Law enforcement instructor effectiveness guidebook

Denise Michelle Garland

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A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Vocational Education

by
Denise Michelle Garland

June 2001
LAW ENFORCEMENT INSTRUCTOR EFFECTIVENESS GUIDEBOOK

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ABSTRACT

The purpose of the project was to develop a guidebook to help law enforcement trainers efficiently and effectively develop consistent, relevant, and interactive curriculum. The Law Enforcement Instructor Effectiveness Guidebook produced includes information for helping instructors determine what should be taught and why; how to prepare strategic instructional lesson plans, expanded outlines and measurable learning objectives, and how to construct student learning activities. Finally, the guide provides guidance concerning how to evaluate an instructor's performance and course curriculum.

More effective training, involving student discovery exercises, organizing lesson plans and measurable learning objectives can help increase the success students achieve in the classroom, as well as in the workplace. For law enforcement students, achieving in the classroom is critical to better caring for victims, thoroughly investigating crimes, carefully preserving evidence, successfully prosecuting cases and ultimately putting criminals in prison.

The law enforcement training process has traditionally been instructor-centered, rather than student-centered learning, and repetition rather than
analysis or discussion has been the norm in the classroom. It has been the intention of this project to provide an easy to use resource that will empower law enforcement trainers to increase their effectiveness in the classroom. This increase will ultimately improve law enforcement officer's performance while serving their communities.
ACKNOWLEDGMENTS

I would like to thank Joseph Scarcella Ph.D. and Tim Thelander M.A. for all of their kindness and understanding, as well as for sharing their vast knowledge and insight. They made this learning journey a great opportunity.

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DEDICATION

This work is dedicated to my loving family, Shannon and Michael, who provided the support and encouragement I needed to complete this part of my extraordinary journey of learning.
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CHAPTER ONE

BACKGROUND

Introduction

Chapter One presents an overview of the thesis project. The context of the problem is discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to this project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

According to the most recent data available from the Information Clearinghouse Coordinator at the California Commission on Peace Officer Standards and Training (POST), in California in 1998; there are over 76,000 law enforcement officers. POST data (1998) indicated there were 567 law enforcement organizations, approximately 100 training providers, and 5000 individual trainers.

According to the POST Strategic Plan (1999), their mission involves "Recognizing that effective law enforcement is the cornerstone of a free and safe society" (p. 1). It goes on to say, "POST is committed to a vision of the future that ensures quality, integrity, accountability, and cooperation; encourages new ideas;
explores and uses appropriate technologies; and delivers relevant client-based programs and services" (POST, p. 1). POST, an organization operated by the California Governor's Office, is charged with setting standards and supporting California law enforcement agencies. In an effort to improve the quality of instruction by law enforcement trainers, POST produced CD-ROM training resource called Learners First: Facilitation Skills for Learner-Centered Instruction (POST, 1999). While this CD-ROM is interactive and informative for instructors, it does not address the issues of developing effective curriculum.

Purpose of the Project

The purpose of the project was to develop a guidebook to help law enforcement trainers efficiently and effectively develop consistent, relevant, and interactive curriculum. The guidebook includes information for helping instructors determine what should be taught and why; as well as how to prepare a strategic instructional lesson plan, an expanded outline and measurable learning objectives. Finally, it provides guidance concerning how to evaluate an instructor's performance and course curriculum.
Significance of the Project

According to data from the California Commission on Peace Officer Standards and Training potential the number on law enforcement officers that could be directly influenced by the Law Enforcement Effectiveness Guidebook may be 100 training providers or training facilities, and 5000 law enforcement individual trainers.

POST Consultant M. Bennett (personal communication, January 14, 2001), states many California law enforcement instructors work full-time in a non-training assignment in addition to preparing training and instructing, so the time they are able to spend preparing or enhancing training is very limited. He believes providing law enforcement instructors with a guidebook to help them create more effective training curriculum will be very useful.

Assumptions

The following assumptions were made regarding this project:

1. Law enforcement instructors have the desire and ability to utilize the curriculum effectiveness guidebook;
2. Law enforcement training providers will encourage their instructors to utilize the guidebook and will reevaluate their existing curriculum as it relates to the guidebook;

3. The Commission on Peace Officer Standards and Training will embrace and adopt the curriculum effectiveness guidebook.

Limitations and Delimitations

During the development of this project, a number of limitations and delimitations were noted.

Limitations

The following limitations apply to this project:

1. The curriculum effectiveness guidebook is intended to be utilized by California law enforcement instructors and training providers;

2. The guidebook will briefly discuss developing student learning exercises and evaluation methods;

3. The guidebook is being designed for POST instructors.

Delimitations

The following delimitations apply to this project:
1. Law enforcement instructors outside of California can customize the guidebook to meet individual needs;

2. Training resources are available for instructors to obtain information on developing student learning exercises and evaluation methods, and will be included in the resources section of the guidebook;

3. Making the guidebook available to community colleges and universities that provide law enforcement training, as well as to their individual instructors, will create potential for sharing ideas and reevaluating training curriculum.

Definition of Terms

The following terms are defined as they apply to this project.

- **Expanded outline** - The expanded course outline must minimally include subject topics to the third level of detail. This suggests sufficient detail to indicate technical information in the subject areas (POST, 1997).
• **Hourly distribution schedule** - The hourly distribution schedule must indicate the date and time of each instructional block, the title of each instructional block, and the name(s) of the instructors assigned (POST, 1997).

• **Instructor demeanor** - A method used to evaluate an instructor's competency in the classroom. The factors included when evaluating or observing an instructor's demeanor are voice, confidence or appearance, enthusiasm (interest, knowledge, belief and sincerity) and approachability (concern for their student's learning experience) (C. Baker, personal communication, May 13, 2000).

• **Law enforcement instructors** - Full-time California peace officers, usually assigned to some non-training assignment in their law enforcement organization. They have been asked or assigned to instruct other officers or employees. Some instructors have no formal training in instructor effectiveness issues, while others may have attended workshops, courses, or even have degrees in this field. There are currently no established standards for
law enforcement instructors in California (Garland, 2000).

- Law enforcement officers - California law enforcement officers are peace officers as defined in Penal Code Section 832 of the California Penal Code. They are tasked with improving communications with the communities they serve, forming long-lasting partnerships, and assisting in the development of innovative solutions to community problems (POST, 1999).

- Law enforcement training providers - California training providers include the following: law enforcement training academies, individual law enforcement agencies, community colleges, universities, or private vendors. They facilitate the presentation of POST-certified courses (POST, 1997).

- Learning goal - A general statement about what is being taught for a particular course. Learning goals are generally the big picture statements such as: The student will learn how to load their duty weapon in darkness; or the officer will learn the proper striking points for the side-handled baton (Caddell, 1997).
• **Learning objective** - Learning objectives will follow the A,B,C,D method of organization: Audience - Who are the students?; Behavior - what action should they be able to do at the completion of the instruction?; Condition - under what conditions or with what resources should they be able to do the behavior?; and Degree - what constitutes student success or competency? (Kemp & Cochem, 1997).

• **POST** - California Commission on Peace Officer Standards and Training. This agency directed by the Governor's Office, sets training standards and supports law enforcement officers in California. It certifies training curriculum, mandates continuing education for peace officers (32 hours a year) and often reimburses officers and/or their agencies for tuition and other expenses when they attend POST-certified training (POST, 1997).

• **SILP** - A Strategic Instructional Lesson Plan, which contains course subject content, what the instructor and student will do during instruction, and what resources and time will be
necessary for the instruction to take place, (Garland, 2000).

- **Student learning activities** - Student learning activities include the activity description, key learning points and resources necessary for the activity to take place. Student learning activities allow students to apply what they have been taught in realistic or unrealistic situations, through self-discovery, demonstrations or discussions (Baker, personal communication, May 13, 2000).

**Organization of the Project**

This project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three details the steps used in developing this project. Chapter Four presents conclusions and recommendations drawn from the development of the project. The Appendixes for the project consist of: Appendix A Strategic Instructional Lesson Plan Template; Appendix B Learning Objective Verb List; Appendix C
Student Exercise Matrix; Appendix D Law Enforcement Instructor Effectiveness Guidebook; and Appendix E References for the Guidebook. Project references follow the Appendixes.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of relevant literature. Materials and resources reviewed have been published within the last ten years. The literature reviewed has come from extensive analysis of the ERIC, EUREKA and MELVYL library search systems from California State University, San Bernardino and Sacramento. To develop a better understanding for the value and impact of the law enforcement instructor effectiveness guidebook the review of relevant literature will discuss information related to: the history of law enforcement training; the current status of law enforcement trainers and curriculum; the driving forces behind improving the effectiveness of instructors; and finally the necessity and benefits of empowering law enforcement instructors to improve their classroom effectiveness.

While comparing, contrasting, analyzing, and evaluating related materials, specific topic areas studied included: instructor and curriculum effectiveness; law enforcement training; trainer and instructor development; teaching adults; and interactive learning. The more
general areas investigated involved searching for comparable guides that contain information on trainer-produced curriculum, the elements of effective curriculum, and the elements of dynamic classroom instruction. The discussion will begin with the historical perspective of the law enforcement profession and the training issues related to that profession.

Historical Perspective

The history and evolution of the current-day law enforcement profession began in the 1800s when only Night Watchmen existed (A & E Television Networks, 1997). Originally, volunteers honoring their civic duty, and later poorly paid patrolling men, kept a watch over the town's public safety. Training for these Night Watchmen was non-existent, with any skills necessary for them to perform their duties needing minimal training (A & E Television Networks, 1997).

In 1829, Sir Robert Peel established the London Metropolitan Police, who were paid full-time public servants. These patrolling men were better paid than the Night Watchmen, but were poorly trained (California Office of the Attorney General, 1992). Their duties involved using minimum force, be proactive, and act as a visual
deterrent to crime and disorder. The foundation to their role and the role of all law enforcement officers today, can best be found in one of Peel's original principles to public safety:

To maintain at all times a relationship with the public that gives reality to the historic tradition that the police are the public and that the public is the police. The police being only the members of the public that are paid to give full-time attention to duties, which are incumbent on every citizen in the interests of community welfare and existence. (California Department of Justice, 1992, p. 18)

Training for early police officers involved mostly on-the-job learning and officers getting to know the layout of city streets, who the business-owners were, and who was the local town drunk (California Department of Justice, 1992).

According to Gains, Kappeler and Vaughn (1997), by the late 18th and early 19th centuries large cities on the East Coast were established, each with their own police department. Politics, corruption, and brutality prevailed over the day to day operation of enforcing the laws. Training was more standardized during this time, with the advent of police training academies. The para-military structure and mentality of police departments led to better-trained police officer, yet one who was distant
from the community they served. Their training was still very basic and was modeled after the military.

During the police reform era that followed, President Roosevelt believed that all it took for "someone to become a police officer was the ability to read and write, and good character" (Gains, et al., 1997, p. 9). The Depression fueled this belief, since many professional men graduating from college could not find work, so they became police officers, often not to help their community but to feed their families (Gains, et al.).

The greatest increase in the amount of time and quality of training police officers received was seen when J. Edgar Hoover, in the 1930's, established the professional model of law enforcement. "Under this model police were seen as professional, well-educated, tough crime fighters" (Gains, et al., 1997, p. 7). They were held to higher standards than police officers from the past, with new training standards established for such psychomotor skills as handcuffing, shooting, and using a billy club. Many of the law enforcement instructors were veteran police officers or retired military, or members of the Federal Bureau of Investigation (A & E Television Networks, 1997).
In the 1950s William H. Parker, Los Angeles Police Chief, reinforced the professional model by promoting the Drag Net style of policing. Officers claimed to be well trained, unemotional, and wanted just the facts (A & E Television Networks, 1997). During this period in the history of law enforcement officers were moved from walking a beat to driving a patrol vehicle, an act that proved to isolate them from the community they served (A & E Television Networks, 1997).

Kemp and Cochern (1997) stated, "Training has always been a necessary function in law enforcement agencies, with the systematic means, whereby a trainer carries out the planning, and the effectiveness of the training delivered, should ensure satisfactory student learning" (p. 50).

According to Thompson, (personal communication, January 15, 2001) Training Developer contracted to teach under the California Commission on Peace Officer Standards and Training, suggests law enforcement curriculum has traditionally taught skills utilizing the instructional method of lecture. Additionally, the student's learning styles, needs, desires, experiences and expectations have not been a priority in the law enforcement learning process. Thompson states that the law enforcement training
process has traditionally been instructor-centered, rather than student-centered learning, and repetition rather than analysis or discussion has been the norm.

Next, from the past to the present: the current status of issues surrounding law enforcement training will be discussed.

Current Status

The California Commission on Peace Officers Standards and Training (POST) has produced standards for minimum training of basic full-time peace officers, reserve officers (part-time, often not paid), as well as public safety dispatchers, new specialized investigators and coroner death investigators. POST defines peace officers, in their Administrative Manual (2000), as not only those who work for city of county law enforcement agencies but also:

- Airport security personnel
- School police officers
- Regional park district security
- University of California police
- California State University and Colleges police
- School district police
- Transit Authority police
- Harbor District police. (California Commission on Peace Officer Standards and Training, 2000, p. 3)
"All California peace officers must attend 664 hours of Basic Academy Training, and must participate in a field-training program after the completion basic academy training is complete" (California Commission on Peace Officer Standards and Training, 2000, p. 3).

Today, the law enforcement profession has evolved to deal with more than just writing tickets and making arrests. (California Office of the Attorney General's, 1999) "Officers now problem solve, form community partnerships and communicate more effectively with the public they serve" (California Office of the Attorney General's, 1999, p. 12). Innovative Community Oriented Policing and Crime Prevention efforts require unique training (Bennett, personal communication, January 14, 2001).

Training for law enforcement personnel is continually changing to better meet community needs, which is apparent when observing how investigators must have the ability to investigate crimes involving computers and the Internet. (Gains, et al., 1997) Sexual predators luring young victims over the Internet or criminals capturing other's identities while destroying their credit or lives, are just two examples that both require special technical training (California Office of the Attorney General,
2000). This training is critical to better caring for victims, thoroughly investigating, preserving evidence, successfully prosecuting and ultimately putting criminals in prison (California Office of the Attorney General, 2000).

"Creating a systematic approach to planning and creating training will help to standardize training delivery, and potentially increase training effectiveness" (M. Thompson, personal communication, January 15, 2001). Many of the resources currently produced to improve instruction are too technical and detailed for the average law enforcement instructor to use to either create or evaluate their training for effectiveness (M. Thompson, personal communication, January 15, 2001).

Next, a concise discussion on the critical factors that have causes change in how law enforcement training is provided.

Factors for Change

Many factors today impacting law enforcement training involve such issues as cultural sensitivity, sexual harassment prevention, increased ethics and integrity among officers, and officers' use of appropriate degrees of force (Gains, et al., 1997). Training law enforcement
officers in affective learning areas is a challenge since strong emotions are attached to many of these issues (Kemp & Cochern, 1997).

According to POST Consultant Bennett, (personal communication, January 15, 2001) the low unemployment rate in California and attraction to gain employment in the computer/high tech industry, are having a detrimental impact on law enforcement agencies recruiting and retaining officers. In this case, high quality training becomes critical, since many recruitment standards may be somewhat relaxed to increase the number of employment options for agencies (Bennett, personal communication, January 15, 2001).

Knowles (1975), encourages instructors to assist learners in becoming pro-active in the learning process in order to, "learn more things, and learn better than people who sit at the feet of teachers passively waiting to be taught" (p. 14). Similarly, in Experiential Learning, learning is described as, "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Law enforcement trainers must understand that learning is not simply talking at students, but is sharing knowledge, a two-way process that
requires students and instructors to express their views, experiences and expectations (Kolb, 1984).

Instructors in any arena, whether an elementary school, community college, business training classroom, or law enforcement academy, need to have a sense of responsibility to their students. This sense of responsibility inspires instructors to create meaningful and useful learning for students (Baker, personal communication, May 13, 2000).

When considering instructor effectiveness, Law Enforcement Trainer (1997) states the issue of liability reduction must be addressed. In Sometimes Bad Things Happen to Good Trainers (Law Enforcement Trainer, 1997), a competent trainer becomes embroiled in a lawsuit that questions what was taught and how. According to the article, instructors should keep good orderly records that can be easily retrieved. All testing records and lesson plans, with notes on any deviations made during the class should be kept and if it is not documented it didn't happen! (Law Enforcement Trainer, 1997) "Part of reducing liability for trainers is to keep records on a trainer's continuing education and training relevant to their role as a trainer" (Law Enforcement Trainer, 1997, p. 42). Maintaining training documentation and records on
continuing instructor education can help to reduce instructor liability and increase instructor effectiveness (Bennett, personal communication, January 14, 2001).

According to Staddan, a veteran training manager with 20 years of expertise in the field, the following personal experience, regarding trainer's liability and effectiveness gave the issue more importance.

The Federal Bureau of Investigation (FBI) demanding training records for an officer from a nearby department, who was being investigated, makes everyone at the Training Center worried about liability. The officer had attended training several months prior to this investigation. Being able to find records and documents that he attended the course was not enough to satisfy the agent's requests. I was required to produce documentation on what information he was taught, [lesson plans and learning objectives] who taught the course, what information was tested, and what grade he received. Maintaining thorough records is critical to the success of law enforcement trainers and training centers. (Staddan, personal communication, December 30, 2000)

If the personal liability to trainers is to be reduced, then there must be cooperation between law enforcement training centers and their instructors (Kemp, 1991). "Instructors can go into the teaching environment with good intentions but, if their employer or supervisor does not give them adequate time to prepare training curriculum and materials, the training will probably not
be effective or meaningful for students" (Kemp, 1991, p. 6).

The critical factors, therefore that have changed how law enforcement training is provided are as follows; changing community needs, recruitment and retention difficulties, higher student expectations for relevant interactive training and instructor liability issues. The final part of the discussion will focus on what efforts are being made to empower instructors to reevaluate or create dynamic training.

Empowering Instructors

When comparing issues between law enforcement training and traditional education, examining Foundations of Education, "The primary areas for developing subject-centered curricula focuses on cognitive aspects of learning as respected in traditional subject disciplines" (Ornstein & Levine, 1997, p. 448). In addition, according to the authors,

A direct contrast can be found in the various types of student-centered curricula. The student-centered approach emphasizes students' interest and needs, including the affective aspects of learning. Progressive education gave impetus to student-centered curricula. Progressive educators believed that when the interests and needs of learners were incorporated into the curriculum, students would be intrinsically motivated and learning would be
more successful. This does not mean that students' whims or passing fads should dictate the curriculum. (Ornstein & Levine, 1997, p. 449)

Today, student-centered or experiential learning has begun to occur in some law enforcement training settings. Drawing on an adult student's previous experiences, how a concept might work in application, utilizing student's suggestions for a practice scenario, or facilitating a discussion among student's with differing view points, all work well to stimulate meaningful learning experiences (Baker, personal communication, November 4, 2000).

"Creating self-directed learning experience for mutual inquiry between students and their instructor is accomplished by setting the classroom climate to be caring with mutual respect and trust, with shared dialogue, and the instructor as the guide or facilitator who supports the learning experience" (Knowles, 1975, p. 15).

When instructors create effective curriculum and student-centered learning, they help to create an atmosphere of mutual respect and trust. In the law enforcement training arena, respect and trust are necessary not only to enhance the learning process, but also to insure officer safety in the field (C. Baker, personal communication, November 4, 2000).
Redesign for Military Instructor Training Course

Utilizing the Air Force Model of Instructional System Development, a thesis project at the California State University Sacramento library, was prepared using a research model (surveys, tests, evaluations) and contained valuable information about the Air Force Model of Instructional System Development. "This process involves five distinct phases: 1) analysis of system required; 2) definition of education and training requirements; 3) development of objectives and tests; 4) planning, development, and validation of instruction; and 5) the conduction and evaluation of instruction" (Maloney & Piercy-Pont, 1975, p. i).

According to Furjanic and Trotman (2000) the LEARN process helps to create effective classroom instruction;

L: Listen and understand--if you capture my attention and interest, I'll listen to what you have to offer and try and understand it,
E: Evaluate and decide--when you help me see what's in it for me, I'll evaluate the competencies you've introduced and decide how I can use them on the job,
A: Attempt and build--if you help me build my skills step-by-step in a safe environment, I'll make a serious attempt to learn,
R: Return and apply--when I feel comfortable with the skills and abilities I've learned, I'll return to the job and actually use what you've taught me. I'll be able to apply them to my own situation,
N: Natural transition--now these skills and abilities are mine. I own them. I may pass
them on to other people or take them to the next level and learn more on my own. (p. 84)

Caddell (1997), a member of the POST Master Instructor Development Program, "there are inherent benefits of using lesson plans" (p. 24). Caddell (1997), believes it is important to have a plan to follow in order to create meaningful learning experience for students. He described how a plan should include established learning goals, learning objectives, curriculum outlines, student activities, and testing components with passing criteria.

Conceptual Framework and Research Methods conveyed, instructors should use knowledge integration; the process of linking, connecting, distinguishing, organizing, and reflecting the concepts or skills to the curriculum (University of California Berkeley, 2000). They should utilize models, patterns, templates, views, ideas, theories or conjecture and should regularly revise, reconnect, reorganize, and re-conceptualize, to provide students with a firm foundation that empowers them to dynamically connect new ideas (University of California Berkeley, 2000).

Instructors immediately capturing student's interest from the beginning of the learning experience are one of the critical factors contributing to their effectiveness
in the classroom (Povlacs, 2000). Povlacs (2000), believes that instructors should peak the student's interest during the first few weeks of class, in order to make a lasting impression and stimulate students to continue to learn.

One component relates to increasing student's interested and states, "Make thinking visible by illustrating, and engage students as investigators and critics so they can recognize arguments to their views and ways to strengthen their own arguments" (University of Berkeley, 2000, p. 2).

According to Mayra, a POST Technical Assistance Advisor, (Myra, personal communication, March 2, 2001) one resource for law enforcement trainers to develop a basic understanding of classroom effectiveness is, Learners First: Facilitation Skills for Learner-Centered Instruction. This interactive CD-ROM training contains fundamental student-centered instructional concepts. These concepts, which are critical to instructor success, include information on the use of visual aids, how to lead student discussions, when and how to encourage student participation, and much more (Learner's First, 1999).

In addition to empowering instructors, training facilities becoming empowered, in regard to the trainers who instruct for them, is critical, according to Reiss.
One way to empower law enforcement training facilities, and in turn trainers, is how their trainers are recruited and trained. Reiss believes this can be accomplished by training facilities considering the following:

- choose your SME instructors carefully;
- involve the SME in the design of the training;
- listen to the SME to determine what strategy will work best for their instructional design;
- explain the factors most important to the role of instructor;
- encourage the SME to project confidence, competence and caring attitude toward students;
- teach the SME how to manage positive, negative and unpredictable adult learners;
- utilize a comprehensive instructor guidebook with the SME;
- encourage the SME to know their audience;
- teach the SME how to plan and pace their instructional time; and
- teach the SME how to do self-evaluations. (Reiss, 1991, p. 48)

It is important for instructors to consider two major factors, the composition of their students and how they can help them retain and transfer knowledge into the work environment. An instructor effectiveness guidebook could help law enforcement trainers to better consider these concepts when preparing or enhancing curriculum. These ideas are valuable because they strengthen the concept that instructors must engage students to learn (M. Thompson, personal communication, January 15, 2001).
The previously mentioned concepts of creating student-centered learning, utilizing an instructional lesson plan, conveying knowledge integration in the classroom and stimulating student's attention and interest to learn are all vital to empowering instructors to accomplish classroom effectiveness (Staddan, personal communication, December 30, 2000).

Summary

The important literature relevant to producing an instructor effectiveness guidebook for law enforcement trainers has been reviewed, analyzed and presented.
CHAPTER THREE
METHODOLOGY

Introduction

Chapter Three details the steps used to create an instructor effectiveness guidebook for law enforcement trainers. This Chapter presents an overview of the resources related to the guidebook. Finally, Chapter Three discusses the process used to design the guidebook, and will conclude with the summary.

Population Served

Approximately 5000 law enforcement instructors from California, as well as the numerous public safety trainers across the country, can benefit from using the instructor effectiveness guidebook (Bennett, personal communication, January 14, 2000).

Law enforcement trainers nationwide are instructing various students, from chiefs of police and sheriffs to community policing officers and record clerks (M. Thompson, personal communication, January 15, 2001). Whether trainers are teaching basic academy recruits, veteran officers, or top level managers, there are fundamental steps law enforcement instructors can use to develop or re-evaluate their curriculum, and improve its
effectiveness and enhance interactivity (M. Thompson, personal communication, January 15, 2001).

Guidebook Development

The California Commission on Peace Officer Standards and Training (POST) has, for many years, certified curricula. POST has not certified the quality of California law enforcement instructors. POST has expressed a desire to evaluate the effectiveness of law enforcement instructors. According to M. Bennett, (personal communication, January 14, 2001) consultant from POST and 20-year law enforcement officer, trainer and mentor, POST is now asking the question, "Is the training organized, dynamic, effective, interactive, relevant, and consistent?" Keeping this fact in mind, creating an instructor development guidebook might greatly assist them in answering these questions with a resounding, "Yes!" (M. Bennett, personal communication, January 14, 2001)

The following are the benefits of using an instructor effectiveness guidebook to improve the effectiveness of training are basic, yet substantial:

- Students will retain and transfer knowledge from the classroom more efficiently and for a longer time after the training has occurred;
• Efficient use of an instructor's time and resources benefits trainers and training facilities;
• Assisting students to accomplish learning objectives will establish the trainer's reputation as an efficient training professional;
• Increasing training effectiveness helps increase student professionalism and safety in the workplace;
• Student competency increases student confidence and success, which encourages continued learning. (Kemp, 1991)

After analytically evaluating all considerations regard the law enforcement instructor guidebook the following process was used for its development:
• Analyzed resources relevant to the subject of instructor development;
• Determined critical topic areas to include in the guidebook;
• Grouped common topic areas;
• Prioritized common topic areas in logical order and importance to law enforcement trainers;
- Organized topical information in a logical manner;
- Developed introductory questions for the guidebook;
- Composed guidebook topic-specific text information;
- Determined most useful layout for the text;
- Considered the use of graphics to stimulate reader interest;
- Inserted try this suggestions to encourage guidebook users to try practicing suggested skills;
- Considered title for guidebook that will increase the interest of law enforcement trainers;
- Proofread and edit guidebook text.

**Expert Selection Criteria**

Experts in the field of law enforcement training have been consulted for this project. The criteria for which the experts were chosen follows:

- Has more than five years providing or coordinating law enforcement training
- Has an understanding of instructor competencies
• Has a relationship with the California Commission on Peace Officer Standards and Training
• Has written and published article(s) on training issues
• Has developed and/or reviewed training curriculum
• Currently mentors other instructors

The four experts chosen were C. Baker, A. Staddan, M. Bennet, and M. Thompson. They all expressed interest in reviewing an instructor effectiveness guidebook.

According to curriculum developer Baker, (personal communication, October 14, 2000) who has observed over 500 law enforcement trainers, close to 200 college instructors, and mentored approximately 50 professional instructors, trainers usually lecture and do not measure their teaching effectiveness. Baker states that many of these training professionals possess the knowledge and experience to provide comprehensive training. Approximately 90% of them utilize a haphazard method of preparing and presenting curriculum, which has been apparent in their presentations and often in their students' performance when applying the skills and knowledge they have been taught.
Guidebook Resources and Content Validation

When developing the guidebook, many resources were investigated and evaluated. Many of the resources used to validate the information included in the guidebook produced by this thesis project have been developed by POST, since they set many of the law enforcement training standards for California.

By utilizing criteria mentioned above, experts, recognized in California as training professionals, were chosen to recommend and validate which critical issues to include in the guidebook. Veteran expert trainers M. Thompson, C. Baker, A. Staddan and M. Bennett were contacted. As a result, the guidebook includes the following validated critical topics: training needs analysis, learning objectives, learning goals, organizing curricula, strategic instructional lesson plans, expanded outlines, adult learning styles, instructional methods, student exercises, and instructor and curriculum evaluation methods, and other considerations. These topics are to be presented in a user-friendly format for law enforcement trainers to refer to repeatedly when developing or improving training.
Guidebook Design

The development of designing the layout of the guidebook included working to increase its user-friendliness. The law enforcement instructor guidebook includes the following design considerations in its formatting:

- Page layout is 8 1/2" x 11" for easy scanning, e-mailing, photocopying, faxing or sharing as handout materials;
- Headings are in question format, and topic areas are bolded for easy reference by the reader;
- The critical concepts conveyed in the guidebook will be modeled for the reader, i.e., learning goal, learning objectives, and learning activities;
- The use of subtle graphics will be helpful for the reader to located information;
- The use of a try this logo will help the reader identify when they should try practicing a concept.

Summary

The steps used in developing this guidebook, the resources related to the guidebook, and the guidebook
content validation and design have all been discussed in this Chapter.
CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four is a presentation of the conclusions reached as a result of completing this project. The recommendations resulting from this project are presented. Finally, this chapter concludes with the summary.

Conclusions

The conclusions reached during this project follow.

1. Trainers may have a positive response and be able to use the guidebook to improve their training effectiveness.

2. When trainers are using the guidebook to improve the effectiveness of their instruction, their students' workplace professionalism can be increased.

3. More effective training, involving student discovery exercises, interactive student participation and measurable learning objectives can help increase the success students achieve in the classroom, as well as in the workplace.
4. Instructors using the guidebook may be motivated to learn more about classroom effectiveness.

Recommendations

The recommendations resulting from this project follow.

1. Initially, the guidebook needs to be connected to an instructor development course, so law enforcement instructors will have an opportunity to apply the skills mentioned in the guidebook. POST may choose to present this instructor development training, preferably in a 40-hour course format. This weeklong format would allow students adequate time to practice effective instructional skills.

2. Instructors attending the first few instructor development courses offered should receive the guidebook free of charge. This should allow the guidebook to be distributed to a sample group of law enforcement instructors. The Sample group could provide a critical evaluation of the guidebook.

3. All California law enforcement training facilities should reproduce and provide the
guidebook to every law enforcement trainer or instructor. The training facilities should also use the guidebook to re-evaluate the effectiveness of existing courses.

4. The California Commission on Peace Officer Standards and Training should reproduce and provide the guidebook to law enforcement instructors each time they distribute copies of their Learners First Training.

5. All Community Colleges and Universities who provide criminal justice training should reproduce, distribute and encourage the use of the guidebook for all trainers instructing for them.

6. The California Commission on Peace Officer Standards and Training should reproduce and provide the guidebook to other state and national law enforcement training facilities. This effort may help to improve the quality of law enforcement training.

Summary

Chapter Four reviewed the conclusions derived from this project. Lastly, this chapter has also presented
recommendations extracted from developing an instructor effectiveness guidebook.
APPENDIX A

STRATEGIC INSTRUCTIONAL LESSON PLAN
# STRATEGIC INSTRUCTIONAL LESSON PLAN

Learning Objectives = LO  Test Questions = T  Student Activities = SA

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<thead>
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APPENDIX B

LEARNING OBJECTIVES VERB LIST
# LEARNING OBJECTIVES VERB LIST

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To assist you in writing meaningful learning objectives, this list was extracted from The POST Master Instructor Development Program course materials, July 1998 by Denise Garland (916) 323-2606
The Relative Effectiveness of Various Instructional Methods

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<td>DISCUSSION</td>
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<td>QUESTION AND ANSWER SESSION</td>
<td>Adequately Effective</td>
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<tr>
<td>SELF-DIRECTED STUDY</td>
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<tr>
<td>DEMONSTRATION</td>
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<td>PRACTICE SESSIONS</td>
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<td>TESTING</td>
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APPENDIX D

LAW ENFORCEMENT INSTRUCTOR EFFECTIVENESS GUIDEBOOK
Learning Goal:

This Guidebook empowers law enforcement trainers to create exciting new curricula as well as refine existing curricula, producing lessons that are dramatically interactive, relevant and, ultimately, far more effective than traditional criminal justice training.
Who wrote this guidebook?
The author, Denise M. Garland, has worked for county and state criminal justice organizations in California most of her adult life. Ms. Garland has not only taught various law enforcement personnel but she has also instructed college students, business owners, community advocates, government leaders and many others. She has earned baccalaureate and masters degrees from California State University, San Bernardino. Ms. Garland also holds a California Teaching Credential and is certified as a Level I Reserve Peace Officer and as a Master Instructor by the California Commission on Peace Officers Standards and Training (POST). She mentors many instructors and provides workshops and training on such issues as Improving Public Speaking Skills, Facilitating Interactive Learning, Adult Learning Principles, and Building Community Partnerships.

Why should trainers use this Guidebook?
The environment in which California law enforcement officers must work and survive has changed. Survival means not only avoiding physical attack but surviving litigation as well. For law enforcement trainers, the obligation to effectively impart knowledge to their students is now matched by the necessity to be able to justify what and how they teach when former students' actions are called into question.

Today, law enforcement training is undergoing a high degree of scrutiny by courts, department administrators, the public and even by peace officers themselves. There is a general expectation that law enforcement instructors are more efficient and effective than ever before, making use of the latest developments in training concepts and technology to produce high quality peace officers.

What's in it for trainers?
Effective application of the concepts in this guidebook can provide the following benefits:

- Decreased liability for law enforcement trainers, their agencies, and for training facilities or training hosts.
- Meet the ever-increasing standards and expectations set by the California Commission on Peace Officer Standards and Training for trainers to develop effective curricula and impart the necessary knowledge to their students.
- Increase personal and professional growth and increase the instructor's reputation as a training professional.
- Transform training from primarily lecture to an enjoyable interactive student learning experience.
• Help students retain and transfer knowledge to the work environment more efficiently, thereby increasing professionalism and officer safety.
• Increase student competency, thus increasing student confidence and their desire to continue learning.

How should trainers use the Guidebook?
• The Guidebook is designed in an 8 1/2 x 11 format for easy sharing, i.e., scanning, emailing, photocopying, faxing, mailing, or using as handout materials for students. Please remember to credit the author and appropriate sources.
• Headings for topic areas are in question format, and critical information is bold text.
• Concepts conveyed in the Guidebook are modeled, so you will find small bulleted graphics that indicate examples of: (note these concepts will be explained later in the Guidebook)
  ♦ A learning goal
  ♠ Learning objectives
  (These are in Italics prior to related guidebook information)
  ♥ Learning activities
• When this logo ♥ appears, it indicates not only an example of a learning activity, but also indicates a try this! activity. So, remember to take time and try practicing these valuable skills.

What information should be taught?
Many trainers have a strong desire to share all of their knowledge about a subject with students. Trying to make students into experts is not possible in the context of a single course, since establishing expertise requires time and experience, along with knowledge. Distinguishing between nice to know versus need to know knowledge or skills is a step by step process.

  ♦ At the completion of this section, students will be able to demonstrate how to brainstorm learning topics for training they currently instruct with 100% accuracy.

Is training relevant?
Adults do not like to learn what they cannot use. The training being presented should be relevant to the job or task at hand. When presenting training, be sure not to detour from relevant meaningful information and activities to stories or tales of days gone by!
Determining Learning Topics:

♥ Start by brainstorming what information or topics students should learn about during the training course. Remember to keep in mind, what the training facility or training host has requested for instruction and how much time is available for the instruction. Then ask what knowledge or skills are necessary for students to learn to reach competency. This may require conducting a Basic Learning Needs Assessment: asking other professionals, experts or students what is necessary to perform the skills or tasks competently in a working environment and analyze those skills and tasks for application in a training environment.

♥ Next, from the brainstorming list, group common or similar topics or skills. Then prioritize the topics or skills in order of importance to student competence. Remember to organize material from simple to complex, since students succeeding at simple tasks will increase their confidence and stimulate the desire for additional learning.

At the completion of this section students will recall and list all necessary steps to complete a task or skill they currently instruct with 100% accuracy.

Task Analysis:

♥ When determining necessary information to instruct for student competencies consider the most critical skills first. These critical skills need to be carefully analyzed in order to be sure not to leave out any steps or components. Start by listing every step or concept necessary to complete the task or skill.

Know about the students:

There are several critical factors trainers must consider when preparing to instruct students:

- What are the student's experiences (personal and professional)?
- What are the varied learning styles of the students?
- How are students processing information?
- What is the current competency level of students?
- The trainer or instructor is the facilitator of learning and should guide students through the learning adventure. The training is for the students.
What is the difference between Learning Goals and Learning Objectives? Why should trainers establish them?

Trainers should establish a learning goal and learning objectives for their curriculum to create a road map for the learning adventure. When all students understand the training expectations from the beginning, their degree of confidence - and eventually success - will increase. The learning journey is always easier to accomplish if there is a road map to show where and how students should proceed.

At the completion of this section, students will demonstrate how to transfer knowledge and write a learning goal for a block of instruction they currently instruct, while using the concepts conveyed in the guidebook and being evaluated for 100% accuracy by the trainer.

Learning Goals:

Broad statements about what the training is trying to accomplish for students. Phrases used in learning goals can include but are not limited to:

- To develop the ability to...
- To master the skill of...
- To become proficient in...
- To understand the concept of...

This Guidebook empowers law enforcement trainers to create exciting new curricula as well as refine existing curricula, produce lessons that are dramatically interactive, relevant and ultimately, far more effective than traditional criminal justice training.

At the completion of this section, students will be able to develop and analyze a learning objective for curricula they currently instruct, using the ABCD method, being evaluated by the trainer, with 75% accuracy.

Learning Objectives:

Express specifically what the student should be able to do at the completion of the instruction. One tool included in this guidebook is the Learning Objective Verb List. This list can be found in the back of the guidebook and can help instructors to create more complete and effective learning objectives. Learning objectives contain four components and follow the ABCD method to help create measurable efficient learning objectives. This method looks like this:
• **Audience** - Who is the training intended to serve? The student profile can be included in this part of the learning objective.

   "*Officers with two or more years of narcotics experience will...*"

• **Behavior** - What skill or task should the students be able to do?

   "*Officers with two or more years of narcotics experience will *demonstrate how to perform an informant interview...*"

• **Condition** - Under what conditions, or with what resources should the student be able to perform the task or skill?

   "*Officers with two or more years of narcotics experience will demonstrate how to perform an informant interview using the interview guidebook provided, applying the ten step method, while role playing in a realistic scenario environment...*"

• **Degree** - What constitutes student success? What degree of competency should students achieve? Remember to be realistic about what level of expertise student should achieve by the completion of the course or training you are providing.

   ✜ "*Officer with two or more years of narcotics experience will demonstrate how to perform an informant interview using the ten step interview method, while role playing in a realistic scenario environment, with 100% accuracy while being evaluated by an instructor.*"

♥ Try writing three learning objectives for curriculum you instruct, using the ABCD method. After sharing information from this guidebook with another instructor, have them also write three learning objectives using the ABCD method. Now, exchange objectives and critique them. Discuss the strengths and weakness of the learning objectives.
Why should trainers use a lesson plan and expanded outline to instruct?

When trainers invest their time and effort in preparing lesson plans and expanded outlines they invest in providing quality training for their students. This can mean:

- Students flocking to training provided by these training professionals
- Students wanting to share valuable information or resources with trainers and their students after the training has occurred
- Students feeling positive about investing their time and energy in attending training prepared by these trainers because it is comprehensive and organized.

The California Commission on Peace Officer Standards and Training (POST) requires an expanded outline to complete their Course Certification Process. An expanded outline joined with a lesson plan can be a major asset to a training provider when the instructor is called to court or home ill and a replacement instructor is called upon. Other subject matter experts can be asked to step in and instruct. They will be able to use the lesson plan and expanded outline prepared by the original instructor and the emergency can be remedied without students even being aware there was a problem.

Remember, it is important that trainers or instructors do not start any training by apologizing, after all, students may or may not notice there is a problem, so let them discover the problem on their own. Factors would include such things as:

- Being asked to teach at the last minute
- Instructing subjects they are unfamiliar with (remember usually the students have some experiences to draw from and apply to law enforcement training)
- For instructing while ill
- For something not being perfect

Being an effective trainer has some similarities to being an entertainer (you want to get their attention and evoke emotion) so remember the show must go on!

At the completion of this section students will prepare a strategic instructional lesson plan by utilizing a given template and categorizing information from a course they currently instruct, then applying it to the template with 100% accuracy to be evaluate by the trainer.
Strategic Instructional Lesson Plans:
Having a plan or road map for the learning adventure will help to reduce instructor stress, instructor liability (forgetting to cover critical information) and increase student satisfaction and success at retaining and transferring the information into the *real world*. A lesson plan includes valuable information that enables instructors to spend less time preparing each time they teach, after the initial investment in creating the lesson plan. Trainers are also able to *constrict or expand* critical learning objective information, when the learning adventure does not go as planned and time is either insufficient or plentiful. **At the back of this guidebook, there is a blank Strategic Instructional Lesson Plan template.**

The **Strategic Instructional Lesson Plan** contains:

- **Content** - information the trainer will instruct, learning objectives (to stay focused on the purpose of the training) and test questions (since forgetting to cover information that the students will be tested on is unproductive).

- **Instructor** - information about exactly what the instructor should be doing during training; lecturing, facilitating a student activity, asking students questions, etc.

- **Students** - information about what exactly the students should be doing during instruction; taking notes, listening to lecture, writing information, in a student learning activity.

- **Resources** - information about what is needed to present the training, including: laptop computer, projector, felt pens, paper, flip charts, masking tape, computer disk with presentation on it, tape player, cassette tape, extension cord, props for demonstration, business cards (for networking with students), etc.

- **Time** - staying **on task** when instructing is critical, since student and instructor's time is valuable, and there is information students needed before they leave the training. If this is the first time the training is being presented, the time increments in this section will be an educated guess, but after the first time, more realistic or accurate times can be documented. Remember this is a good area of the lesson plan to put **BREAKS**; students will not be pleased if breaks are forgotten. A ten-minute break every couple of hours may be adequate, but be sure to check with the facility hosting the training.
Consider photocopying the blank Strategic Instructional Lesson Plan form and completing it by inserting information from a course you have already been instructing. What is noticeable when trying this activity? Do the columns that describe what the instructor will do all say "lecture"? Using only one instructional method may not be the most effective way to instruct.

**Expanded Outlines:**
An expanded outline is more detailed than a lesson plan. It takes the **Content section** of the Strategic Instructional Lesson Plan and expands it, so that other instructors, POST or law enforcement training facilities can interpret what information is necessary to be presented. This document will be important when an instructor is not able to teach a class and another trainer needs to assist them. Having an expanded outline and lesson plan will help to make a more seamless transition from one trainer to another, and give a replacement trainer the ability to prepare and present top quality training.

An expanded course outline should include subject topics and some detailed **information to the third level of detail.** This will help provide sufficient detail to indicate technical information to be instructed. An example would look something like this:

I. **INTRODUCTION**  
   A. Information about expertise  
      1. Professional education and training  
      2. Professional experiences

II. **OVERVIEW OF TRAINING**  
   A. Learning goal  
      1. Students will develop an understanding of...  
      2. Why - what's in it for them?  
   B. Learning objectives  
      1. Students will be able to...

**Why should training be interactive?**
Adults want to learn information they can use, so it is critical that while they are in a controlled classroom environment they are allowed to apply or practice what is being instructed. Instruction directed to different learning styles will enhance learning.

*At the completion of this section students will recognize the three types of learning styles and determine their own style, then list three reasons why think believe this a particular learning style is their strongest, with 100% accuracy to be evaluate by the trainer.*
Learning Styles: Trainers and students need to consider their own learning style in order to teach in a more effective manner. If instructors are aware of their own learning style, they can compensate to increase learning effectiveness for other types of learners. Traditional education usually centers on auditory learners utilizing the instructional method of lecture. This can be problematic for the other types of learners.

Try reading about the three types of learners and then think about a skill or task you have recently learned. How did you learn it? Listening to Spanish audiotapes? Watching someone else prepare to Scuba Dive? Putting on the roller blades and skating? If you answer a different learning style for different skills, that may be a sign that you are comfortable with several learning styles. Now, take a look at how you instruct. Do you only lecture? Do you only use a slide presentation? Do you think that if students just read the information, they will understand it?

Some characteristics of the three types of learning styles are:

- **Auditory** - Learns through hearing, has difficulty concentrating with noise, may take little or no notes, seems to not be paying attention, but does well on tests immediately following lectures
- **Visual** - Learns through seeing, diagrams or demos are very effective, often draws or doodles, does well at tests involving videos, slide, or overhead transparencies
- **Kinesthetic** - Learns best when in motion, tapping feet, drumming fingers may be common, may seem hyperactive, what they touch or experience is what they learn, does well on performance tests

Depending on what type of knowledge or skill is being taught, learners may shift from being comfortable with one learning style to a different style. Additionally, there are two other considerations when considering learning styles. There are two general ways that learners process information, again they will be different for each student as well as for different learning topics.

Read about the ways students process information and then think about how you process information when learning. Now think about how you instruct. Do you give enough background and details? Do you explain how the skill or task you instruct fits into a larger concept? Do you know someone who is global? Someone who is analytical?

Some characteristics for the two ways students process information are:

- **Globally** - Sees the forest, not the trees, accomplishes multiple tasks, but often has errors, not usually a "detail" person
• **Analytically** - *Sees the trees, not the forest*, accomplishes less, but usually approaches 100% accuracy.

These are important considerations for trainers, since they may want to give only a global perspective on an issue, which may frustrate the analytical students who want details, statistics or reasons why.

**Facilitated Learning:**
Instructors are acting as facilitators of learning for students, rather than only lecturing at students. Helping students to discover information and allowing them to apply what they have learned in a controlled environment creates a more meaningful learning experience than simply speaking at them. There are many courses offered on facilitating learning, instructor development and improving communication effectiveness; all help to increase an instructor's effectiveness.

♥ Look at the resources available at the back of this guidebook and then explore other available resources on the Internet. Talk with other instructors in your field about how they instruct in order to address all the types of learners in their classrooms.

When facilitating learning, consider the following:
- First ask: "**How can I help students to work towards discovering the information or skills themselves?**
- Allowing students to have roles and responsibilities in their learning will help them to better retain and transfer the knowledge into the real world.
- The instructor/facilitator must take care to make sure each student is allowed to express their views, truly participates and is listening to what others have to say.

---

**How can trainers make instructing more interactive?**

💡 At the completion of this section, students will compare and contrast the types of instructional methods and apply one new method to their own training course and will write a paragraph on how they will do so with 100% accuracy to be evaluate by the trainer.

**Instructional Methods:**
Instructors that say, "I have to lecture because I have so much technical information to cover," or "I can't explain the skills to students, I simply show them," do not have an understanding of the burden they are placing on
themselves. Lecturing for any length of time is hard work. Having students discover information takes some of that burden (or responsibility) from the instructor and gives it to the students. Learning should be a 50/50 proposition for trainers and students.

**Student-centered learning** means learning should center on what the student need to learn to help them in the real world. **Interactivity can involve many different methods.** They are listed below and their relative effectiveness is charted on a table at the back of this guidebook.

It is important to remember that several different learning topics can be grouped into one activity - be creative when designing training! Talking to other instructors, trainers or experts can help to spark ideas for new training activities - so network!

Types of instructional methods can involve

- **Lecture** - sharing information in one direction: instructor to students
- **Case Study** - an actual case or incident is given to students for analysis
- **Discussion** - students in small groups share information
- **Question and Answer Sessions** - the instructor and students ask and answer questions
- **Self-Directed Study** - students are asked to find the information and share it with the larger group
- **Demonstration** - the instructor or other students show the class how to correctly perform the skill
- **Debate Exercise** - students are divided into two groups and given basic information about two opposing views on one topic. They defend their view
- **Practice Sessions** - students are able to perform the skill in a controlled environment with students and the instructor critiquing
- **Role Playing Scenarios** - having students apply the skill in a more realistic setting
- **Simulations** - having students apply the skill in as realistic environment as possible (**remember student safety is critical!**)

**Remember learning activities should be:**

- Prepared, and even sometimes practiced, before taking them into a classroom for students to participate in
- Relevant to the topics being instructed
- Interactive involving students
- Student-centered with learners discovering information
- Incorporate student’s experiences
When preparing a student activity what should be included?

Student activities should contain four elements:

**Activity Title**
What is the name of the activity so the instructor and students can recognize the activity when discussing it?

**Activity Description**
Describe how the activity will take place from start to finish. What will the instructor and the students do during the activity?

**Key Learning Points**
This is a critical element because it helps to clarify in the instructor’s mind why the activity is taking place. When students want to know why they are participating in a particular activity, having key learning points will be helpful. Some examples of key learning points for a student activity might be:

- Students working cooperatively will learn each other’s areas of expertise and in turn develop an understanding and trust for each other.
- Index cards containing a goal provided to students will provide a visual reminder of what they are trying to accomplish.
- Students will model the skills demonstrated by the instructor who will allow students to see the skill demonstrated and critiqued many times.
- The activity will help to encourage camaraderie, cooperation and interaction, through participation by students.
- The students standing and walking up to the flip chart to write will help stimulate their minds through physical activity.

**Resources Needed**
This element contains the list of resources needed to facilitate the activity. Think carefully about what you need - be sure to include everything!

♥ Try analyzing a course you instruct and developing a new student activity. Then compose the activity, structuring your idea into the four above elements. Is this an activity you could try the next time you instruct?
How do trainers know if students benefited from the training? Do students have to take a written test?

At the completion of this section, students will construct three test questions, using the instructor effectiveness guidebook, for a course they instruct that will help them determine their students' comprehension with 100% accuracy to be evaluate by the trainer.

Testing Methods:
Often, a pre-test and post-test can give an instructor an idea of - "What do the students already know?" and "Did the students understand the information?"

Important considerations:
- Many trainers or instructors are experts in their field and go into a learning environment wanting to make student experts also. Determine ahead of time whether students need to achieve mastery or competency in the subject instructed.
- Do not rush when constructing a test. Take your time and consider all factors - research how to ask validated useful questions.
- Whether pencil to paper test, or a physical ability test, testing methods need to be given a great deal of thought.
- When constructing a test refer back to the learning objectives. Do your test questions measure those learning objectives?
- Tests can include, but are not limited to:
  - Written answer or essay
  - Multiple choice
  - True/False
  - Yes/No
  - Fact/Fiction
  - Agree/Disagree
  - Recall
  - Matching
  - Rating on a scale
  - Performance evaluation checklist

Do trainers and training curriculum need to be evaluate each time instruction takes place?
By evaluating training each it is offered adjustments can be made to improve the training and better meet the needs of the students. The instructor's effectiveness and the curriculum or training information should both be evaluated.
When?
It is important that students be given enough time to complete the evaluation with some meaningful or constructive answers. This may mean it is necessary to distribute the evaluation at the last break or some other time during the training beside the last five minutes of the day (when they are focused on getting home)! One way to help them complete the evaluation more quickly while still giving meaningful answers may be using a scale to answer some of the questions. It might look something like this:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly Disagree</td>
<td>Strongly Disagree</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

*At the completion of this section students will prepare a personal evaluation form with five questions about their ability and five questions about the curriculum, for students to answer, using the guidebook provided, with 100% accuracy to be evaluated by the trainer.*

Evaluating the instructor or trainer:
Investigate such factors related to the instructor's performance as:
- Did the instructor show concern for the students' needs?
- Did the instructor demonstrate expertise in the subject being taught?
- Was the trainer on time and prepared for the training?
- Did the instructor have clear concise presentation skills? Any distracting habits?
- Did the trainer present a professional appearance?
- Did the instructor address all the students' questions or comments?
- Were visual aids and handout materials useful?

Evaluating the curriculum:
Investigate such factors related to the curriculum as:
- Was the course organized in a logical manner?
- Were learning objectives clear?
- Was training too advanced or too elementary?
- Were time periods allotted for learning activities and lecture appropriate? Should they be shortened or lengthened?
- How will you use information in your work environment?
- Are the costs for the training acceptable in terms of the outcomes?
- Did the course information meet your needs and expectations? If not, why?

Try preparing a personalized evaluation form for your next training course. Write five questions related to your performance and five related to the
curriculum being taught. Then organize them onto a one page form (two sided if necessary). Be sure to give the students adequate space for answering the questions and making comments.

What else should trainers consider when improving the learning process for students?

When instructors attend training they have expectations, sometime high expectations, that they will get the most out of the time, energy and money spent to attend. So, instructors facilitating training should view their course in the same way. What will students attending the training expect? What can be done to plan a more meaningful learning experience for the students? What will students retain and transfer from the training three months, six months, and a year after they attend the training? How can the classroom experience increase knowledge or skills retained and transferred to the work environment?

Enhancing Instructional Methods:

Instructors must remember that variety is the spice of life! Using different instruction enhancements will help attract student's attention, keep it and even enhance it. Only lecturing, only showing slides, only demonstrating, only showing videos, or only playing audio tapes will have students quickly bored with the process. The following list contains some of the enhancements possible:

- **Flip Charts, Chalkboards or Whiteboards** - low tech is perfectly acceptable and could bring out the artist in students or instructors

- **Overhead Transparencies** - these can be made by using computer and color printer, for high quality color transparencies or by using a document and copier, for low quality transparencies

- **Printed Materials** - do not simply photocopy materials form a book. Take time to make them clear, concise and interesting

- **Computer Generated Slides** - there are many types of computer software that enable instructors to create professional slides that have color and movement. It is important not to place all information on the slides, only basic concepts should be included.

- **Educational Videos** - when choosing a video clip to show students, be sure to consider:
  - How long is the clip?
- Will the clip get students attention or bore them?
- Is the clip relevant to the training?
- Will the clip offend anyone in the training?
- Are the producers of the video getting credit for the video?
- What will students do with the information from the video clip?

• Educational Audio Tapes - the same consideration for educational videotapes should be applied to audiotapes. This enhancement could have an impact on the auditory style learners. When playing an audiotape be sure to have an adequate sound system for the classroom environment. A hand-held tape recorder may be adequate for a small group indoors, but a stereo with detachable speakers may be necessary for a large number of students in a lecture hall.

Copyright Issues:
It is critical to give credit to the author and/or publisher of the tool you are using to enhance your training. When using someone else’s documents, books, articles, videos, slide, etc. contact the author/publisher to ask permission. If you use enough of the tool to deter students from purchasing it on their own (since they got from you for free!) then you may be violating copyright laws. This is also true if you are charging a fee for your training and then giving other’s materials to students, in a sense making a profit from someone else’s materials.

♥ Try choosing a new instructional enhancement and developing it for your next training. Which enhancement would have the greatest impact on your students? Do you have the resources or equipment to create the enhancement? If not, does the training facility you are instructing for or another instructor you know have the resources or equipment?

Budgets:
Tracking how much time is spent creating, preparing, and presenting training may be important when a training facility wants to charge students a registration fee or tuition, or wants to pay instructors for their time. Determining time invested by the trainer, materials or enhancements purchased by the trainer, or such elements as travel time, mileage, lodging, and meals should all be tracked. Training facilities or hosts can help instructors create and organize a budget when necessary for POST certification.

♥ Try preparing a personalized journal for tracking information about training expenses. Categorize the journal into sections for quick reference, then use it the next three times you instruct. What did you find useful? What did you not
use? Share this information with the training facility or host and discuss the cost verses outcomes or benefits to the training.

**Safety in Training:**
All training involves some type risk, since students leave the safety of their homes, come to a classroom or other training environment, and interact with other students and the instructor. Trainers should give some thought, prior to teaching, about what type of risks may be posed to students attending their courses. Are ceiling tiles hanging down in the classroom? Is the carpet or floor tile damaged causing someone to trip? Are student parking lots poorly lit for your nighttime course? Are there other factors that pose a risk to students when performing the activities in the training?

♥ Make a list of all possible risks to students attending your training. How many of the risk could be repaired, remedied or mediate by informing students? Share this list with he training facility or host and discuss possible solutions to minimize the risks to students.
STRATEGIC INSTRUCTIONAL LESSON PLAN

Learning Objectives = LO  Test Questions = T  Student Activities = SA

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## LEARNING OBJECTIVES VERB LIST

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To assist you in writing meaningful learning objectives, this list was extracted from
The POST Master Instructor Development Program course materials, July 1998 by Denise Garland (916) 323-2606
### The Relative Effectiveness of Various Instructional Methods

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GUIDEBOOK REFERENCES


REFERENCES


