresident Interviews.

3.11.8.5.1. All OPIs are conducted by a team of two OPI-certified raters. Ratings are assigned by applying the same Interagency Language Roundtable-based standards to resident, nonresident, face-to-face, video and telephonic interviews alike.

3.11.8.5.2. Raters conducting after-hour OPIs are entitled to compensation in the form of either overtime pay or compensatory time off of two hours per day.

3.11.8.5.3. All resident and nonresident OPIs will normally be digitally recorded.

3.11.8.6. Maintenance of Program Quality Assurance.

3.11.8.6.1. Verifications of OPIs will be conducted IAW guidelines established by the Chief of Testing in the, 332TRS Form 6, *OPI Verification Grid*.

3.11.8.6.2. All required rating verifications must be completed before ratings are

officially recorded or scores released.

3.11.8.6.3. An official rating may only be changed if either a verifier and rater trainer or two rater trainers have independently reviewed and rated the recorded OPI and declare the initial rating inaccurate. In such cases, only the official score will be modified. The independent, pre-negotiated ratings assigned by the original team will remain unchanged.

3.11.8.7. Selection, Training and Certification of OPI Raters, Verifiers, and Rater Trainers.

3.11.8.7.1. Policies governing the selection, training, certification and quality control of OPI raters, verifiers, and rater trainers will be initiated and implemented by the Chief of Testing.

3.11.8.7.2. Workload permitting, all newly hired GS-1701 personnel will receive OPI Initial Training. Qualification for certification is based on the trainee's performance, including the ability to elicit a ratable speech sample using prescribed elicitation techniques, analyze spoken discourse, and negotiate and assign ratings. After OPI Initial Training, those qualified will be put on provisional status for one year.

3.11.8.7.3. OPI rater certification is valid for three years. Recertification will be determined by each rater's performance in a one-week OPI recertification workshop. Raters may be de-certified on the basis of performance issues at any time.

3.11.8.7.4. Inactive raters are not required to attend OPI training events, nor will they conduct OPIs, verifications, or trainings. Inactive raters who participate in OPI recertification training and meet the qualifications will be reinstated as active.

3.11.8.7.5. Individuals who are not certified during the initial training may request to be considered for Second Chance Training. If the request is approved, they will be eligible for Second Chance training two years from the completion date of their Initial Training. Individuals who have previously been OPI certified and been decertified are not eligible for Second Chance Training.

3.11.8.7.6. While the Testing chief establishes minimum yearly OPI obligations for raters, verifiers and rater trainers, mission requirements will ultimately dictate the actual number of interviews and verifications conducted during a duty week.

3.11.8.7.7. If an OPI rater, verifier, or rater trainer fails to meet annual requirements for continued certification, the supervisor will submit a written justification for this delinquency to the chief of Testing. Exceptions to policy will be evaluated by the 332 TRS/CC.

3.11.8.8. OPI Responsibilities. 332 TRS/ABT has overall responsibility for the OPI program, will coordinate all OPI policy changes, and serve as the office of record for all official OPIs.

3.11.8.8.1. Establish policies and procedures related to the selection, training, current status, records, and quality assurance of OPI raters, verifiers, and rater trainers. 332 TRS/ABT should maintain a database of OPI rater information, including certification status and date to which certification/ recertification is valid.

3.11.8.8.2. Ensure OPI quality assurance through documentation/recording review, trend data analysis, and statistical analysis and initiate (or recommend, as appropriate) actions necessary to maintain and improve program quality.

3.11.8.8.3. Appoint an OPI Coordinator to conduct the day-to- day business.

3.11.8.8.4. Select raters for OPI temporary duty assignments as requested by 637 ISS/INF.

3.11.8.8.5.   Authorize on a case-by-case basis any waivers for DLIELC OPI requirements regarding testing security, such as testing procedures and/or frequency.

3.11.8.8.6. Perform quality assurance measures through documentation/recording review, trend data analysis, and statistical analysis and take (or recommend, as appropriate) actions necessary to maintain and improve program quality.

3.11.8.8.7. Plan and schedule Initial OPI and recertification training, as well as any necessary additional training, for OPI raters, verifiers or trainers. 332 TRS/ABT will initiate appropriate training and recertification actions, to include the generation of certification or de-certification letters.

  3.11.8.8.7.1. Provide all trainees written notification of OPI certification decisions and prepare letters of OPI certification for trainees who have met the qualification requirements.

  3.11.8.8.7.2. Suspend or decertify a rater if, in the estimation of at least two rater trainers, the rater does not demonstrate the ability to elicit, rate, and negotiate reliably, or if the rater presents medical documentation attesting to a physical inability to continue to perform OPI rater duties reliably.

  3.11.8.8.7.3. Select for OPI verifier training raters who have demonstrated the ability to assign OPI ratings, accurately and consistently. Rater trainers will recommend for certification trainees who have satisfactorily completed the verification training. Testing will provide written notification of selections both to trainees and to testing.

  3.11.8.8.7.4.   Select candidates for OPI rater trainer training from among experienced and reliable OPI verifiers who, in the estimation of the current OPI rater trainers, have exhibited a thorough familiarity with the OPI interview and rating system. Before final certification as rater trainers, candidates must

demonstrate the following: an ability to teach both the theoretical and practical aspects of Initial OPI rater training, an ability to resolve rating questions satisfactorily, and an ability to provide constructive feedback to OPI raters and rater candidates.

3.11.8.9. OPI Coordinator Responsibilities.

3.11.8.9.1. Prioritize and schedule resident and nonresident interviews. Schedule OPI raters to conduct these OPIs during their assigned duty weeks.

3.11.8.9.2. Ensure the secure storage and disposition of official OPI records.

3.11.8.9.3. Ensure that all information on each OPI, including the alphanumeric code for nonresident interviews, is recorded in the OPI database.

3.11.8.9.4. Coordinate the scheduling of nonresident telephonic OPIs with appropriate representatives and maintain a calendar of scheduled OPIs.

3.11.8.9.5. Form OPI teams to conduct all OPIs, including soliciting volunteers for after-hours OPIs.

3.11.8.9.6. Promptly refer OPIs for verification as needed and ensure that they are accomplished as required in a timely manner.

3.11.8.9.7. Identify OPI rating increases or decreases of more than a plus point from last OPI in the candidate's current training line by looking at previous profiles if applicable in the OPI database and refer the current OPI for verification.

3.11.8.9.8. Provide the raters participating on a deployment with a printed or digital version of the OPI Log prior to their departure or provide raters participating in an OPI Virtual Testing Team with daily schedules and Zoom links.

3.11.9.9.9. Ensure all required information for each OPI, including those conducted away from the resident campus, is entered into the OPI database.

3.11.8.10. Authorized IC/CONUS Responsibilities.

3.11.8.10.1. Identify ECL-qualified personnel who have an OPI requirement and schedule OPIs through the 332 TRS/ABT OPI office, using 332 Form 5, *OPI Request*, at least two weeks in advance of training need. Note: Retain completed form until no longer needed, then destroy.

3.11.8.10.2. Immediately notify the OPI Coordinator of any cancellations or changes in scheduled OPI appointments.

3.11.8.10.3. Remain in the room with candidate for the duration of the interview,

observing the required test protocol included in the appointment confirmation message, and maintain test security at all times.

3.11.8.11. 332 TRS/IB Supervisors Responsibilities.

3.11.8.11.1. Request OPIs for students who have an OPI requirement ensuring that the requests are made for the type of OPI the student requires and contact the Country Program Manager if there is any uncertainty.

3.11.8.11.2. Forward classroom instructors' concerns to the OPI Coordinator as appropriate when there is good-faith doubt as to the accuracy of a currently assigned OPI rating.

3.11.8.11.3. Ensure OPI ratings are documented in the student's academic record and release the ratings to students, and applicable parties.

3.11.8.11.4. Provide assessment of academic qualifications and coordinate with Testing for concurrence and recommendations for an OPI waiver in lieu of a qualifying ECL score for US Army students on behalf of the Echo Company Commander before scheduling an OPI for these students.

3.11.8.11.5. Supervisors will check for schedule conflicts when they receive the OPI schedule email for each student and make plans to accommodate the candidate's OPI.

3.11.8.12. OPI Rater Responsibilities.

3.11.8.12.1. Meet all training and OPI interview requirements IAW this instruction and AFI 36-4003.

3.11.8.12.2. Maintain active status certification by conducting a minimum of 24 OPIs per year, completing one self-assessment and attending OPI trainings and Recertification Workshops as scheduled. For raters on temporary duty (TDY) for 90 days or more, the annual minimum requirement of 24 OPIs can be prorated at a rate of two OPIs per month.

3.11.8.12.3. OPI raters are assigned to OPI duty as required, for a minimum of one week of OPI duty per quarter.

3.11.8.12.4. Use prescribed guidelines to independently rate candidates IAW international language roundtable descriptors, compare independent ratings and negotiate an official rating. Once a rating is assigned, document interview profile according to 332 TRS/ABT procedures.

3.11.8.12.5. Report to the OPI Coordinator's office ten minutes before the start of all interviews assigned to the OPI rater by the OPI coordinator during the OPI rater's assigned duty week.

3.11.8.12.6. Digitally record all OPIs conducted. Raters will confirm the identity of the candidate. Verify the identity of each candidate against the email provided by the OPI Coordinator and meeting title. Notify the OPI Coordinator immediately if there is any discrepancy.

3.11.8.12.7. Report any of the following to the OPI Coordinator immediately: sound quality or telephone/video issues, suspected or determined that a candidate had used outside resources (e.g., notes, books, electronic resources, cell phone, etc.). Calls from proctors not received within 5 minutes and after-hours interviews not received within 20 minutes must also be documented with the OPI Coordinator. A rater trainer can be requested to resolve unusual situations or disputes with ratings.

3.11.8.13. OPI verifier Responsibilities. Remain current by annually conducting a minimum of 12 OPIs and 24 verifications, completing 1 Self-Assessment, and attending OPI Roundtables and OPI Recertification Workshops as scheduled. For verifiers who are TDY for 90 days or more, the required number of OPIs and verifications can be prorated at a rate of one OPI and two verifications per month of temporary duty. They will review recorded interviews as required and inform the OPI Coordinator of verification results.

3.11.8.14. OPI Rater Trainer Responsibilities.

3.11.8.14.1. Remain current by annually conducting a minimum of 12 OPIs, 24 verifications, and 1 training session (either Initial or Recertification). For rater trainers who are TDY for 90 days or more, the required number of OPIs and verifications can be prorated at a rate of one OPI and two verifications per month of temporary duty.

3.11.8.14.2. Meet all training and other obligations their positions require IAW current 332 TRS policies.

3.11.8.14.3. Review recorded interviews as required and inform the OPI Coordinator of verification results.

3.11.8.14.4. OPI rater trainers will advise 332 TRS/ABT of their decision to suspend a rater's certification in the event of a rater being counseled three times within one year for recurring elicitation, rating, and/or negotiation issues. The suspended rater will be notified in writing of this action and given the option of either attending refresher training or being decertified.

3.11.8.15. Ensuring OPI Integrity.

3.11.8.15.1. Raters will independently assign OPI ratings prior to negotiating an official score.

3.11.8.15.2. In the event the OPI raters cannot agree on the rating, the recording will be reviewed and rated by a rater trainer. The rater trainer will be the final arbiter of the

score.

3.11.8.15.3. In the event an interview is deemed un-ratable by the rater trainer, the rater trainer will report this finding to the OPI Coordinator as well as 332 TRS/ABT.

3.11.8.15.4. If interview captured sufficient linguistic evidence for the candidate to be qualified to participate in FOT, the OPI Coordinator will release the score and the rater trainer will counsel the raters.

3.11.8.15.5. If the interview did not capture sufficient linguistic evidence for the candidate to be qualified to participate in FOT, the OPI Coordinator will contact the appropriate POC and reschedule the candidate with a different rater team, and the rater trainer will counsel the raters.

3.11.8.16. Release of Scores.

3.11.8.16.1. Nonresident OPI scores. Whenever possible, the OPI Coordinator will email representatives the official score within two US business days of the interview. The representative will inform the host country or appropriate CONUS personnel of the candidate's OPI rating. Representatives will add the OPI rating and date of interview on the ITO and Security Assistance Network Web.

3.11.8.16.2. Resident OPI scores. Whenever possible, the OPI Coordinator will email the student's supervisor and 637 ISS the official score within two US business days of the interview. The supervisor and 637 ISS personnel will document the score and inform the required parties.

Chapter 4

Instruction Branch

4.1. Academic Standards. This chapter section establishes academic standards for successful completion of training at DLIELC. It also provides procedures for identifying students not making required progress and ensures prompt and appropriate action.

4.1.1. Policy Regarding Measures of Academic Progress. To ensure that all DLIELC students receive ample opportunity to attain required academic standards IAW AFI 36-4003, instructors and administrators carefully monitor student progress, identify students not progressing at a normative pace, and initiate prompt and appropriate action. Students are considered to be making normative academic progress when they meet minimal requirements for their English language section, as follows:

4.1.2. General English Section (332 TRS/IBG2 and 332 TRS/IBG3). Students maintain the required ECL growth rate IAW Tables 4.1., and 4.2. below.

Table 4.1. ECL Programming Guidance.

To graduate with:	60 ECL	65 ECL	70 ECL	75 ECL	80 ECL	85 ECL	90 ECL
If ECL is:							
29 or less	29	31	33	36	43	55	69
30 to 34	14	16	18	21	28	40	54
35-39	12	14	16	19	26	38	52
40-44	9	11	13	16	23	35	49
45-49	6	8	10	13	20	32	46
50-54	4	6	8	11	18	30	44
55-59	2	3	5	8	15	27	41
60-64		2	4	7	14	26	40
65-69			2	5	12	24	38
70-74				4	11	23	37
75-79					6	18	32
80-84						11	25
85-89							12
Note: For MASL INN D177009, nine weeks of Specialized English Training should be added.							

Table 4.2. US Army Students in General English (GE).

Total Training Time: 24 weeks	ECL	Quiz Score Average
14th week	60-65	70
18th week	70	70

4.1.2. Specialized English (332 TRS/IBS). Students maintain an overall book quiz and/or performance evaluation average of 70, as well as achieve applicable scores for MASL training IAW Table 4.3. Students enrolled in Modules 101 and 109 earn a rating of "G" (go) or "GR" (go with reservation), unless otherwise stipulated. Note: 332 TRS/IBS students slated for flight/aircrew training must also achieve a rating of "G1f" or "GR" in each aviation module.

4.1.3. Advanced English (332 TRS/IBA). Students maintain an overall book quiz and/or performance evaluation average of 80. If applicable, they achieve OPI ratings IAW guidance provided in Table 4.3.

Table 4.3. Guidelines for Normal Academic Progress.

Course[1]	OPI[2] Ratings	PE/BQ[3] Scores
MASL IIN D177006	2/2[4]	80
MASL IIN D177007 (No later than 18th week)	2/2	80
MASL IIN D177018 (No later than 7th week)[5]	2/1+ to 2/2[6]	80
MASL IIN D177030	---	Satisfactory (S)
MASL IIN D177013	---	Pass (P)
MASL IIN D177019	2/2[4]	80
MASL IIN D177022	2/2[4]	80
MASL IIN D177003	2+/2+[4]	---
MASL IIN D177031	2/2[4]	80
MASL IIN D177014	---	80
Note: 1 - Military Articles and Service List Item Identification Number (MASL INN)2 – The Oral Proficiency Test (OPI) measures comprehension and speech 3 – Performance Evaluation (PE) and Book Quiz (PE)4 – Entry Prerequisite 5 – Or if necessary, no later than 11th week 6 – Entry prerequisite is 2/1+; diploma requirement is 2/2		

4.2. Deviations. 332 TRS/IB Chiefs may approve deviations from the procedures outlined in chapter 4 of this SOI on a case-by-case basis. Approved deviations and rationales will be annotated

in student academic records.

4.3. Procedures for Progress Review and Corrective Action.

4.3.1. The first-line supervisor reviews all student records weekly to identify students who are not maintaining normal academic progress.

4.3.2. The next step is to request via the Computerized Academic Record (CAR) that program adjustments be made through the 637 ISS/IRF Country Program Manager. The supervisor may also convene an Academic Evaluation Board (AEB) through the appropriate program manager IAW paragraph 4.12 below.

4.3.3. Instructors will provide counseling to a student who is not maintaining normal academic progress. The instructor documents the counseling and identifies as specifically as possible the academic problem(s). The supervisor ensures that a student who fails a book quiz or performance evaluation receives counseling and accomplishes two hours of Supplementary Language Training (SLT) before a retest is given.

4.3.4. A student should be placed on academic probation if ECL and/or OPI performance does not meet academic standards. The following are examples of scenarios where a student belongs on academic probation:

4.3.4.1. A student in courses listed in Table 4.3. who has not met ECL and/or OPI rating requirements.

4.3.4.2. A student whose ECL growth is not adequate to achieve the required ECL score based on Table 4.1. In general, expected ECL growth is 2.5 points per week up to an ECL of 70, three weeks to achieve a 75, seven weeks go from a 75 to 80, and 12 weeks should be programmed to move from 80 to 85.

4.3.4.3. A student is not placed on probation until they have three consecutive ECL scores. The supervisor exercises discretion in placing students on probation by taking into consideration factors such as under- and over- programming, pending extensions, and the possibility of a student's proceeding to FOT early.

4.3.5. Places a student on academic probation if book quiz/performance evaluation scores does not meet the following academic standards.

4.3.5.1. For general English students: three consecutive failures.

4.3.5.2. For specialized English students (except students in aviation codes): failure to maintain a cumulative average of 70, based on a minimum of three scores.

4.3.5.3. For students in aviation codes: failure to pass with a "G" or "GR" an aviation module or Modules 101/109 or failure to score 70 or more.

4.3.5.4. For advanced English students in courses listed in Table 4.3. Failure to maintain a cumulative average of 80, based on a minimum of three scores. Retest scores will be included in computing the average.

4.3.6. The first-line supervisor prepares a letter of Notification of Academic Probation in the CAR. The letter will note specific measures which will be taken by 332 TRS/IB to help the student achieve normal academic progress and steps which the student must take in order to achieve normal progress, and it may specify further actions which may be taken if the student does not achieve required progress. Such actions include assigning students to an individualized training program designed to help them overcome specific weaknesses which cannot be remedied through regular training and/or SLT. The letter receipt date is the effective date of probation.

4.3.7. Student(s) placed on academic probationary status will be counseled by the first-line supervisor. A student's signature to acknowledge receipt of the letter is required and a copy is provided to the student. An additional copy needs to be sent to 637 ISS/IRF Country Program Manager or the Echo Company Commander.

4.3.8. Ensure that a student on academic probation is provided the opportunity to receive a minimum of two hours of SLT after class in the learning center or with an instructor each week. Attendance is mandatory and will be tracked. A student on academic probation who is absent from SLT is reported as such. A student in aviation SET who is on academic probation receives four hours of SLT per week with their current instructor. An advanced English student on academic probation receives a minimum of two hours of SLT.

4.3.9. Removal from academic probation. If the student meets the following criteria, they should be removed from academic probation: they are certified as ECL-qualified, maintain an overall average of 70 for four consecutive weeks, meets OPI rating milestones IAW Table 4.3, achieves a "G" or "GR" in a retake of aviation, and/or if in advanced English courses, the student passes four consecutive BQs/PEs and raises the test/score average to 80 or higher.

4.3.9.1. If removed, first-line supervisors will inform the student, 637 ISS/IRF Country Program Manager and the Country Liaison Officer, if applicable. Record the student's removal from academic probation in the CAR.

4.3.9.2. Counsels under-programmed students, students with an ECL discrepancy and students with no in-country ECL, who are likely to encounter academic problems, within their first two weeks of training to ensure they are aware of their status.

4.4. Formal Evaluation of Instructor Classroom Performance.

4.4.1. Procedural Duties and Responsibilities. This formal evaluation is done twice per rating cycle: one evaluation to be completed between 1 April and 30 September; the second to be completed between 1 October and 31 March. Note: The supervisor formally evaluates newly hired instructors three times in their first 90 days.

4.4.2 First-line Supervisor will observe and evaluate instructor classroom performance using the Instructor Performance Evaluation Rubric (Table A3.1.) to generate an Instructor Performance Evaluation Report (IPER). Following the evaluation, the first-line supervisor conducts a post-observation conference with the instructor, provides a copy of the IPER and makes recommendations for improvement. The IPER is maintained in the employee's personnel record.

4.4.3. 332 TRS/IB section chiefs ensure that evaluations are conducted IAW paragraph 4.4.4. below, will review IPERs, add comments as necessary, sign them and takes action as needed. They should provide feedback and recommendations on any significant trends or problems.

4.4.4. Conducting Formal Instructor Evaluation of Classroom Performance.

4.4.4.1. First-line supervisors will coordinate a time for the formal observation with the instructor. Observations will be a minimum of one full instructional class period.

4.4.4.2. Conferences with the instructor following observation to gather additional information pertinent to the observed lesson and before entering the rating and comments into the IPER.

4.4.4.3. Following the observation, supervisors will enter evaluation ratings and applicable comments from the IPER into the database. After the instructor has time to review the completed IPER, a post-observation conference will be held where instructors can discuss the performance items with the first-line supervisor.

4.4.4.4. IPER is routed for signatures and the instructor is given the opportunity to sign. If an instructor refuses to sign, the supervisor indicates "Instructor refused to sign." Ensures that all signatures are obtained not later than the fifth working day after the observation. Deviations from this requirement due to emergencies, leave or circumstances beyond the instructor or supervisor's control must be documented.

4.4.5. The supervisor reevaluates the performance of an instructor who is rated as "Needs Improvement" in one or more criteria on the rubric (A3.1). Coordinates a second formal observation for a date no later than the tenth working day after the instructor signs the completed IPER. Note: Follow-up evaluations do not fulfill the evaluation frequency requirements IAW paragraph 4.4.1

4.4.6. Exceptions.

4.4.6.1. Temporary supervisors serving for 30 or fewer days do not evaluate instructor classroom performance.

4.4.6.2. Instructors on mobile training teams and language training detachment assignments are not subject to provisions of this chapter while deployed. Returning instructors are subject to the provisions set in Paragraph 4.4.

4.4.6.3. Lateral Details (paragraph 5.1) exceeding a 90-day period assigned outside of instruction can only be evaluated for professional development purposes IAW DoDI 1400.25-V431, February 4, 2016 Change 3, January 10, 2022.

4.5. Lesson Planning. This section establishes procedures for the preparation and administrative handling of weekly lesson plans. Written lesson plans are required both to manage the delivery of instruction and to provide a blueprint for substitute instructors.

4.5.1. Instructors complete lesson plans using 332 TRS Form 1, *Lesson Plan/Class Record*, following prescribed curriculum and assigning a minimum of two hours of homework a night.

4.5.2. First-line Supervisors review lessons plans to ensure they are educationally and administratively sound, and that they follow the prescribed curriculum for each course, book, or module. When appropriate, the supervisor discusses a lesson plan with an instructor for clarification and/or amendment.

4.5.3. No later than close of business on the last training day of the week, instructors submit to their first-line supervisor lesson plans for at least the first two training days of the following week. The instructor must complete the remainder of the lesson plan no later than the second training day of the week covered by the plan. Note: For advanced English classes already in progress, the losing instructor prepares a lesson plan for the first two days of the following week if there is no opportunity to coordinate with the gaining instructor.

4.5.4. The amount of detail in a lesson plan depends on the type of instructional materials being used and the make-up and needs of the target class. Below are guidelines for the amount of detail that should be included in the lesson plan.

4.5.4.1. For Books 1-34 and Specialized English materials of the American Language Course (ALC), the instructor identifies the text and page numbers to be taught on a given day and the nature of the homework assignment. The instructor in ALC Books 1-34 must devote the equivalent of one period a day to the practice of skills: listening, speaking, reading and/or writing. Skills practice must be noted on the lesson plan, 332 TRS Form 1.

4.5.4.2. For individualized training programs, the instructor should provide the supervisor with detail on activities and supporting materials to provide a clear picture of the training week.

4.5.4.3. For advanced English, the instructor prepares a separate lesson plan for each block of instruction. The instructor should indicate specific chapter/activity references on the lesson plan, as well as information on student evaluation and/or testing.

4.5.4.4. For courses with standardized training materials that include multiple texts and a POI, the instructor follows the POI or lesson plan.

4.5.5. If the instructor intends to deviate from the materials, the instructor notes the deviation and its purpose on the lesson plan, 332 TRS Form 1. The instructor coordinates or discusses

in detail any significant deviations with the supervisor to ensure that planned deviations reflect the specific needs of students in the course.

4.5.6. The instructor notes the use of any optional videos, a trip to the library or other special activities, briefly indicating the objective(s) of the activity as well as planned follow-up activities for the students. Additional attachments are authorized if the space on the lesson plan is insufficient.

4.5.7. During the training week, the instructor modifies the lesson plan as needed to accommodate schedule changes, student problems, accelerated progress, etc. The instructor must annotate these modifications on the lesson plan.

4.5.8. At the end of the training week, the instructor submits the completed lesson plan to the first-line supervisor for filing in electronic records management.

4.5.9. First-line Supervisor closes out the completed lesson plan. Supervisors will review the completed lesson plan, discuss any potential problems with the instructor, and initial and date completed forms. These procedures must be completed by close of business the second training day of the coming week. Records for completed lesson plans will remain on file for at least twelve months.

4.6. Campus Testing Responsibilities and Test Security. This paragraph establishes testing and test security procedures within 332TRS/IB.

4.6.1. Section Chiefs will ensure personnel are informed of and trained in the proper implementation of testing procedures, assign program managers and/or supervisors to oversee or administer testing as required, counsel students who are suspected of a test security violation and refers them to the 637 ISS/MTM for a Disciplinary Evaluation Board (DEB), and report test compromise or possible test compromise to 332 TRS/ABT.

4.6.2. First-line Supervisors will identify testing needs based on student academic progress as detailed in paragraph 4.1, schedule ECL tests with the program manager for students who are not certified as English-qualified, visit testing area once a week while testing is in progress and ensure instructors follow testing procedures.

4.6.3. Program Managers will assist the first-line supervisor in identifying testing requirements, schedule testing, and interface with country program managers as required.

4.6.4. Test Administrators will prepare the testing lab, ensure computers are functioning properly, and assist students in making sound checks and accessing the exam.

4.6.5. Instructors will verify testing schedules for students – date, time, and location – by checking test schedules in CAR. When CAR is down, verifies by asking the supervisor. They are also responsible for ensuring their students arrive for testing at their scheduled testing area and report time with student identification and password. Acceptable student identification can be a Student Control Number (SCN) issued by DLIELC or an ITO along with a passport.

Instructors will ensure that students leave all prohibited electronic devices in the classroom to be picked up following the test. After the test, they provide students with test scores and conference with students regarding their academic progress and/or difficulties as a result of their test performance.

4.6.6. IIC. This instructor is responsible for reading the pre-test briefing and starting the test. During the test, they ensure test-taking procedures are followed, informs, or summons a testing administrator if technical problems are encountered, and informs a supervisor of any violations of prescribed procedures or breaches of test security. Students will be escorted from the lab by the IIC if they compromise the test or violate test security procedures.

4.6.7. Monitor. The monitoring instructor assists students in placing personal items into designated areas, finding their designated seats, testing the volume on their headsets and accessing the test on their computers when a test administrator is not present in the lab. Additional duties include:

4.6.7.1. Assists the IIC in the administration of CDT, quizzes, exams, and diagnostic assessments as directed by the IIC.

4.6.7.2. Assists the IIC in maintaining test security. Advises the IIC immediately when a student engages in any behavior that might compromise the security of any test.

4.6.7.3. Remains in the lab until the testing session is over in order to ensure continuous monitoring if the IIC must leave the lab.

4.6.7.4. As students raise their hands to indicate completion of the test, the monitor assists them in exiting the program properly and escorts them quietly out of the lab.

4.7. Procedures for Computer Lab Testing.

4.7.1. Pre-test Procedures.

4.7.1.1. For CAT ECL tests

4.7.1.1.1. The test administrator assigned to the lab gives the IIC a list of students assigned to the lab, along with their assigned seats.

4.7.1.1.2. The IIC stands at the entrance of the lab and calls out the names of students one-by-one, checking identification and telling students where to sit for the test.

4.7.1.1.3. Before allowing students to find their seats, the monitor ensures that students deposit personal items in a designated area, especially cell phones and other electronic devices. Cell phones are to be turned completely off. The monitor likewise diplomatically, but immediately, relieves students of DLIELC testing instruments not authorized to be in their possession, such as copies of ECL tests.

4.7.1.1.5.   While the test administrator accesses and opens the CAT ECL for each student, the monitor assists students in checking the volume on their headsets and reports any technical difficulties to the test administrator.   The test administrator attempts to remedy the problem or assigns the student to another computer.

4.7.1.1.6.   The test administrator signals the IIC to begin briefing the students after determining that all computers are functional and that all students are prepared to begin the test.

4.7.1.1.7.   The IIC instructs students to stand up. Then the IIC briefs the students on rules, procedures, and computer navigation by reading an instructor text. After the briefing, the IIC answers questions about any item in the briefing. The IIC then instructs students to sit down and begin taking the test.

4.7.1.2. Computer Delivered Test Pre-test Procedures.

4.7.1.2.1.   Before allowing students to select their seats, monitors ensure that students deposit personal items in a designated area, especially cell phones and other electronic devices. Cell phones are to be turned completely off.   The monitor likewise diplomatically, but immediately, relieves students of DLIELC testing instruments not authorized to be in their possession, such as copies of a book quiz.

4.7.1.2.2.   While the test administrator accesses the test for each student, the monitor assists students in checking the volume on their headsets and reports any technical difficulties to the test administrator.   The test administrator attempts to remedy the problem or assigns the student to another computer.

4.7.1.2.3.   The test administrator signals the IIC to begin briefing the students after determining that all computers are functional and that all students are prepared to begin the test.

4.7.1.2.4. The IIC instructs students to stand up. Then the IIC briefs the students on rules, procedures, and computer navigation by reading an instructor text. After the briefing, the IIC answers questions about any item in the briefing. The IIC then instructs students to sit down and begin taking the test.

4.7.2. Test Monitoring Procedures. The following procedures apply to all tests taken in a computer lab.

4.7.2.1. The IIC ensures that no unauthorized personnel enter the computer lab during testing. Authorized personnel include personnel assigned to administer the test, personnel in the chain of command or visitors escorted by someone in the chain of command, personnel responsible for maintaining audio equipment and computers, personnel conducting inspections, personnel assigned to 332 TRS/ABT, personnel or visitors authorized in advance by the section chief to enter the testing area.

4.7.2.2. The IIC monitors all authorized visitors while in the lab to ensure they do not commit any security violations. The IIC ensures that no personnel present in the room discusses any test item with students.

4.7.2.3. The IIC or monitor alerts students when they have 15 minutes to complete the test, then alerts them again when they have 5 minutes remaining.

4.7.2.4. When a student completes the test, they raise their hands. The IIC or monitor checks the computer screen, ten assists the student in collecting personal items and quietly leaving the lab.

4.7.2.5. Procedures for Test Cancellations after testing has begun.

4.7.2.5.1. If a student is unable to complete the test due to technical difficulties, the IIC immediately informs the supervisor after the test. The supervisor reschedules the test or excuses the student from taking the test.

4.7.2.5.2. In the case of a general technical malfunction that prevents most or all students from completing the test, the IIC informs the test administrator. If the test administrator cannot remedy the problem, the IIC dismisses the students. The supervisor reschedules the test to the next available test date or as soon as possible.

4.7.2.5.3. In case of emergency evacuation, the IIC aborts the test and dismisses the students. The supervisor reschedules the test to the next available test date or as soon as possible.

4.7.3. Instructor Post-Test Procedures.

4.7.3.1. Instructors will retrieve test scores from CAR or from 332 TRS/ABT and shares them with students on an individual basis.

4.7.3.2. The first-line supervisor likewise retrieves test scores and formally notifies students whose test scores change their academic status. Examples of change in status include ECL-qualified, eligible for transfer, or not meeting academic standards.

4.7.3.3. The CAR automatically generates a report to the supervisor when a student's test score(s) indicates that the student is not meeting academic standards. The supervisor then directs the instructor to begin a Student Counseling Record, if appropriate.

4.7.4. Procedures for in-class paper-pencil testing. In the case of computer lab failure, paper-pencil tests may be used. 332 TRS Form 9, DLIELC Test Answer Sheet can be picked up from the first-line supervisor. Test kits from 332 TRS/ABT should be picked up no sooner than thirty minutes before the scheduled book quiz. Procedures mimic those found in the electronic testing section.

4.8. Supplementary Language Training (SLT). This paragraph establishes procedures and responsibilities for managing the SLT Program.

4.8.1. 332 TRS/IB provides mandatory and voluntary SLT after normal class hours to students who need or desire extra training. Section Chiefs manage the SLT program ensuring SLT is provided as circumstances warrant.

4.8.2. First-line supervisors will administer the day-to-day operations of the program and identify students on academic probation and those not making academic progress. Any student requesting voluntary SLT should receive it.

4.8.3. Supervisors advise students of mandatory SLT requirements, SLT location and procedures for verifying attendance.

4.8.4. Instructors will prepare for and conduct SLT appropriate to student levels and need. SLT attendance and SLT hours taken with an instructor are documented in the CAR.

4.9. Performance Evaluations and Performance Tests. This chapter section establishes procedures for the administration, security, scoring, and recording of performance evaluations and achievement tests.

4.9.1. Evaluations measure the performance of one or more linguistic or instructional tasks such as teaching a dialog, planning a lesson, delivering a speech or writing a memorandum. They are not usually controlled test items. Instead, scoring requires the use of a rubric, normally included in the training material.

4.9.2. 332 TRS/ABC designs instruments to assess production and performance objectives addressed in the instructional materials and provides specific guidance for their administration.

4.9.3. Administering and scoring evaluations. IF Instructor administers, scores and records the results. Local procedures are as follows.

4.9.3.1. The instructor administers and scores evaluations using the rubrics and any additional guidance provided by 332 TRS/ABC. This information may be bound into a volume or book, issued as separate documents, or documented in CAR.

4.9.3.2. When applicable, instructors add scores to points from the corresponding computer tests or machine-scored portion of the test, for a total score.

4.9.3.3. In the case rubrics are not accessed directly through CAR, the instructor enters scores into the Student Data Management System (SDMS) and keeps paper rating sheets on file for a year.

4.9.4. Administering and scoring tests.

4.9.4.1. Instructors notify 332 TRS/ABT in advance of a scheduled test (at least 24 hours,

if possible). Request should include the name of the instructor giving the test, the test identification, the number of students to be tested and the date and time the test is scheduled.

4.9.4.2.   332 TRS/ABT controls and issues test kits, which are stored in the Test Administration Office (TAO). 332 TRS/ABT issues one test kit to the instructor with the exact number of consumable student booklets needed to administer the test.

4.9.4.3. The time authorized for test administration and return of the test kit takes into account the amount of time required to score the tests.

4.9.4.4. The instructor may take the kit to the classroom or lab for scoring, provided tests are kept secure. They may not remove the kit from the premises of the DLIELC campus nor score tests in the presence of students.

4.9.4.5.   TAO tracks the use of consumable test materials. During validation of performance tests, 332 TRS/ABT secures and stores used answer booklets until 100 accumulate. TAO then notifies the appropriate project officer for review and analysis. When this review is complete, they are destroyed.

4.9.4.6. After administering the test, instructors score student performance, then returns the kit to TAO by 1545 of the same day. If necessary, the kit may be checked out the following day, provided the instructor notifies the supervisor. The supervisor in turn notifies TAO.

4.9.4.7. When applicable, instructors add the test score to points from the corresponding computer delivered test or machine-scored portion of the test to arrive at a total score and enters total scores into SDMS and keeps completed test score sheets on file for a year.

4.10. Supervisory Training. This paragraph prescribes policies and procedures for providing training for first-line supervisory positions.

4.10.1 In order to ensure that 332 TRS effectively supervises English language training IAW AFI 36-4003, it is necessary to provide new supervisors training focused on the duties and responsibilities of the position. The primary focus is on administrative processes and practices that support the academic work at DLIELC. This training is mandatory for new supervisors appointed to a term of 90 days or more. This requirement can be disregarded if an appointed supervisor has already completed this training within the previous three years.

4.10.2. Supervisory Trainer (Trainer).

4.10.2.1. A Supervisory Trainer must be a section chief or a designee of the section chief.

4.10.2.2. Ensures that both permanent and temporary new supervisors receive training in a timely manner, including the topics on AF Form 797, *Job Qualifications Standard Continuation/Command JQS*, and ensures that trainees know how to access all appropriate

publications.

4.10.2.3. Completes AF Form 797 for each trainee and retains this record in the individual's personnel folder.

4.10.3. Supervisory Trainee (Trainee).

4.10.3.1. The trainee will read the relevant publications and discuss them with the trainer until comfortable with the content. The trainee will also identify topics that remain unclear and seek clarification from the trainer.

4.10.3.2. When comfortable with each section, initial and date the AF Form 797 for each item of training completed. Note: This does not apply if the appointee has already completed this training within the last three years.

4.11. Behavioral Student Counseling Record (SCR).

4.11.1. Students are counseled and an SCR completed in the following scenarios:

4.11.1.1. Fail a book quiz by ten or more points or receive a "No Go" in Modules 101, 109, 301, 302, 303, 351, 352 and 353. Instructors will also counsel and complete an SCR for students who fail three consecutive book quizzes/performance evaluations.

4.11.1.2. Fail to show progress in acquiring English proficiency as measured by the ECL. Note: Students already on academic probation for lack of ECL growth will not automatically be counseled after each ECL.

4.11.1.3. Receive a rating of "U" in "Student Effort."

4.11.1.4. Unacceptable Behavior. Unacceptable behavior constitutes the following: failure to do homework, use of bilingual dictionary, use of native language to communicate with classmates in the classroom, sleeping, chewing gum, failure to cooperate with instructor and/or classmates, intimidation of classmates, chronic tardiness, any other behavior deemed inappropriate or disruptive to the learning environment.

4.11.2. Each time a student is counseled for the above reasons, the instructor or supervisor completes an SCR to show the reason for the counseling and enters any significant information which should be made part of the record. If counseling is required for more than one reason (e.g., ECL and book quiz failure) during the academic week, documentation can be included in the same SCR. However, comments added after the student has already signed the SCR must be initialed by the student.

4.11.3. After the SCR is reviewed and approved by the first-line supervisor, the counselor will open the SCR in the CAR and show the completed SCR to the student. The counselor then explains the meaning and significance of the form. The counselor asks the student to acknowledge counseling has taken place by initialing the SCR using the electronic signature

pad provided in the classroom. If the student refuses to initial, the counselor enters "Refused to initial" in the "Student's Initials" block and initials this entry. If the student wishes to make comments, the instructor will type the comments from the student verbatim in the space provided and have the student sign the SCR as above.

4.11.4. The supervisor signs the SCR to finalize the process. Notification to country program manager and the CLO or the USAE Commander (as applicable) is accomplished by email automatically generated by the CAR.

4.12. Academic Evaluation Boards (AEBs). This paragraph prescribes policy and procedures governing AEBs.

4.12.1. Policy. Each instructional area identifies students who are not meeting or maintaining academic standards and provides all reasonable academic assistance, such as SLT and ITP classes, etc., so that students can achieve academic standards. When students fail to achieve standards despite extra assistance, an AEB is convened.

4.12.2. IF ensures AEBs are scheduled and conducted as required, and the resulting recommendations are included on the computer-generated AEB report. The instructional training area which convenes the board provides the chairperson and a first-line supervisor, and 637 ISS/IRF CPM as voting members. A military training manager may be appointed as a nonvoting member.

4.12.3. First-line supervisors in the General English training area review Table 4.1 to determine if extensions of training time will be necessary for students to achieve their required ECL scores. When students, whether correctly programmed or not, require extensions of nine weeks or fewer, as determined by Table 4.1, first-line supervisors request program adjustments from 637 ISS/IRF Country Program Manager via automatic emails generated in the CAR. When students require extensions of more than nine weeks, as determined by Table 4.1, the first-line supervisor submits a request for an AEB to 332 TRS/IB or a designated supervisor through the CAR. First-line supervisors normally request AEBs when a student has reached 50% of programmed training time.

4.12.4. First-line supervisors may request an AEB when it appears that a student will not achieve the academic requirements to earn a diploma, based on projected progress.

4.12.5. AEB Procedures.

4.12.5.1. 332 TRS/IB or designee initiates an AEB and appoints a chairperson. They will also ensure that the CPM is notified by email.

4.12.5.2. When appropriate, ensure that the Echo Company commander is notified by email that an AEB is being initiated.

4.12.5.3. The chairperson informs all board members and the student of the time and place of the AEB. They will ensure that a copy of the information in the student's academic

record and any other pertinent information is available for AEB members to review.

4.12.5.4. The chairperson invites a designated country representative to attend the AEB. The country liaison officer will be invited, unless the country does not have a country liaison officer, in which case the country's senior student will be invited. If the student belongs to US Army, the Echo Company commander will be invited, or the First Sergeant in his place, if available.

4.12.5.6. At the board, the chairperson apprises student and AEB members of reason for the AEB and gives student a chance to present facts and ask questions. Once complete, the board will dismiss the student and the designated country representative before the final board recommendation is made.

4.12.5.7. The AEB voting members make recommendations based on the student's academic record as well as any pertinent information gained from AEB participants and their interaction with the student during AEB proceedings.

4.12.5.8. Within five working days after the AEB is held, the chairperson forwards the AEB report, along with any pertinent information from the student's academic record, to the appropriate 332 TRS/IB Chief. For Echo Company students, the chairperson routes the AEB report and attachments through the Echo Company Commander, if applicable, before forwarding to the dean.

4.12.5.9. 332 TRS/IB chief approves or disapproves the recommendation and forwards the AEB report, with attachments, to 637 ISS/IRF for disposition by the appropriate country program manager. If the chief concurs with recommendation to curtail training, the AEB report is routed to the 332TRS/CC, and 637 TRG/CC for disposition.

4.12.5.10. Upon receipt of the completed AEB report, the 637 ISS/IRF CPM advises the Echo Company Commander or the appropriate MILDEP of the final decision and requests disposition as appropriate in accordance with Joint Security Cooperation and Education Training.

4.12.5.11. The chairperson ensures that required information is entered in the student's academic record and that the student is apprised of the results. The first-line supervisor who requested the AEB informs the student of the board's recommendation as soon as possible after the recommendation has been made.

4.12.5.12. Maintains a copy of the AEB report, with attachments and the student's ITOs, in the country file in accordance with Records Disposition Schedule.

4.13. Awarding DLIELC Diplomas and Certificates. This paragraph prescribes policy, responsibilities, and procedures for certifying academic performance of international military and civilian students at DLIELC by awarding diplomas and certificates IAW AFI 36-4003.

4.13.1. Policy for awarding diplomas and certificates. DLIELC awards diplomas to graduating

students who fulfill all diploma requirements IAW Table A3.2. Graduating students who do not qualify for diplomas, are awarded certificates IAW Table A3.2.

4.13.2. 332 TRS/IB will conduct all resident (on-campus) English language training, to include identifying the type of graduation document a student will receive IAW Table A3.2.

4.13.3. The 637 ISS/INF identifies the type of graduation document a student receives IAW Table A3.2. In addition, 637 ISS/INF provides these diplomas/certificates to the senior member conducting English Language Training courses, to be presented at the completion of approved training.

4.13.4. Once the type of graduating documents has been identified by 332 TRS/IB, 637 ISS/IRF prepares the appropriate graduation documents.

4.13.5. Graduation Requirements.

4.13.5.1. Requirements for graduation documents for DLIELC courses are shown IAW Table A3.2. In addition to satisfactory academic performance, a student must successfully complete applicable quiz/performance evaluations and be present for at least 18 class periods per week or 80% of available class time during the last week of training. For non-resident English Language training conducted at a US site by a mobile training team, a student meets all course and graduation requirements IAW Table A3.2 Section A.

4.13.5.2. A student who does not meet the requirements for a DLIELC Diploma, but meets the following requirements is awarded a DLIELC Certificate of Training: The student is programmed for a MASL IAW Table A3.2 Section A and meets the ECL requirement. Students also programmed for a MASL IAW Table A3.2 Section B who meet all course requirements as well as all graduation requirements IAW Table A3.2 are awarded a Certificate of Training.

4.13.5.3. A student who does not meet the requirements for either a Diploma or Certificate of Training, but meets the following requirements is awarded a Certificate of Attendance IAW Table A3.2.

4.13.5.3.1. Is programmed for MASL D177002, Observer Professional Training, or MASL D177003, Observer Professional, and meets graduation requirements IAW Table A3.2 Section C.

4.13.5.3.2. Is programmed for one of the MASLs IAW Table A3.2 Section A, but does not meet the ECL requirement.

4.13.5.3.3. Is programmed for one of the MASLs IAW Table A3.2 Section B, but fails to meet one or more of the graduation requirements IAW Table A3.2.

4.13.5.3.4. Has previously graduated from DLIELC but was returned from FOT for additional training because of language difficulties.

4.13.5.4. Special Considerations.

4.13.5.4.1. A student who is returned to their homeland due to disciplinary action does not receive any type of DLIELC graduation document.

4.13.5.4.2. A student who is returned homeland for administrative, academic or medical reasons receives the graduation document appropriate for the time completed and qualifications achieved.

4.13.5.4.3. A student who is programmed under any MASL requiring eight or more weeks of training but only attends DLIELC for three or fewer weeks does not receive any type of graduation document.

4.13.5.4.4. A student who is unable to satisfy the course length requirement due to an action by a representative of the U.S. Government is not penalized.

4.13.5.4.5. A student who is programmed for the same MASL twice or for a combination of MASLs that includes Specialized English Training receives only one graduation document after completion of training.

4.13.5.4.6. The 332 TRS/IB or Associate Dean of Academics may approve waivers to diploma and certificate requirements on a case-by-case basis.

Chapter 5

PROCEDURES FOR MANAGING 332 TRS PERSONNEL MOVES

5.1. Lateral Details. The information below pertains to detail or project opportunities within 332 TRS requiring employees to work at their current pay grade outside er, experience developing curriculum or testing materials, etc.)

5.1.2.4. Supervisor-of-record recommendation (ability to work with minimal supervision, communication skills, interpersonal skills, ability to resolve conflicts, attention to detail, etc.).

5.1.3. In cases where two or more candidates are found equally weighted during the selection process, then the date of last assignment to a detail or special project will help determine the selection.

5.1.4. Once a selection is made, forward the decision to losing flight chief. The losing section chief will determine availability of selectee(s). If losing chief indicates he/she is not willing to release the selected employee for the designated timeframe, the decision will be made by higher leadership (e.g., flight chief or commander). Send final decision to the director of operations for review.

5.1.5. After the detail/project selection is finalized, the gaining section chief will send out a selection notification.

5.2. 120-Day Temporary Promotions. The information below pertains to non-competitive, 120-day GS-1701-12 temporary promotions within 332 TRS. The process emphasizes fairness, equity, and experience appropriate to the knowledge, skills and abilities of the position.

5.2.1. The gaining Flight Chief will compile a list of all GS-1701-11 personnel possessing supervisory/management potential by requesting from other 332 TRS chiefs to ensure representation of candidates from across the squadron.

5.2.2. The gaining chief will establish criteria and process for selection and make tentative selections for detail. The following rubric should be used when making a selection:

5.2.2.1. Technical Credibility or Position Specific Expertise (e.g., AE, SE, and GE teaching experience, project management, test development, etc.).

5.2.2.2. Interpersonal Skills.

5.2.2.3. Oral and Written Communication.

5.2.2.4. Problem Solving Skills.

5.2.2.5. Accountability and Followership.

5.2.2.6. Leadership Skills (e.g., Conflict Management, Developing Others, and Team Building).

5.2.2.7. Work/Project Management (e.g., work effort, ability to focus on details, etc.).

5.2.3. The gaining Flight Chief will review all materials (including input of panel members if appropriate) and make final decision.

5.2.4. Prior to announcement of selection, confirm with HR to ensure that candidate meets all qualification requirements.

5.3. Promotions. The information below pertains to competitive NTE 12 months or permanent promotions for GS-1701-12 personnel within 332 TRS. The process emphasizes fairness, equity, and experience appropriate to the knowledge, skills and abilities of the position.

5.3.1. To initiate the hiring process, the hiring official will request hiring action through AFPC channels and monitor USAJobs for the announcement with defined open and close dates.

5.3.2. DLIELC HR announces opportunity to all DLIELC personnel.

5.3.3. Supervisors will ensure eligible personnel on leave, temporary duty, or mobile training teams receive the Announcement information.

5.3.4. AFPC will generate a hiring certificate of applicants possessing the minimum qualifications.

5.3.5. As applicable, the hiring official will distribute a position-specific questionnaire, which must be returned before the given deadline.

5.3.6. Utilize a rubric with the following criteria, which is completed with the assistance of the supervisor of record and may be revised, as needed:

5.3.6.1. Technical Credibility or Position Specific Expertise (e.g., IF supervisory experience, curriculum project management, etc.).

5.3.6.2. Interpersonal Skills.

5.3.6.3. Oral and Written Communication.

5.3.6.4. Problem Solving Skills.

5.3.6.5. Accountability.

5.3.6.6. Leadership Skills (i.e., Conflict Management, Developing Others, and Team Building).

5.3.6.7. Followership.

5.3.6.8. Work Effort.

5.3.6.9. Work/Project Management.

5.3.6.10. Breadth of DLI Experience.

5.3.7. Compile information from all application materials and generate a matrix for a panel to review.

5.3.8. The panel discusses the complete matrix and recommends the best candidate.

5.3.9. The hiring official makes the final decision and announces the decision once the selectee has received a tentative job offer.

SIMONE SHEN, Lt Col, USAF
Commander

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

DoD Instruction 1400.25-V431, *DoD Civilian Personnel Management System: Performance Management and Appraisal Program,* 4 February 2016, *Change 3*, 10 January 2022

DOD Directive 5160.41E, *Defense Language, Regional Expertise, and Culture (LREC) Program,*21 August 2020

DAFH 36-2675, *Information for Designers of Instructional Systems,* 15 April 2022

AFI 16-105, *Joint Security Cooperation Education and Training (JSCET)*, 3 January 2011

AFI 33-322, *Records Management and Information Governance Program*, 23 March 2020

AFI 34-101, *Air Force Morale, Welfare and Recreation (MWR) Programs and Use Eligibility*, 7 March 2022

AFI 36-4003, *Managing the Defense English Language Program,* 16 December 2020

AFMAN 33-363, *Management of Records,* 31 May 2019

AFMAN 16-101, *Security Cooperation (SC) and Security Assistance (SA) Management,* 2 August2018

AETCI 36-2651, *Basic Military and Technical Training*, 3 April 2023

DLIELC English Language Training Support for Security Cooperation (SCO) Handbook

Handbook for the American Language Course Placement Test (ALCPT), June 2018

Web-based Defense Language Testing-English Comprehension Level-ECL User's Guide, prepared by DMDC, 24 Nov 2015

Prescribed Forms

332 TRS Form 1, *Lesson Plan/Class Record*

332 TRS Form 2, *Course Change Request*

332 TRS Form 3, *ECL Request*

332 TRS Form 4, *ALCPT Approval Request*

332 TRS Form 5, *OPI Request*

332 TRS Form 6, *OPI Performance Profile*

332 TRS Form 7, *Certificate of Destruction and submission of Test Log EnglishComprehension Level (ECL) Materials*

332 TRS Form 8, *ECL Test Administration Log*

332 TRS Form 9, *DLIELC Test Answer Sheet*

332 TRS Form 10, *DLIELC Packing Lists/Receipts*

Adopted Forms

AETC Form 133, *Plan of Instruction/Lesson Plan – Part 1*

AETC Form 449, *Course Chart*

AF Form 797, *Job Qualifications Standard Continuation/Command JQS*

AF Form 833, *Multimedia Work Order*

AF Form 847, *Recommendation for Change of Publication*

AF 2519, *All Purpose Checklist*

Abbreviations and Acronyms

AB – Academics Branch

AEB – Academic Evaluation Board

AETC – Air Education and Training Command

AFSAT – Air Force Security Assistance Training

ALC - American Language Course

ALCPT - American Language Course Placement Test

CAR – Computerized Academic Record

CAT - Computer-Adaptive Test

CAT ECL – Computer-Adaptive Test English Comprehension Level

CC - Commander

CCAF – Community College of the Air Force

CCD – Course Control Document(s)

CD – Curriculum Developer

CDT – Computer-Delivered Test

CM - Course Manager

CMT – Curriculum Management Team

CTP - Course Training Plan(s)

CRB – Curriculum Review Board

CUI – Controlled Unclassified Information

CVM – Curriculum Validation Monitor

DEB – Disciplinary Evaluation Board

DELP - Defense English Language Program

DLIELC – Defense Language Institute English Language Center

DOD - Department of Defense

DP - Digital Publishing

DSCA – Defense Security Cooperation Agency

EAP - English for Academic Purposes

ECL – English Comprehension Level

EFL – English as a Foreign Language

ESP - English for Specific Purposes

ESL - English as a Second Language

eSSS - Electronic Staff Summary Sheet

FDO – Foreign Disclosure Officer

FOT – Follow-On-Training

IAW – in accordance with

IB – Instruction Branch

IIC – Instructor in Charge

IMS - International Military Student

IMSO – International Military Student Officer

IPER – Instructor Performance Evaluation Record

ISD – Instructional Systems Design

ITO – Invitational Travel Order

MAJCOM – Major Command

MASL – Military Articles and Services List

MILDEP – Military Department

MP - Measurement Plan

OPI – Oral Proficiency Interview

POC – Point of Contact

POI – Plan of Instruction

SCN – Student Control Number

SCO – Security Cooperation Officer

SCR - Student Counseling Record

SDMS – Student Data Management System

SET – Specialized English Training

SI – Squadron Instruction

SLT – Supplementary Language Training

SME – Subject Matter Expert

TAO – Test Administration Office

TCO – Test Control Officer

TVM – Training Validation Monitor

Office Symbols

332 TRS/AB – 332d Training Squadron Academics Branch

332 TRS/ABC – 332d Training Squadron Curriculum

332 TRS/ABR – 332d Training Squadron Resources

332 TRS/ABT – 332d Training Squadron Testing

332 TRS/CC – 332d Training Squadron Commander

332 TRS/DO – 332d Training Squadron Director of Operations

332 TRS/IB – 332d Training Squadron Instruction Branch

332 TRS/IBA – 332d Training Squadron Advanced English

332 TRS/IBG2 – 332d Training Squadron General English 2

332 TRS/IBG3 – 332d Training Squadron General English 3

332 TRS/IBS – 332d Training Squadron Specialized English

637 ISS/IRF – 637th International Support Squadron Resident Flight

637 ISS/INF – 637th International Support Squadron Non-Resident Flight

637 TRG/CC - 637th Training Group Commandant

637 TRG/CCV - 637th Training Group Standardizations & evaluations

637 TRG/ED - 637th Training Group Executive Director of Training

637 TRSS/TLF - 637ᵗʰ Training Support Squadron Logistics Flight

637 TRSS/TTF - 637ᵗʰ Training Support Squadron Technical Flight

Terms

Ad Hoc Quiz – A test developed by an instructor to assess achievement of the objectives of a unit of instruction for which no DLIELC-developed quiz is available or appropriate.

Alternate Test Control Officer – A person who has been appointed by the chief of auser agency to act in the absence of the TCO and who assumes all theresponsibilities of the TCO. For ECL administration, all ATCOs must be US citizens. Additionally, they must be US military officers or noncommissioned officers (NCO) in therank of E-5 or above, or US Government Civil Service employees in the rank of GS-05 or above, or the equivalent.

American Language Course Placement Test (ALCPT) – A multiple-choice English language proficiency test consisting of a listening part and a reading part. When kept secure, the ALCPT gives scores comparable to those of the ECL. Where authorized by DLIELC/SFT,it can be used in lieu of the ECL to evaluate the language ability of US military or civilian government employees who are not native speakers of English, or as a placement test for in- country English Language Training Programs (ELTP). For policies and procedures governingthe acquisition, control, and administration, see the ALCPT Handbook available at http://www.dlielc.edu/testing/ALCPT Handbook.pdf (Handbook for the American Language Course Placement Test (ALCPT)).

Booklet Number – Four-digit identification number printed on the cover of the paper and pencil (PP) ECL test booklet that is also to be entered on each 332 TRS Form 9, *DLIELC TestAnswer Sheet* (e.g., 0004).

Computer-Adaptive Test (CAT) ECL – The computer-adaptive version of the ECL test. Test items are drawn from an item bank. It can be delivered worldwide via the internet, administered through DMDC. As the test proceeds, it is adapted to examinees' levels based ontheir performance.

Curriculum Review Board – Reviews ongoing curriculum development projects and sets priorities for the next Fiscal Year. It also considers and makes recommendations for future projects. DLIELC's Academic Dean serves as chairperson.

Defense Manpower Data Center (DMDC) – The US government office responsible for the delivery of the CAT ECL.

ECL Test – Department of Defense (DoD) test for assessing listening and readingproficiency in English. The term ECL also refers to the test score: an ECL score.

ECL Test Administration Log – A log that documents the movement of PP ECL materials

from and to a designated, secured area. When ECLs are transported from their secure location, they should be signed out when removed and signed in when they are returned.

ECL-Qualified – A status achieved by students who have obtained the required ECL score and have been certified.

Interagency Language Roundtable (ILR) Language Skill Level Descriptions – The comprehension and speaking scale against which a candidate's OPI linguistic performance is evaluated.

Language Training Detachment – A person or group of personnel from DLIELC performing duty off the resident campus in the US or a foreign country, usually on a militaryinstallation, as consultant(s) or instructor(s) in English as a foreign/second language.

Library Advisory Board – A board that serves as the communication bridge between the library and the other areas of DLIELC. Board members are points of contact within their assigned areas and are responsible for consolidating library purchase requests from their units.The librarian serves as chairperson.

Library Collection – A collection of materials appropriate for study and /or recreational reading for DLIELC students and staff. The collection will include reference books, periodicals, publications, language CDs or DVDs, and other materials in various formats related to the following fields: English, linguistics, language teaching methodology, language testing, education, educational psychology, American history and culture, general information on a variety of subjects, and military subjects related to English for specific purposes to supportthe American Language Course

Losing/Gaining Instructor – Refers to long-term courses with two or more instructionalsections addressing discrete topics. Each instructional section is taught by a different instructor. The "losing" instructor passes the students of a course to the next scheduled instructor, the "gaining" instructor. Literally, the losing instructor loses a group of students atthe end of a course section, while another instructor gains them at the beginning of another course section.

OPI Rating – The ILR-based rating used to describe a candidate's linguistic performanceduring an OPI. At DLIELC, the highest score a candidate can achieve is a 4/4.

OPI Rating Verification – The review of a recorded OPI by an OPI verifier and/or ratertrainer to ensure rating validity and rater reliability.

OPI Verifier – An OPI rater who has been trained to verify ratings of recorded OPIs and toassist with quality assurance measures.

Prescreening for the ECL – Administering the ALCPT to candidates for Security Cooperation-sponsored training slots prior to administering the ECL. This procedure ensuresonly those candidates scoring the highest on the ALCPT will be tested with the ECL (maximum of three candidates tested on the ECL per training slot, see paragraph 3.2.3).

Telephonic OPI – An OPI conducted over a telephone for a resident or nonresident candidate.

Test Control Number – The number assigned by DLIELC/SFT to identify each official ECL test site. (For online CAT ECL testing, sites must use E or E0 in front of theirDLIELC/SFT assigned site number – to equal E plus four numbers.)

TCO – An individual appointed by the chief of a user agency toobtain, control, and administer the ECL. All TCOs and alternates must be US citizens. Additionally, they must be military officers or NCOs in the rank of E-5 or above, or USgovernment civil service employees in the grade of GS-05 or above, or the equivalent.

Test Proctor – A person assigned by the user agency to assist in monitoring the administration of the PP and online CAT ECL tests. Proctors must be US citizens who are also USgovernment employees.

User Agency – Any US government office or agency, including SCOs and offices within theUS, authorized to administer the ECL test to IMSs, civilians, or US military personnel.

Verification ECL Test – An ECL test administered to verify students' Entry ECL scores.

Attachment 2

332 TRS/ABC Supporting Documents

Figure A.2.1. Example Needs Analysis Worksheet.

DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER
JOINT BASE SAN ANTONIO LACKLAND, TX 78236-5259

3 February 2020

MEMORANDUM FOR RECORD

FROM: ORG/SYMBOL

SUBJECT: Sample Needs Analysis Worksheet

1. In the first paragraph, list the members of the analysis team.

    a. (Name), GS-12, Senior Curriculum Developer
    b. (Name), GS-11, Curriculum Developer
    c. (Name), GS-11, Instructor (detail)

2. In the second paragraph, provide a course overview.

    a. Description
    b. Goals
    c. History
    d. Validation

3. In the third paragraph, provide a resource analysis.

    a. Personnel
    b. Equipment and Facilities
    c. Other
    d. Course Materials

4. In the fourth paragraph, provide a DLIELC student analysis. This pertains to those learners who will be using the materials.

5. In the fifth paragraph, provide a brief description of the FOT KSA and learning environment analysis.

6. In the sixth paragraph, provide research analysis. This analysis is a comprehensive literature review, including, but not limited to, corpora, culture, learning and memory, learning theory, pragmatics, L1 influences on L2, literacy, current SLA research, best practices in 2nd language instruction and curriculum design.

7. In the seventh paragraph, provide other analyses or areas of relevance specific to the course.

8. In the eighth paragraph, describe any site visits accomplished (FOTS, other organizations, etc.)

M. C. GRAMMAR, GS-12, USAF
Section Chief, Curriculum Flight

Figure A2.2. Example Design Plan.

DEFENSE·LANGUAGE·INSTITUTE·ENGLISH·LANGUAGE·CENTER¶
332ND·TRAINING·SQUADRON¶
JOINT·BASE·SAN·ANTONIO·LACKLAND·
TEXAS·78236¶

dd·mm·xxxx¶
¶
¶
MEMORANDUM·FOR·332·TRS/CC¶

FROM:·332·TRS/ABC¶

SUBJECT:·Design·Plan·for·[Course·Name]·Curriculum¶

1.·In·the·first·paragraph·provide·an·executive·summary·of·the·course·overview,·with·requisite·information·for·commander·approval.·¶
¶
2.·In·the·second·paragraph·provide·an·executive·summary·of·the·needs·analysis·report.·¶
¶
   →   a.·Clearly·outline·persons·demographics·engaged·with·to·obtain·data·for·analysis·of·need.·¶
¶
      b.·Clearly·outline·limitations·of·research·related·to·needs·analysis·and·how·to·improve·future·analyses.¶
      ¶
      c.·Clearly·outline·how·the·proposed·curriculum·will·address·evidence-based·needs.·¶
      ¶
3.·In·the·third·paragraph·outline·the·specific·student·population(s)·for·proposed·curricula.·Description·should·include·all·available·data·for·proposed·student·population.·This·should·include·theatre,·target·FOT(s),·officer/enlisted,·projected·enrollment,·¶
      ¶
4.·In·the·fourth·paragraph·outline·the·course·learning·outcomes·and·major·milestones·contributing·to·the·student·achievement·of·said·outcomes.·¶
¶
   →   a.·[List·learning·outcome·1·and·milestone·for·accomplishment]¶
      →   ¶
   →   b.·[List·learning·outcome·2·and·milestone·for·accomplishment]¶
¶
5.·In·the·fifth·paragraph·provide·the·proposed·scope·and·sequence·of·the·course,·demonstrating·discrete·learning·objects.·¶
      ¶
6.·In·the·sixth·paragraph,·provide·Course·Resource·Estimates·(CRE).·Identify·expenses·beyond·typical·classroom·environment;·e.g.·funds·for·computer·equipment·or·software,·media·(commercial·texts·or·videos)·instructional·technology,·training·and·support·equipment,·new·facilities,·manpower,·or·course·supplies.·This·section·may·be·omitted·if·no·extra·costs·are·projected.·¶

7. In the seventh paragraph provide information on staffing and timelines. Staff will consist of a team of [number of personnel required] to include [number] detailed staff. The team will work cooperatively and collaboratively and the Course Manager (CM) will lead the project IAW 332 TRS 16-1051.

8. In the eight paragraph, clearly outline the impacts to existing courseware or materials e.g. additions, reductions, or any other changes to be made.

9. In the ninth paragraph provide an executive summary of the research literature review, or state of the field, performed in support of the needs analysis.

10. Please contact [CM name] if you have questions at [email and DSN phone number].

                                    FIRST LAST, RANK, USAF
                                    Duty Title

1st Ind, 332 TRS/CC

MEMORANDUM FOR 332 TRS/ABC

Design plan is approved/disapproved

                                    FIRST LAST, RANK, USAF
                                    Duty Title

Figure A2.3. Example Validation Plan.

DEFENSE·LANGUAGE·INSTITUTE·ENGLISH·LANGUAGE·CENTER¶
332ND·TRAINING·SQUADRON¶
JOINT·BASE·SAN·ANTONIO-LACKLAND·
TEXAS·78236¶

dd·mm·xxxx¶

¶
¶
MEMORANDUM·FOR· 332·TRS/ABC¶

FROM:· 332·TRS/Course·Manager¶

SUBJECT:· Validation·Plan·for·[Course, ·Book, ·Module·Number·and·Name]·Curriculum¶

1.·Purpose:·IAW·332·TRSI·16-1051, ·this·Validation·Plan·establishes·the·procedure·for·the· validation·of·[Course, ·Book, ·Module·Number·and·Name].¶
¶
2.·The·validation·materials·required·consist·of:·¶
¶
   →   a.·[List·Books].·These·books·could·be·physical, ·digital, ·or·commercial·products.¶
¶
   →   b.·[List·file·locations].·Please·be·specific·so·members·know·where·to·find·materials.¶
¶
3.·Validation·design:¶
¶
   →   a.·Number·of·classes.·Make·sure·to·establish·student·to·teacher·ratios.¶
¶
   →   b.·Locations¶
¶
   →   c.·Starting·and·End·dates¶
¶
   →   d.·Number·of·hours·required·to·complete.·¶
¶
4.·The·following·faculty·members·are·designated·as·validation·monitors·for·this·project.¶
¶
   →   a.·Curriculum·Validation·Monitor:·[Name, ·Duty·Title, ·Office·Symbol]¶
¶
      b.·Training·Validation·Monitor:·[Name, ·Duty·Title, ·Office·Symbol]¶
¶
5.·In·the·fifth·paragraph·describe·the·data·collection·instruments·which·will·be·used·to·evaluate· the·success·of·students·and·materials.·¶
¶
6.·In·the·sixth·paragraph·provide·an·outline·of·the·implementation·schedule·for·all·data· collection, ·assessments, ·and·feedback·instruments·established·in·the·previous·paragraph.·This· may·include·schedules·for·homework, ·summative·and·formative·assessments, ·student/teacher·

feedback, observations etc. Ensure manpower requirements are included.

7. Please contact [CM name] if you have questions at [email and DSN phone number].

FIRST LAST, RANK, USAF
Duty Title

Figure A2.4. Example Validation Report.

DEFENSE·LANGUAGE·INSTITUTE·ENGLISH·LANGUAGE·CENTER¶
332ND·TRAINING·SQUADRON¶
JOINT·BASE·SAN·ANTONIO·LACKLAND·
TEXAS·78236¶

dd·mm·yyyy¶
¶
¶
MEMORANDUM·FOR· 332·TRS/CC¶

FROM:· 332·TRS/ABC¶

SUBJECT:· Validation·Report·for·[Course, ·Book, ·or·Module·Number·and·Name]¶
¶
1.·IAW·332·TRSI·16-1051, ·this·Validation·Report·for·[Course, ·Book, ·or·Module·Number·and·Title]·is·submitted·for·approval.·The·validation·was·[successful/partially·successful/unsuccessful]·in·attaining·course·outcomes·established·in·paragraph·four·of·the·design·plan.·This·was·based·on·[insert·factors].·Curriculum·recommends·[insert·recommendation].·¶
¶
2.·In·the·second·paragraph·provide·the·executive·summary·found·in·paragraph·one·of·the·approved·Design·Plan.·This·provides·a·background·for·the·goals·of·the·course.·¶
¶
3.·In·the·third·paragraph·provide·limitations·which·may·have·impacted·the·validation·process·or·interpretation·of·results.¶
¶
4.·In·the·fourth·paragraph·provide·an·outline·of·the·methods·and·processes·used·during·validation.·Highlight·any·changes·required·from·proposed·validation·plan.·¶
¶
→   a.·Curriculum·Validation·Monitor:·[Name, ·Duty·Title, ·Office·Symbol]¶
¶
→   b.·Training·Validation·Monitor:·[Name, ·Duty·Title, ·Office·Symbol]¶
¶
→   c.·Dates·Validation·was·conducted, ·and·[number]·classroom·hours·spent¶
¶
→   d.·List·all·non-student·staff·that·participated·in·validation.¶
¶
→   e.·[number]·student·participants¶
→   ¶
→   f.·Summarize·student·and·instructor·feedback.·Clearly·outline·any·trends·observed, ·and·changes·made·to·the·course·during·validation·or·post-validation·revisions.·¶
¶
5.·In·the·fifth·paragraph, ·provide·any·additional·information·that·is·relevant·to·the·successful·sale, ·administration, ·or·execution·of·this·curriculum·and·its·materials·and/or·supports·at·DLIELC.·¶
¶
6.·Please·contact·[CM·name]·if·you·have·questions·at·[email·and·DSN·phone·number].¶

FIRST LAST, RANK, USAF
Duty Title

1st Ind, 332 TRS/CC

MEMORANDUM FOR 332 TRS/ABC

Design plan is approved/disapproved

FIRST LAST, RANK, USAF
Duty Title

Figure A2.5. Example Release Letter.

DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER
332D TRAINING SQUADRON
JOINT BASE SAN ANTONIO-LACKLAND TEXAS 78236

dd mm yyyy

MEMORANDUM FOR 332 TRS/SFC
332 TRS/IF
637 TRSS/TLF
637 TRSS/DP

FROM: 332 TRS/SFC

SUBJECT: Release of [Course, Book, or Module Number and Title]

The following materials are released effective [date]:

[Course, Book, or Module Number and Title_Edition, Date]

Upon release of these materials, the following materials will be withdrawn:

[Course, Book, or Module Number and Title_Edition, Date]

Existing books should be removed from classrooms, the bookroom, and the warehouse and destroyed.

Curriculum POC for this action is [Course Managers name and contact information].

NAME, RANK, USAF
Curriculum Validation Monitor

Figure A2.6. Example Course Review Report.

DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER
332D TRAINING SQUADRON
JOINT BASE SAN ANTONIO-LACKLAND TEXAS 78236

dd mm yyyy

MEMORANDUM FOR 332 TRS/SFC
                                   332 TRS/IF
                                   637 TRSS/SFT

FROM: 332 TRS/SFC

SUBJECT: Course Review Report

1. Introduction (State why are you conducting the course review and IAW which guidance.)

2. Analysis Team

    a. [List members of the team, e.g, GS-12 Senior Cirriculum Developer and GS-11, Curriculum Developer]

3. Provide Background information to include:

    a. Course Control Data
    b. Student data
    c. Resource requirements
    d. EOCS course feedback and other stakeholder feedback
    e. Course Overview including but not limited to
        a. Academic requirments (ECL, OPI, etc.)
    f. Course length
    g. Goals and objectives
    h. Assessments
    i. Methodology and instructional approach
    j. Content [themes, authenticity, etc.]
    k. Discussion [analysis of findings]

4. Conclusion and Recommendations [State the desired way forward: Is the course good as-is; Does it need minor or major revision; Should the course be canceled? Be sure to justify recommendations.)

NAME, RANK, USAF
Duty Title

Attachment 3

332 TRS/IB SUPPORTING DOCUMENTS

Table A3.1.   Instructor Performance Evaluation Rubric (IPER).

		Needs Improvement	**Fully Successful**	**Exemplary**
1	**Planning, Preparation, and use of Materials and Resources**	**Instructor does not plan or coordinate necessary actions or appropriate resources to accomplish objectives; demonstrates incomplete understanding of materials, instructor guidance, activity procedures, or lesson objectives; applicable lesson plans, materials, supplies, equipment, technology, or examples are absent, inappropriate, or not ready to use; instructor's use of resources detracts from lesson effectiveness or wastes time** *Examples: Shows unfamiliarity with materials; does not target objectives; presents activities out of logical sequence; disorganization disrupts lesson, causes student confusion, or wastes time; does not have audio, video or handouts ready; uses inappropriate materials for student skill level or time management; overuses technology that distracts;*	**Instructor plans and coordinates necessary actions and uses appropriate resources to accomplish objectives; demonstrates understanding of the lesson content and materials, instructor guidance, and activity procedures; has applicable lesson plans, materials, supplies, equipment, technology, and examples ready to use; use of resources and activities takes into account language skill level, time management, and student engagement** *Examples: Has a clear plan for the lesson; focuses on lesson objectives; follows logical sequence of activities; transitions effectively; has handouts, supplies, notes, audio and/or videos ready; easily locates lesson components, resources and answers in the text; uses educational technology effectively; resources and materials add value and do not detract from the lesson*	**Instructor meets Fully Successful and plans and prepares additional actions, materials or resources that enhance lesson effectiveness; lesson enhancements highly engage students, increase communicative interaction, and/or address multiple skills or learning styles** *Examples: Plans highly efficient use of resources and class time; adds, omits, or modifies activities to meet student needs; anticipates student questions and difficulties and provides additional support; plans for contingencies; incorporates real- world resources; plans activities that help students connect prior knowledge to lesson objectives; seamless transitions; uses educational technology effectively; resources and materials stimulate additional communication*

		does not provide sufficient visuals; has unclear or disorganized board work		

2	Principles	**Instructor does not fully demonstrate linguistic and instructional expertise or subject matter familiarity; struggles to explain concepts, answer student questions, or resolve language issues** *Example: Unable to answer student questions; provides students inaccurate information; does not effectively address student errors or difficulties; unfamiliar with necessary subject area vocabulary, terminology, or grammar*	**Instructor demonstrates linguistic and instructional expertise as well as subject matter familiarity; accurately explains concepts, answers student questions, and resolves language issues** *Examples: Speaks knowledgably on topic; answers questions at student level; provides lesson-specific language; provides applicable examples, explanations, and/or demonstrations; helps students organize ideas*	**Instructor meets Fully Successful and shows confidence and expert knowledge in subject area; heightens student learning experience through expertise; capitalizes on student expertise** *Examples: Answers questions by explaining "why" and "how"; supports ESL objectives with real-world examples; connects lesson to previous/future lessons and concepts; shows ability to address language issues in multiple ways; guides students to contribute prior knowledge, skills, and experience*
3	Explanations and Instructions	**Instructor fails to provide instructions or explanations; provides unclear or insufficient instructions or explanations; over explains; fails to confirm student understanding** *Examples: Students show confusion with instructions; students don't follow instructions; instructor does not clarify when necessary; overlooks*	**Instructor provides clear and concise instructions and/or explanations; performs comprehension checks to confirm student understanding; students demonstrate comprehension through language production** *Examples: Breaks down or expands upon explanations or instructions for clarity; activates students' prior*	**Instructor meets Fully Successful and provides students opportunities to contribute to the understanding of instructions and explanations; ensures all students understand** *Examples: Students overtly demonstrate understanding, e.g., Students paraphrase, summarize, and/or give examples; students give*

		student confusion; explanations are overly technical and/or use jargon	*knowledge; models; provides examples; rephrases; simplifies; clarifies misunderstandings*	*instructions; students collaborate to figure out activity*
		Needs Improvement	**Fully Successful**	**Exemplary**
4	**Monitoring and Feedback**	**Instructor does not monitor or provide feedback; does not ensure that students understand the lesson or instructions; demonstrates inattention to students' needs; uses monitoring techniques that distract students; does not address student errors; provides inappropriate feedback** *Examples: Does not notice that some students are lost, confused, or off task; does not check student work; does not look at students; does not correct errors in lesson objective; uses confrontational, demeaning, or excessive correction that stifles participation, confidence, and/or motivation; frequently interrupts students*	**Instructor monitors student performance and provides direction and feedback as needed; ensures students understand lesson content and follow instructions; uses appropriate error correction techniques; provides positive reinforcement** *Examples: Elicits production to check for understanding; looks at and listens to students; reacts to students' needs; identifies and corrects student errors when appropriate; seizes teachable moments; reviews or summarizes student performance; demonstrates language learning strategies; praises and encourages students' efforts; students are on task*	**Instructor meets Fully Successful and demonstrates attention to all students' needs; involves students in monitoring themselves; facilitates students taking an active role in feedback** *Examples: Attuned to students' verbal and non-verbal cues; takes performance notes and provides individual feedback; promotes student-to-student monitoring, collaboration, self- correction and/or peer-to-peer correction; provides students opportunities to solve their own problems*

| 5 | Tailoring | **Instructor does not tailor instruction to accommodate student needs or lesson objectives; activities are inappropriate for students' levels, interests, learning styles, motivations, and/or cultures; modifications do not enhance lesson**

Examples: Does not adjust activities that are too difficult or too easy for students; misses opportunity to meet student needs, e.g., does not address weaknesses, does not challenge bored students; modifications confuse students | **Instructor tailors instruction to accommodate student learning needs; tailoring occurs frequently throughout the lesson; instructor tailors instruction to support student levels and learning styles**

Examples: Effectively modifies or supplements activities; provides extra practice when needed; challenges higher- level students; facilitates understanding for lower-level students; adjusts lesson according to students' prior knowledge; reviews/reteaches; seizes appropriate teachable moments without losing focus | **Instructor meets Fully Successful and capitalizes on students' expertise, motivations, interests, and cultures; lesson enhancements increase student engagement and communicative interaction**

Examples: Creates new or adapts existing activities to incorporate additional skills; anticipates student difficulties within the lesson; capitalizes on the unexpected; facilitates students to lead and share expertise |
| 6 | Communicative Interaction, Student Engagement, and Participation | **Instructor provides minimal opportunities for students to take an active role in learning; limits student participation, communication, or language production; reticent students are not involved; does not maintain students' attention and engagement**

Examples: Instructor speech dominates class time; instructor lectures rather than facilitates; interrupts or distracts students; misses opportunities to have | **Instructor provides opportunities for all students to take an active role in learning; facilitates activities that develop students' ability to communicate; elicits production of spoken and/or written English; maintains students' attention and engagement**

Examples: Provides opportunities for extended discourse, discussion, debate, and/or summary; prompts all students to actively participate; ensures that reticent | **Instructor meets Fully Successful and maximizes the students' role in active learning and communication; encourages authentic discourse; capitalizes on students' interests, needs and/or motivations; creates a highly engaging lesson in which all students enthusiastically participate**

Examples: Provides challenging activities that motivate students to work hard; helps all students to participate equally; guides activities while maintaining students' |

		students work together, communicate with each other, and practice language skills; discourages students from speaking or participating; cuts students off; ignores students' boredom, disinterest, confusion, or frustration; allows one or more students to dominate; students are off task	*students are involved; uses a variety of elicitation techniques; asks open-ended questions; allows students to speak freely on topic; employs appropriate wait time; students work together; participate at board; work uninterrupted when appropriate*	*active involvement; uses engaging discussion questions; creates opportunities for thinking, reflecting, and testing skills/ideas; incorporates students' skills, knowledge, and experience; students are given autonomy to lead, facilitate, or teach; assist peers; problem solve together*
		Needs	**Fully Successful**	**Exemplary**
7	Flow, Pace, and Time Management	**Instructor's flow and pace of lesson is inefficient; lacks organization, transitions, and/or time management; does not manage time to meet objectives** *Examples: Allows distractions to derail*	**Instructor ensures lesson flows smoothly; demonstrates organization; uses transitions; pace of instruction is appropriate for student level and understanding; manages time to complete lesson objectives**	**Instructor meets Fully Successful and uses every moment to engage students in meaningful learning activities; transitions seamlessly connect activities and objectives; pace of lesson keeps students participating diligently** *Examples: Involves students in time management; transitions maintain momentum and student engagement; omits superfluous activities and/or practice; deals with contingencies without disturbing the flow of the lesson*
8	Lesson Objectives and Language Skills	**Instructor does not use activities that support lesson objectives and facilitate practice of language skills; lesson objectives are not met; ignores appropriate opportunities to address cultural objectives and**	**Instructor uses activities that support lesson objectives and facilitate practice in all language skills relevant to the objective; addresses cultural objectives and provides information on American customs and current events**	**Instructor meets Fully Successful and engages students in identifying and understanding objectives; expands the objective; provides practice in all language skills relevant to the objective; skillfully integrates language practice with American culture and customs** *Examples: Demonstrates to students how lesson is connected to past and future objectives; aids students in setting learning goal; applies objectives to use in real-world language and American culture; makes learning the objectives more interesting or engaging*

			when appropriate	
9	Speech	Instructor does not consistently use standard oral and/or written American English; language is affected; rate of speech, structure, and/or vocabulary are inappropriate for students' proficiency levels; voice level is unsuitable for room/class size *Examples: Uses overly technical language; speaks above students' level of understanding; talks down to students; disrespectful or inappropriate language; inappropriate register; distracting use of fillers; inappropriate use of colloquialisms or idioms*	Instructor serves as role model of standard oral and written American English for students; uses appropriate and unaffected language; rate of speech, structure, and vocabulary are consistent with students' proficiency levels; voice level is suitable for room/class size *Examples: Uses appropriate linguistic register; uses respectful language; elevates language to challenge higher-level students; uses colloquialisms and/or idioms appropriately; students show understanding of instructor's speech*	No Exemplary

| 1 0 | Professionali sm and Classroom Management | Instructor does not foster positive and/or professional student conduct; inappropriately manages or does not manage student behavior; does not enforce DLIELC policies and classroom rules; demonstrates unprofessional or disrespectful treatment of students; displays unprofessional demeanor

Examples: Allows students to use L1; ignores rules and rule-breaking; does not correct inappropriate behavior; is confrontational or disturbs learning environment; does not use student name or rank; allows outside distractions or personal issues to degrade demeanor; students are not completing assigned tasks, | Instructor promotes positive and professional student conduct; manages student behavior; establishes and enforces DLIELC policies and classroom rules; serves as role model of professionalism

Examples: Minimal or no L1; takes appropriate action to deal with disruptive behaviors promptly; re-engages students when necessary; uses tact; displays professional demeanor; uses appropriate titles of respect; listens to and shows respect for different points of view; students on task | Instructor meets Fully Successful and promotes student accountability and leadership; there is evidence that instructor has previously established expectations of polite, positive, supportive, professional conduct

Examples: There is little or no need for the instructor to manage student conduct; students follow rules without reminders; students hold each other accountable for polite and respectful behavior; students help and support each other |

11	Learning Environment	**Instructor does not establish a professional environment conducive to language learning; environment is in some way unsafe, disorderly, threatening, disrespectful, uncomfortable, or discouraging; lacks rapport; shows insensitivity to students' ages, ranks, cultures, education, or religious backgrounds; displays negative demeanor** *Examples: Argues with students; ignores students; interrupts; allows inappropriate subjects or images; dismisses students' cultural beliefs, values, or differences; displays distracting mannerisms; classroom is overly cluttered or unclean; students appear nervous or uncomfortable participating*	**Instructor establishes a professional environment conducive to language learning which is safe, orderly, respectful, comfortable, and encouraging; maintains rapport with students; shows sensitivity to students' ages, ranks, cultures, education, and religious backgrounds; displays positive demeanor** *Examples: Listens to students; shows concern and interest in students; makes eye contact; uses humor appropriately; uses inclusive speech; classroom is clean, organized; desk set-up is effective; students are comfortable participating and asking questions*	**Instructor meets Fully Successful and there is evidence that the instructor has previously established a highly-supportive, interactive environment with excellent rapport** *Examples: Promotes rapport among students; shows students the value of their effort and contributions; students are comfortable taking risks and making mistakes; actively support and help each other; share ideas openly; participate eagerly; respond with smiles, laughing or enthusiasm*

Table A3.2. DLIELC Graduation Requirements Section A.

GRADUATION REQUIREMENTS							GRADUATION DOCUMENTS	
COURSE NAME	MASL	LENGTH (wks)	ECL	OPI	BQ	OTHER	REQTS MET	REQTS UNMET
American LanguageCourse (ALC), GET/SET	D177009	10 (min)	*	*	70	Min 7 wks inSET	Dip	CT/CA
ALC (SET only)	D177008	9	*	*	70	Min 7 wks inSET	Dip	CT/CA
ALC (GET only)	D177027	10 (min)	*	*	70	NA	Dip	CT/CA
Oral Proficiency Skills for Aviation Course (OPSAV)	D177026	25 (var,10 min)	*	*	70	Min 7 wks inSET	Dip	CT/CA
ALC for Aviation Leadership Program Scholarship	D177024	9 (min)	*	*	70	Min 7 wks inSET	Dip	CT/CA
ALC for Aviation Leadership Program Scholarship	D177028	25 (var,10 min)	*	*	70	Min 7 wks inSET	Dip	CT/CA
Basic American Language InstructorCourse (BALIC)	D177007	24	80	2/2	80	NA	Dip	CT
Advanced English Language InstructorCourse (AELIC)	D177006	16	85	2/2	80	NA	Dip	CT
Professional MilitaryEducation Prep (PME Prep)	D177014	9	80	N/A	80	N/A	Dip	CT
Advanced Language Proficiency Skills Course (ALPS I)	D177018	12	80	2/2	80	NA	Dip	CT
Advanced Language Proficiency Skills Course (ALPS II)	D177031	12	80	2/2	80	NA	Dip	CT

Advanced Language Proficiency Skills Course (ALPS III/TOEFL)	D177022	16	85	2/2	80	iBT 78 TOEFL score	Dip	CT
Methodology and Culture Seminar (MACS)	D177019	8	80	2/2	80	N/A	Dip	CT
Managing English Language Training(MELT) Course	D177013	8	80	N/A	NA	Successful completion of course	Dip	CT

Table A3.3. DLIELC Graduation Requirements Section B.

GRADUATION REQUIREMENTS							GRADUATION DOCUMENTS	
COURSE NAME	MASL	LENGTH (wks)	ECL	OPI	BQ	OTHER	REQTS MET	REQTS UNMET
Materials Development Seminar (MDS)	D177030	8	85	N/A	NA	Successful completion of course work	Dip	CA

Table A3.4. DLIELC Graduation Requirements Section C.

GRADUATION REQUIREMENTS							GRADUATION DOCUMENTS	
COURSE NAME	MASL	LENGTH (wks)	ECL	OPI	BQ	OTHER	REQTS MET	REQTS UNMET
Observer Professional Training	D177002	1	None/80 advised	N/A	NA	N/A	CA	None
Observer Professional – English Language Proficiency Testing	D177003	2	85	2+/2+	NA	N/A	CA	None

Table A3.5.   Graduation Requirements Abbreviations and Symbols Key.

ABBREVIATIONS AND SYMBOLS KEY	
SYMBOL	**MEANING/APPLICATION**
Asterisk (*)	Score required by Follow-on Training
BQ	Book quiz average for course (includes ad hoc quizzes and performance evaluations/tests). BQ averages for students in MASLs 009, 026 and 027 are based onlyon the last nine weeks of training. Students in aviation codes must achieve a score of 70 or ratings of Go/Go with Reservation on each BQ.
CA	Certificate of attendance
CT	Certificate of training
DIP	Diploma
ECL	English Comprehension Level score
GET	General English Training
MASL	Military Articles and Services List
MIN	Minimum
OPI	Oral Proficiency Interview ratings
REQTS	Requirements
SET	Specialized English Training
VAR	Variable