

## Task-Based Lesson Plans (LPs) developed IAW TP 350-70-14

*This lesson is designed for learners to gain knowledge of a particular task or competency with the skill to perform the action.*

| Location in Reference  | Guidance  | Question  | The LP is non-compliant if:  |
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| <p><b>Proponent guidance for product management</b><br/>TP 350-70-14, 11-2, b.</p> | <p>- <b>Designated Proponent.</b> A proponent can only revise or develop institutional products for which they are the designated functional proponent. If another proponent requests a change be made to an institutional product, the responsible proponent may elect to make the change or may accept the efforts of the requesting proponent to make the change. Responsible proponents are encouraged to use the efforts of other proponents to achieve consensual improvement of their institutional products. A lesson plan developed or revised by another proponent must be provided to the responsible proponent, given a responsible proponent ID number, and approved by the responsible proponent before being incorporated into another proponent's courses. (Use link on TED-T to determine functional area proponency. Click on link entitled, "Functional Area Proponency List (includes Training Proponent Lead for Mandatory Training)" In order to get to the TED-T site type the following address into your browser:<br/><a href="https://atn.army.mil/TreeViewCStab.aspx?loadTierID=2904&amp;docID=35">https://atn.army.mil/TreeViewCStab.aspx?loadTierID=2904&amp;docID=35</a> . Next log in using your CAC card. Click on "References". Go to "TR 350-70 Series". Click on "Functional Areas and Proponency List".</p> | <p>- Does the task in the lesson plan belong to the designated functional proponent?</p>  | <p>- The school/center is not the proponent for the task(s), therefore not authorized to develop the task(s) or lesson plan.</p> |
| <p><b>Learning Objective Action Statement</b><br/>TP 350-70-14, 7-6, e.</p>        | <p>- <b>Action Statement.</b> An action statement specifies the competency or performance expected as a result of completing the learning objective. Begin with only one present tense, observable, measurable, and reliable action verb.</p>   | <p>- Does the action statement specify what a student should do as a result of the education?<br/>- Does the action statement use only one action verb?</p> | <p>- There is not a task title statement/LP action statement connection.<br/>- The action statement uses more than one verb.</p> |

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| <p><b>Learning Objective Standard Statement</b><br/>TP 350-70-14, 7-6, g.</p>  | <p>- <b>Standard Statement.</b> The standard statement is written in present tense. It provides the criteria or degree of achievement used to measure whether learners meet the objective at an established baseline.</p>  | <p>- Does the standard statement provide the criteria used to measure if and how well the student must perform the action in order to demonstrate mastery?<br/>- Is the standard statement written in present tense?<br/>- *Is the standard statement measurable, observable, and achievable?</p> | <p>- There is not a task standard statement/LP standard statement connection.<br/>- The standard statement is not written in present tense.<br/>- *The standard statement is not measurable, observable, and achievable.</p> |
| <p><b>Learning Step Activities</b><br/>TP 350-70-14, 7-8, b.</p>   | <p>- <b>Learning Step Activities.</b> Develop LSAs for each learning objective and sequence them to maximize learning.</p>   | <p>- Were the performance steps of the task carried into the lesson as the Learning Step Activities (LSAs) in the required sequence?</p>  | <p>- There was not a Performance Step/LP LSA connection.</p>   |
| <p><b>Lesson Analysis</b><br/>TP 350-70-14, 7-2, a., b.</p>  | <p>- <b>Lesson Analysis.</b> Analyze each task or competency to determine objectives that are required. Lessons are most often revised from current products rather than designed and developed as new lessons.</p>  | <p>- Are the objectives derived from an approved task?</p>  | <p>- There was not an approved task listed as taught.</p>  |
| <p><b>Learning Content</b><br/>TR 350-70, 3-19, a.</p>   | <p>- <b>Learning Content.</b> Centers and schools will produce learning content to achieve a specified objective using learning step activities (or supporting learning objectives) and assessments required to support the desired course outcomes.</p>   | <p>- Does the learning content support the standard(s) identified in the TLO?</p>   | <p>- There is not a TLO/learning content connection.</p>   |
| <p><b>CAC-approved automated development system: Training Development Capability (TDC)</b><br/>TR 350-70, 3-10,a,(1)</p> | <p>- <b>Use of the CAC-approved automated development system.</b> Centers and schools must input Army learning products for which they have approval authority into the Training Development Capability (TDC) automated development tool. TDC is the automated development tool used to provide and inform Army electronic repositories and other automated development tools with learning content and resource requirements. Currently TDC only supports input of unclassified</p> | <p>- If the lesson plans is not classified is it uploaded in (TDC) Step 23 or in the Learning Step Activities (LSAs)?</p>   | <p>- There is no content in TDC Step 23 or in the lesson plan LSAs.</p>  |

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|  | learning content. Classified learning content is not inputted into TDC. For classified lessons, only the lesson plan number and the unclassified version of the task is put into TDC. |   |  |
| <b>Training and Educational Products must be in an approved status</b><br>TR 350-70, 3-9, b, (6) | <b>-Training and Educational Products must be approved.</b><br>Centers and schools will do the following:<br>Execute training and education using approved Army learning products.    | -Are all tasks that are taught, supported, or reinforced in an approved status? | -All tasks listed as taught, supported, or reinforced must be in an approved status. |

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