

# Educational Support Cell (ESC)/TLDE Tips & Strategies

## **Next Steps**

We're back. Have you missed us? As a result of our October edition on professional development, we have gotten pretty well inundated with requests for educational workshops and tailored cadre support. We had to prioritize that support over publishing our writing, and we apologize for the gap. Good problem to have!! 😊

As we continue cadre professional development efforts, we'd like to throw out a new challenge to you.... Remediation/Retraining for students.

## **Remediation or Retraining?**

Working with students is core here at the U.S. Army Special Operations Center of Excellence. We teach them and test them, but where do Remediation and Retraining efforts **FORMALLY** fit in?

To get the lingo aligned, here is a way to conceptualize the language.

**Remediate:** to correct or remedy something. Remediation is accomplished in-cycle, before a student is recycled or relieved. Remediation should be immediate and is often individualized, based specific shortcomings.

**Retrain:** to train again. Retraining is done out-of-cycle, after a student has been recycled and is much more structured and intentional.

This is not to say that we don't already both remediate and retrain students. The efforts are continuous and throughout. What remains to be done is to **capture** and **align** our efforts in a formal process.

## **Remediation**

To remain true to educational theory, remediation efforts need to be different from the original. To remediate a student requires more than just "more of the same". It necessitates something different, with the idea that if the student didn't get it the first time, they may not get it the second time if training is delivered in the same manner.

Remediation efforts could involve

- A series of videos or self-study guides the student is assigned to work through and explain to a peer.

The ESC provides support for the uniform application of USAJFKSWCS educational processes across the Institution to include:

-Support to Curriculum & Instruction [Courses and Instructors];

-Support to Leadership & Professional Development Initiatives;

-Support to the development and implementation of program evaluation and assessment systems; and

-Support to the design and implementation of SOF Career Pathways.

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- A formal remediation class tailored to critical areas of need
- A study group of peers—those that scored the highest might lead the group, and those that need the remediation participate.
- Another perspective---work one-on-one with a cadre member who has a high pass rate on the event or the test

Whatever the remedy, we must articulate it, capture it, and document if it works (a.k.a. what percentage of students pass after going through it). If it works, institutionalize it. If it doesn't work, we try something more/else.

*Hey wait! What's all this PEER stuff?*

Oh, so you noticed that we threw in peers as a remedy for remediation assistance? Makes sense though, right?

As an ARSOF attribute, **Team Player** is important. Once actually on a team, Team Player can be a life-and-death proposal. I can't tell you the importance of this ideal firsthand, but I know that it was of *dire* importance in the focus groups used to develop these attributes some seven years ago. If this is a given, then why not put responsibility on peers to assist one another to ensure that everyone passes—no man/woman is left behind?

### **Team Player**

Able to work on a team for a greater purpose than himself; dependable and loyal; works selflessly with a sense of duty; respects others and recognizes diversity.

### **Retraining**

If a student's performance is not remedied through remediation efforts alone, then he/she becomes a recycle and eligible for retraining. Like remediation, this process should be articulated and formalized. Currently, the ESC is working with 18A recycles in the SFQC in retraining for MOS success and retraining for Phase IV experiences. We are still defining and articulating the processes based on student and cadre feedback, and looking at the metrics of the impact of retraining on passage rates in order to formalize the process. A process in itself, but one worth the challenge.

### **Wrap up**

As we move into this New Year, we look to continue our support of you- the SOCoE core. We are available for cadre professional development and work to tailor those experiences to the needs of specific groups of cadre or individuals as desired. Additionally, if you'd like to continue the discussion on Remediation and Retraining, or would like assistance in implementing these experiences, please reach out to us.