Criminal Justice Instructor Development Course

Student Text

Wisconsin Department of Justice
Law Enforcement Standards Board
September 2016

The Law Enforcement Standards Board approved this textbook
on September 7th, 2016.

Training Academy effective date is May 1, 2017.

All law enforcement basic preparatory training courses that begin on or after May 1st, 2017 must incorporate this updated textbook and any related updates to the curriculum. Courses beginning before that date may elect to use these updated materials.

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Disclaimer: *Throughout this text, the words "law enforcement officer" are meant to encompass law enforcement officers (police officers, sheriff's deputies, troopers, tribal officers, etc.), and officers working in jail and secure juvenile detention facilities. This is done to make the text less wordy and flow easier for the reader.*

INSTRUCTOR DEVELOPMENT COURSE OVERVIEW

Instructor Course Length:

The Criminal Justice Instructor Development Course (CJ-IDC) is 32 hours long. Course times are based on one Master Instructor Trainer (MIT) for every 10 instructor candidates (ratio accounts for the hours of the course versus the time it takes to conduct all course activities with one instructor and ten instructor candidates).

This course is aimed at training instructor candidates who will be teaching in the 720-hour recruit academy. Because the target audience is instructors teaching at the recruit academies, this course covers procedures that certified Law Enforcement Standards Board (LESB) instructors will have to follow if they teach in the recruit academies. However, certified LESB instructors can teach in many different areas of law enforcement after being certified. Therefore, the learning and teaching strategies and certification standards discussed during this course will apply no matter where you teach and no matter which topic you teach.

Instructor Course Goals:

The overall course goal is to provide instructor candidates (you) with the skills, abilities and techniques required to deliver effective LESB approved training to law enforcement officers throughout the state. Instructor candidates will accomplish this by meeting the following learning objectives:

- Learn about the structure and activities of the Law Enforcement Standard Board (LESB) and Training and Standards Bureau.
- Learn the roles and responsibilities of administrators and instructors in conducting LESB approved training.

- Learn the policies and procedures of the LESB to ensure course consistency, quality and appropriate reporting.

- Identify LESB certification requirements for instructors.

- Learn planning and teaching strategies instructors can use to deliver law enforcement training in Wisconsin.

Instructor Course Completion Requirements:

You must complete the following requirements to successfully receive a Criminal Justice Instructor Development Course completion certificate:

- Attend and participate in all class sessions.

- Successfully present all practice teaching assignments.

- Critique other instructor candidates as they present their teaching assignments.

- Score at least 80% on the final instructor course written exam.

- Complete the instructor application paperwork and submit it to the Training and Standards Bureau for approval by the Law Enforcement Standards Board.

You must also demonstrate that you are responsible and take initiative throughout the course. MITs assess instructor candidates' responsibility and initiative by observing instructor candidate behaviors. These behaviors include, but are not limited to the candidates:

- Arriving at class on time and prepared.

- Returning from breaks on time.

- Being prepared for class activities, such as having assignments completed.

- Demonstrating that effort was put forth in assignments. For example, the subject matter is appropriate and complete and presented in a professional manner.

- Behaving appropriately to activities. For example, if role playing during practice teaching sessions, the behavior remains safe and reasonable to the situation.

- Providing appropriate feedback, as requested, especially to peers after practice teaching sessions.

- Receiving feedback from MIT's as well as peers in a professional manner.

- Treating others with respect.

Upon completion of the Criminal Justice Instructor Development Course (CJ-IDC), you will receive a course completion certificate indicating that you successfully completed CJ-IDC. This does not certify you alone though – you must apply for certification.

The Law Enforcement Standards Board

The Law Enforcement Standards Board is a policy-making body attached to the Wisconsin Department of Justice, as authorized by state law under Wisconsin Statute §15.255. The primary mission of the Board is to establish and enforce standards for professional employment, education and training of law enforcement officers, tribal law enforcement officers, jail officers and secure juvenile detention officers in Wisconsin.

The Training and Standards Bureau

The Training and Standards Bureau acts as the staff of the Law Enforcement Standards Board in accordance with Wisconsin Statute §165.86(1)(a). The Bureau is primarily responsible for:

- The staffing needs of the Board.

- The organization of systems to ensure compliance with employment and training standards for law enforcement, tribal law enforcement, jail and secure detention officers.

- The funding and administration of advanced training and funding of preparatory training for employed students.

Law enforcement agencies work with the Training and Standards Bureau to ensure that they are complying with State Statutes, Administrative Rule, and Policies set by the Law Enforcement Standards Board. This is done through the exchange of information and between the agencies and the Training and Standards Bureau.

SCOPE OF INSTRUCTOR CERTIFICATION

Once certified as an LESB instructor, instructors most commonly teach in one or more of the following:

720 – Hour Recruit Academy

If you teach at a straight (not certification track) 720-Hour Law Enforcement Academy, you will teach the curriculum as presented in the basic curriculum materials located on WILENET for each topic. The Instructor Development Course focuses on developing instructors for teaching in the 720-Hour Academy.

160 – Hour Jail Officer Recruit Academy

If you teach at a 160-Hour Jail Officer Academy, you will teach the curriculum as presented in the basic curriculum materials located on WILENET for each topic. The Instructor Development Course focuses on developing instructors for teaching in the 160-Hour Academy.

160 – Hour Secure Juvenile Detention Recruit Academy

If you teach at a 160-Hour Secure Juvenile Detention Academy, you will teach the curriculum as presented in the basic curriculum materials located on WILENET for each topic. The Instructor Development Course focuses on developing instructors for teaching in the 160-Hour Academy.

24 – Hour Co-Located Secure Juvenile Detention Recruit Academy

If you teach at a 24-Hour Co-Located Secure Juvenile Detention Academy, you will teach the curriculum as presented in the basic curriculum materials located on WILENET for each topic. The Instructor Development Course focuses on developing instructors for teaching in the 24-Hour Academy.

Certification Track

The certification track allows recruits to take the 720-Hour recruit academy while working towards an associate degree or completion of 60 college credits. Instructors should work closely with the academy director to ensure all topics are covered appropriately in this program.

In-Service/Specialized Training

Instructors may also teach refresher training or in-service training at their agency dealing with the topic you will become an LESB certified instructor in. You may also teach specialized training on your topic at other events. Instructors may receive credit towards recertification if the training they conduct at an agency or

any specialized training event is based on the LESB approved curriculum. (This is explained in more detail later in this text when talking about what constitutes training for recertification.)

<u> NOTE:</u>** In order for the training to count towards your LESB instructor certification, the training must be for law enforcement officers at law enforcement training events and at approved locations (agencies, academies, etc.). For example, training criminal justice students in a criminal justice associates degree program who are not enrolled in a certification track academy would not count towards renewing your instructor certification. There are also some tactical and law enforcement specific topics that would be inappropriate for students who do not intend on becoming officers (such as Defense and Arrest Tactics (DAAT), Principles of Subject Control (POSC), Field Sobriety Testing, etc.).

Representing the LESB

After you become a LESB certified instructor and begin teaching, you will not just be representing yourself. You will also be representing your agency or academy as well as the Law Enforcement Standards Board. You will need to present yourself as role model as you teach courses for the LESB and your agency/academy.

Code of Ethics for Instructors

Ethics is an important part of your commitment as a LESB certified instructor. As a representative of the LESB, it is important that you model the following fundamental standards of ethical behavior.

- Tell the truth.
- Keep promises.
- Respect individuals.
- Be fair.

Your decision to become a criminal justice instructor is another step in your career path. As an instructor you will influence the next generation of criminal justice professionals. With this step comes increased responsibility.

A discussion of Ethics is included in the law enforcement and jail basic training curriculum. In addition to developing tactically sound officers, we want to develop officers that make ethically sound decisions. Academy students have a chance to read and reflect on the Law Enforcement Code of Ethics and Oath of Honor. Ethical-decision making is a concept that should be woven throughout the entire recruit curriculum and reinforced throughout an officer's career.

When you apply for and receive your Instructor Certification from the LESB you will have created a new role for yourself. You have added INSTRUCTOR to your position as a peace officer. With this role comes an additional Code of Ethics.

In law enforcement, most agencies have adopted the Code of Ethics and Oath of Honor developed by the International Chiefs of Police. A single code of ethics does not exist in the education field. Several states and associations have developed their own code for Educators; most include a commitment to the student, to professional development and to the community. Some states have codified these codes in statute or administrative rule. The Wisconsin Department of Public Instruction has a list of Teacher Standards mainly geared at teachers in elementary, middle and high school teachers – but that govern the conduct of instructors in Wisconsin.

As a certified instructor, you should become familiar with the basic tenants of several versions of the Educator Code of Ethics. An internet search will provide many options. One that is especially applicable to the criminal justice field, and one that incorporates the "Teacher Standards" provided by the Wisconsin Department of Instruction, comes from the Regional Emergency Medical Services Council of New York City, Inc. The following bullet points are excerpts from that code:

CODE OF ETHICS AND CONDUCT FOR EMS EDUCATORS[1]

I freely and voluntarily pledge to uphold the following Code of Ethics and Conduct, including:

- To provide services based on instructional need and without discrimination, while respecting the dignity of each individual.
    - …, I will endeavor to treat each student equally regardless of age, gender, race, religion, disability, ethnic heritage, socio-economic status, political affiliation, or sexual preference.
    - I will endeavor to provide fair and impartial evaluation to all students.
- To conduct myself in accordance with … law.
    - …,I will not knowingly engage in corrupt practices, sexual harassment, theft, or any other violations of law.
    - I will not knowingly be involved in the possession, use, distribution and/or sale of illegal drugs.
    - I will not condone illegal practices by others.
- To create a safe and non-threatening learning environment based on mutual respect and consideration.
    - …, I will avoid using obscene or abusive language, exhibit lewd behavior, engage in sexual remarks or innuendo, or make racial or ethnic comments.

[1] From the Regional Emergency Medical Services Council of New York City, Inc. http://www.nycremsco.org/newsflash3.aspx, retrieved December 27, 2012.

- I will avoid using language which is demeaning or disrespectful to other people.

- To serve as a role model for students.

  - …, I will make every attempt to arrive early and be prepared each day for class instruction.
  - I will refrain from the use of alcohol and drugs which impair or affect my ability to properly perform the functions of an … Educator.
  - I will participate in each class as scheduled. I will make every attempt to give advance notice if unforeseen circumstances prevent my attendance whenever this is possible.
  - I will endeavor to dress appropriately and be neat and clean in my personal appearance.

- To maintain the integrity and impartiality of the learning environment; to protect students from sexual harassment, coercion, and corruption of fair grading practices.

  - …, I will avoid engaging in any intimate personal teacher-student relationship.
  - I will not pursue a student or render any communication via telephone, e-mail, text message, instant message, or by any other means in order to intimidate, coerce, threaten, or frighten any student.
  - I will not meet students individually outside of the academic environment on a social basis.
  - I will not permit harassment by student or faculty to take place in the educational environment.

- To promote a high standard of … education ...

  - …, I will demonstrate my commitment to the profession by participating in professional development activities.
  - I will follow state, regional, and national standards of practice.
  - I will maintain professional competency at my level of certification.

- To practice personal, professional, and academic integrity.

  - …, I will discourage all forms of plagiarism and dishonest academic practices.
  - I will not use my status as an … educator to promote any private enterprise, procure funds from students for any unauthorized purpose, or accept or solicit gifts or favors of any nature.
  - I will refuse to participate in unethical conduct.
  - I will assume the responsibility to expose the unethical conduct of others to the appropriate authorities.

- To disclose any pre-existing familial or business relationships with students to … administration and senior instructional staff.

  - …, I will disclose any prior familial or business relationship I have with any student to the appropriate authorities.
  - I will endeavor to exercise restraint, professionalism, and discretion at all times and comply with any specific instructions given by … administration.

- To work harmoniously with other faculty and staff and respect the direction of the faculty and administrators in charge of the educational program.

- …, I will endeavor to adhere and conform to the directions and guidelines of the faculty and administrators in charge of the instructional team.
- I will endeavor to uphold the policies, regulations, and guidelines established for the staff of my institution.
- I will assume full responsibility for my actions and judgment, either as a subordinate member of the instructional team or as a leader.

- To maintain the confidentiality of student information and protect the intellectual property of the Program.

  - …, I will respect and hold in confidence all information of a confidential nature obtained in the course of teaching, unless required by law to divulge such information. Student records will be likewise protected.
  - I will not take, copy, or distribute any test items, educational materials, or … documents or information without the express authorization of … administration.

- To promote sound and safe educational practices.

  - …, I will endeavor to provide positive feedback and encouragement to motivate students. Constructive criticism will be provided which explains what the student needs to be able to achieve and what methods the student should attempt to reach that outcome.
  - I will endeavor to provide information, demonstrations, coaching, explanations, review, and remediation to assist students in their learning process.
  - Appropriate equipment, sufficient in quantity, clean and in good working order, will be used to teach … students. I will inform and advocate before my program administrators to correct any deficiencies in supplies and equipment.
  - I will endeavor to assure the health, safety, and welfare of my students above all other considerations.

Teaching is a noble profession. For many criminal justice instructors, it will be a part-time occupation – one that compliments their position as law enforcement, jail or secure juvenile detention officer. No matter how many hours you decide to spend teaching, your decision to provide criminal justice instruction comes with increased responsibility.

Additional Instructor Responsibilities

Instructors and the sponsoring schools/agencies must work together to set up, register, and run recruit and specialized courses. Instructors must work with academies/agencies to determine what the school's/agency's responsibilities are and what the instructor's responsibilities are. These include, but are not limited to:

- Coordinating the course location, dates, and times.

- The registration process.

- The printing of course materials.

- Documentation for the course.

- To determine who submits the paperwork upon completion of the course.

Your role as an instructor is to prepare recruits/officers to perform the duties of the law enforcement, jail, or secure juvenile detention job. Your challenge is to help students learn – to lead them in gaining the knowledge, skills, and attitudes that will make *them* successful.

Standardized Course Delivery

Quality, consistency and standardized delivery of courses are priorities for the LESB. This ensures that all officers receive the same quality training regardless of the location or academy in which the course is delivered. LESB courses are designed with instructional materials based on well defined competencies, learning objectives and performance standards. It is your responsibility as the instructor to follow the course outlines when teaching and not to stray from the course content, competencies and learning objectives.

An LESB instructor manual generally includes an administrative section that describes the organization of the course, provides administrative information on the training, and helps prepare instructors to teach. It also includes a teaching tools section that contains specific course notes, outlines learning objectives, and provides comprehensive teaching plans for conducting the course. Finally, there are usually appendices that contain supporting information, handouts, and administrative terms and procedures.

Curriculum Integration

Criminal justice instructors introduce new concepts and teach new skills to others. In the basic academy, you may introduce recruits to the concept of Contact Officer Override in the Professional Communication Skills course. DAAT and POSC instructors in the recruit academy will teach students the “blanket the arm” technique. If you are an in-service instructor, you will probably spend more time working with officers on improving already acquired skills, but this often includes the introduction of new concepts.

As a veteran law enforcement professional, you have a better understanding as to how the skills acquired in a variety of academy topics come together to make you a complete officer. An everyday patrol task such as a traffic stop involves concepts learned in Traffic Law Enforcement, Professional Communication Skills, and Report Writing.

You likely selected the topics you will teach based on personal interest and expertise. However, the training you provide does not occur in a silo; it is part of

an integrated curriculum. Concepts taught early in the training acadmey are developed, expanded and reinforced throughout the curriculum. Curriculum integration provides students with a more complete training experience.

Core Abilities[2]

The training programs approved by the LESB are designed to develop several core abilities in students. Law enforcement is a complex profession, requiring proficiency in many different skills. Core abilities are the culmination of skills that describe what every officer must be able to do. The public expects officers to have cognitive skills (such as knowing the elements of crimes), psychomotor skills (such as firing a weapon), and affective skills (such as exhibiting appropriate attitudes and behavior in all situations).

These core abilities are:

- Make decisions
- Use tactics
- Manage emergencies
- Conduct investigations
- Articulate and document actions
- Interact with others

As a criminal justice instructor, you will need to work with the academy director and other instructors to help students integrate basic knowledge and skills into core abilities. .

Basic Concepts

There are also five basic concepts that should be taught and reinforced throughout the basic training curriculum. No matter what topic you teach, it is your responsibility as an instructor to incorporate these concepts into your lesson plans. These include:

- Incident Response (law enforcement RESPOND model) or the First Responder Philosophy (jail and secure juvenile detention)
- Disturbance Resolution
- Shared Responsibility
- Representation
- Ethical Decision-making

[2] Adapted from “Threads of Integration,” Wisconsin Department of Justice, 2005.

Incident Response or the ***First Responder Philosophy*** is the systematic approach to handling all calls or actions.

Disturbance Resolution is the model Wisconsin uses to resolve incidents – anything from a minor scuffle to a serious tactical situation. Students and officers should be thinking about approach, intervention options and follow-through considerations during every situation they face in the academy and on the job.

Shared Responsibility reflects the reality of policing in the 21st century. Whether we like it or not, the public holds all of us responsible for how law enforcement handles incidents. Every officer has an affirmative duty to ensure that incidents are handled professionally, legally, and ethically.

As any law enforcement officer knows, when the uniform is on, the public sees you not as an individual, but as a cop or jailer. Individual officers are a symbol, ***Representing*** the profession as a whole. That means that whatever one officer does, for good or ill, reflects on all officers.

Finally, all criminal justice training needs to stress the importance of ***Ethical-Decision Making***. Law enforcement is an incredibly demanding job. Officers are constantly making decisions, often within a very short timeframe and with potentially enormous consequences. As part of the Ethics curriculum, recruits are given a decision-making model known as Position of Advantage (P.O.A.). This model should be used to evaluate the decisions students make in all training topics. With every decision made during the training program, recruits should be asking:

- Is what I did permissible?
- What are my options in this situation?
- What will the aftermath of my decision be?

There are personal and professional consequences to all decisions an officer makes. Throughout training instructors should emphasize that officers are given great discretion in all decisions they make. Care must be taken to insure that decisions are always legal and ethical. Decisions should never compromise safety or an investigation. And, decisions made should resolve the situation. Thus, as part of their interactions with others, officers should be taught the importance of building relationships because partners can assist in developing long-term solutions to problems.

Progressive Learning and Scenario-based Training

We train to help prepare officers for the complex situations they will encounter on the job. We want recruits who are tactically sound ***and*** who can think critically and solve problems.

At the end of basic training, recruits are tested on their ability to react appropriately to a number of common law enforcement problems. To provide students with the skills needed to successfully pass scenario testing, instructors much teach fundamental skills and then integrate those skills into more complex situations. This is progressive learning - it allows students to develop proficiency in individual skills before combining them. To be successful, progressive learning requires cooperation and collaboration between instructors and across topics.

Criminal justice training should also include some experiential learning – that is, learning by experience. As you will come to understand in this course, students learn in different ways. Experiential learning connects with students in many different ways; it promotes rapid learning and helps student retain what they've learned. Experience-based activities make learning both more interesting for students and more like what they will encounter on the job.

As with any job that requires knowledge, psychomotor skills, and appropriate affective behaviors, it isn't enough for a student to know what to do in a particular situation—he or she must actually be able to do it. Criminal justice ***training*** must require a student *to apply knowledge, skills, and abilities to a particular set of facts.* Incorporating scenarios into training allows instructors to determine if students are able to ***apply*** what they have learned.

Scenario-based training falls into three general types: written scenarios, classroom role-plays, and simulations. These vary in how much the student is required to interact with others—and therefore how open-ended the scenario can be—and in how complex the decisions are that the student must make. Many of the activities included in the Criminal Justice Instructor Development Course are scenario-based training. As you will see, they provide experience and application. And, they do not need to be complicated.

Activities that allow students to use their experience as well as apply new concepts should be part of every lesson plan. Students need activities that allow them to reflect, critically analyze and synthesize what they have learned. Opportunities for students to take initiative, make decisions, and be accountable for the results enhance the overall learning experience. Incorporating training simulations into all criminal justice topics will give students more confidence during scenario testing and when they are on the job.

The key to well-prepared officers on the street or in the jail is well-prepared instructors in the classroom. As an educator of adults, your role is to not only share what you know but to also give students ample opportunities to apply what they have learned in a safe, non-critical environment.

INSTRUCTOR CERTIFICATION REQUIREMENTS

In order for you to be become eligible for instructor certification by the Law Enforcement Standards Board (LESB) you must:

- Satisfactorily complete either the 32-hour Wisconsin Criminal Justice Instructor Development Course (CJ-IDC) **prior** to attending a topic specific instructor course.

- Satisfactorily complete the topic specific instructor course, if seeking certification in one of the tactical courses (DAAT, POSC, Firearms, Tactical Response, Professional Communication Skills, EVOC, Vehicle Contacts and even though it is not considered a tactical course, SFST).

- Meet instructor qualifications listed on the DJ-LE-317 Instructor Application Form (work experience and educational requirements) and submit the application, with supporting documents, to the LESB for approval. All of these requirements must be completed within two years (meaning from the time you complete the CJ-IDC course until you apply for and get certified by the LESB).

CERTIFICATION AND RECERTIFICATION PROCESS

Instructors must understand the difference between receiving a certificate of completion for the Instructor Development Course and the process for applying for LESB certification. A certificate of course completion (the certificate you receive when you complete the Criminal Justice Instructor Development Course and a topic-specific instructor course – for example DAAT or POSC Instructor Course) only means that you successfully finished the instructor course. It does not certify you to teach LESB curriculum. You must apply for LESB certification through a separate process and be approved by the LESB first.

To become LESB certified, you must submit your paperwork to the Training and Standards Bureau and then the LESB must approve your application. The paperwork you must submit includes:

- A copy of your Instructor Development Course Completion Certificate (if this is your first LESB instructor certification).
- A copy of your topic-specific Instructor Course certificate of completion (if applicable) which includes the following information:

    - Course length and dates.
    - Course location.
    - Course competencies and learning objectives.
    - Name of Master Instructor (MIT) teaching the course.

- Instructor Application Form DJ-LE-317 available on WILENET.

- A letter of recommendation from the agency/academy where you will be teaching (if this is your first LESB instructor certification).

Submit your instructor application paperwork a minimum of 30 days before the LESB meets to ensure you are certified at the next available LESB meeting. The LESB meets 4 times each year on the first Tuesday of the following months:

- March
- June
- September
- December

The cut off for submitting paperwork for each meeting is 30 days prior to each LESB meeting. If you do not make this cut off, your paperwork will be held until the next LESB meeting 3 months later.

**** NOTE:** Instructor candidates who are not yet certified by the LESB but who have **completed all the requirements and submitted their paperwork to the Training and Standards Bureau** will be able to teach LESB courses **after** being notified by the Training and Standards Bureau that they can teach. Instructors will be able to teach under a "*provisional*" status during this time.

Once the Training and Standards Bureau receives and processes the instructor candidate's paperwork and determines that no issues exist, the instructor candidate will receive a letter from the Training and Standards Bureau stating that they may teach in a "*provisional*" status until they are certified by the LESB at the next LESB meeting.

Once approved by the LESB, the instructor will receive a second letter from the Training and Standards Bureau informing them that they are certified. Or instructor candidates can check their Acadis profile approximately two (2) weeks after the LESB meeting and their record should reflect the certification.

**** NOTE:** You must submit your instructor application and supporting documentation within 2 years of the completion date of your Instructor

Development Course if this is the first LESB instructor certification you are applying for. If you do not submit the paperwork within this 2 year period you will have to start the instructor certification process over again – beginning with taking the instructor development course again.

Instructor Certification Authorization Period

Your instructor certification by the LESB is authorized for 3 years. However, if you are already an LESB certified instructor in another subject, your first cycle being certified in the new topic will fall into the same cycle as your other certification(s). This means your certification period for the first cycle of your new topic instructor status may be shorter than 3 years.

Instructor Recertification

To be eligible for LESB recertification, you must:

- Teach at least twice (2 times) in any subject(s) you are LESB certified in within your three (3) year authorization period (or during the certification cycle).

- Submit the training information on a recertification form (DJ-LE-318) from WILENET along with a letter of recommendation by the location (agency or academy) you teach at to the Training and Standards Bureau to apply for recertification for another three (3) year period. This form is located on WILENET.

  This paperwork is subject to the same timeline as your original application for certification. You must submit your paperwork a minimum of 30 days prior to the quarterly LESB meeting to have your paperwork considered at that meeting.

- All instructors must also attend at least one instructor update during their three (3) year authorization period.

**** NOTE:** You will receive an email from the Training and Standards Bureau approximately 6 months before from your expiration date reminding you to submit your paperwork. Email is the primary way the Training and Standards Bureau will contact you so if your email address changes please ensure you update it in your Acadis profile.

What Constitutes Training for Recertification Purposes

Only courses that use the LESB approved curriculum taught to law enforcement audiences count towards recertification. If you use other training materials or programs to teach your topic (such as advanced techniques, or skills or information not included in the LESB materials, etc.) it will not count towards LESB training. When conducting training you can teach an academy class or conduct an in-service or training at your agency, however, the training must follow the LESB curriculum to count towards recertification.

There is no minimum number of hours you have to teach for the training to count towards recertification, but again, it has to be LESB curriculum and the time frame should be reasonable. For example, teaching for five or ten minutes on a topic would most likely not count whereas an hour of training reviewing the basic topic specific skills is more reasonable. How many teaching sessions you count as teaching should also be reasonable. For example, if you teach a twelve hour block of instruction in thirty minute intervals to the same group every Friday, that should not count as twenty-four separate courses that you taught. But, if you teach a four-hour block of a specific topic and you teach the same four-hour block to three different shifts that could count as three separate training events for recertification purposes.

Instructor Updates

Instructors must attend at least one instructor update during their three year authorization period. Tactical topics will rotate so that each topic is offered at least once in the three year period and there will be general breakout sessions and other topics such as Standardize Field Sobriety Testing breakout sessions also offered for instructors who are not tactical instructors. Every instructor must attend at least one of the updates in their three year certification period. For planning purposes, the rotation schedule is as follows:

2015-2016	2016-2017	2017-2018	Cycle Repeats
General Topics EVOC PCS Firearms (Selected Dates) Jail (Selected Dates)	General Topics DAAT POSC Tactical Response Firearms (Selected Dates) SFST (Selected Dates)	General Topics Firearms (Selected Dates) Vehicle Contacts Jail (Selected Dates)	2018-2019 General/EVOC/PCS/ Firearms/Jail 2019-2020 General/DAAT/POSC/Tactical Response/ Firearms/SFST 2020-2021 General/Firearms/ Vehicle Contacts/Jail

Instructors must attend these updates to stay certified, but attending an update alone does not re-certify you as an instructor, you must also meet the teaching requirements (i.e. teaching any topic you are a certified instructor in at least twice in a three year period). If any instructor does not attend at least one update in the three year period, they will not be recertified as an instructor. If an instructor is not recertified, he or she will have to being the entire process again, staring with going back through CJ-IDC.

Acadis Profile

Check your Acadis profile on WILENET periodically to ensure accuracy. If any information is wrong on your profile, contact the Training and Standards Bureau or submit documentation to reflect the changes to the Training and Standards Bureau.

COURSE DOCUMENTATION

Documentation Requirements for Recruit Basic Courses

When teaching at the recruit level, the following documents must be kept on file at the academy for each recruit:

- Copy of the final topic specific written/achievement test results.
- Mandatory Performance Assessment Task results.

Instructors should work with Academy Directors to determine how students' performance results should be documented and to determine how the students' information will be passed on to the Training and Standards Bureau.

For in-service or specialized training, instructors should work with their agency to determine documentation requirements for officer training.

LEGAL ISSUES REGARDING TRAINING[3]

Law enforcement agencies have an obligation to train their officers for the recurring tasks that the officers will face during their careers. Where it is foreseeable that a law enforcement officer will face a particular task that may result in harm to another person, the officer's agency must provide training in how to conduct the task in a manner which is consistent with "generally accepted" practices in law enforcement. What is "generally accepted" is defined by the law enforcement profession and by court decisions analyzing police conduct.

Failure to Train

Over the past three decades, attacks on training have become the weapons for people who file lawsuits against law enforcement. The foundation case on failure to train is City of Canton v. Harris (1989). Geraldine Harris was arrested by the Canton Police and brought to lock-up. During the booking process she fell to the floor several times. When asked if she needed medical assistance, she

[3] Ryan, J. (n.d.) *Legal/Liability Issues in Training Function.* Public Agency Training Council.

responded incoherently. No medical attention was ever summoned for her. Following her release, relatives took her to the hospital where she was treated for several emotional ailments.

During the trial, Harris claimed that there was evidence that the shift commanders had sole discretion to determine whether or not a detainee needed medical attention. It was further established that the shift commanders were given no training to assist them in making these medical evaluations. Harris prevailed on her claim at the trial court level, but the U.S. Court of Appeals for the 6th Circuit vacated the finding against the city because of jury instructions.

The United States Supreme Court held that a "municipality may be held liable under §1983 for violations of rights guaranteed by the Federal Constitution, which violations result from the municipality's failure to adequately train its employees, only if that failure reflects a *Deliberate Indifference* on the part of the municipality to the constitutional rights of its inhabitants."

Deliberate Indifference occurs when a professional acts with conscious disregard for the obvious consequences of their actions. The *Deliberate Indifference Standard* is used to determine civil liability.

Failure to train cases can be established in two ways. The first involves a lack of training in an area where there is an obvious need for training. For example, an officer who is untrained in deadly force unreasonably shoots someone. The second method of establishing a failure to train by an agency is to establish a pattern of conduct by officers that would put their final policymaker on notice and the policymaker failed to respond with training.

> *"In resolving the issue of a city's liability (for failure to train), the focus must be on adequacy of the training program in relation to the tasks the particular officers must perform. That a particular officer may be unsatisfactorily trained will not alone suffice to fasten liability on the city, for the officer's shortcomings may have resulted from factors other than a faulty training program. It may be, for example, that an otherwise sound program has occasionally been negligently administered." (Language from City of Canton v. Harris)*

Thus, for the purposes of agency liability with respect to training, a court will review the program itself. How is this done? The court will review documented training by reviewing lesson plans, training outlines and the deposition testimony of trainers regarding the content of the training. It should be noted where a sound training program is negligently or deliberately indifferently administered by a particular training officer, the agency will not be liable but, the training officer may have liability as an individual. Where poor training leads to an injury to a third party (other than a police officer) the training officer can and likely will be a defendant in the lawsuit.

Failure to Train Use of Force

For many years law enforcement agencies trained officers the “how to” shoot by using marksmanship courses for firearms training. Officers would stand at various distances from paper targets and take aim. As training progressed, agencies began creating combat and stress courses that incorporated officer movement, target movement and limits on the amount of time an officer would have to fire.

While these courses are sufficient in training officers how to shoot; they fail in training an officer when to shoot and they fail to reflect the conditions under which most officers are required to work. Even “combat” training programs do not adequately address “decisional” training needs.

In 1979, the courts began telling law enforcement that firearms training had to be more reflective of the conditions that officers would face while working. In Popow v. City of Margate (1979), an officer in foot pursuit of a suspected kidnapper fired as the kidnapper ran down the street. As a result, the officer accidentally shot Mr. Popow, killing him. While the court’s reasoning in Popow with respect to the constitutional analysis of an accidental shooting would not be followed by courts today, the court’s assertions with respect to firearms training is still cited by courts.

The court noted that the officer involved testified in his deposition that he was initially trained on deadly force in the police academy ten years prior to the shooting. His continued firearms training with respect to firearms consisted of going to the range twice a year. The court noted that there was no training with respect to low-light conditions, moving targets or firing in residential areas. The court concluded that it was entirely foreseeable that an officer from the City of Margate, a largely residential area, would have to pursue a fleeing (moving) suspect at night (low-light). The court remanded the case back to the trial court after deciding that a jury could find the training provided by the City of Margate was grossly inadequate.

The need for training on the “when to” shoot is now an accepted fact among the courts. Unfortunately, many police agencies, due to lack of resources, still have not developed training in this area.

In Zuchel v. Denver (1993), the United States Court of Appeals for the 10th Circuit examined a case which began when members of the Denver Police Department responded to a disturbance call at a fast food restaurant. Upon arrival, officers were told that the subject responsible for the disturbance had gone around the corner. As officers turned the corner, they observed Zuchel, who had his back to the officers, arguing with some teenagers.

Someone shouted that Zuchel had a knife. As the officers approached, Zuechel turned toward the officers at which time Officer Spinharney fired four times, killing Zuchel. A pair of fingernail clippers was found next to Zuchel. Officer Spinharney's partner testified that she was surprised when Officer Spinharney fired because she was right next to Zuchel and about to grab him.

Following the civil trial against the city of Denver (the case against the officer had been settled prior to the trial) a jury came back with a verdict against the city for $330,000 based upon a failure to adequately train. The City of Denver appealed. In upholding the verdict, the court cited testimony by a Denver police detective as well as testimony from the plaintiff's expert on police training. The detective testified that the only "shoot-don't-shoot" training that existed at the time of Zuchel's death "consisted of a lecture and a movie." The plaintiff's police practices expert testified that if the only "shoot-don't-shoot" training officers received was a lecture and a movie, then the training was grossly inadequate.

In reviewing these two cases, it is clearly established that law enforcement agencies must conduct firearms training on a regular basis; the firearms training must reflect the environment that officers are likely to face, i.e. moving targets, moving officers, low-light conditions, and residential areas if applicable to the agency being trained; and finally, agencies must conduct decision-making training with respect to when to use deadly force. Annual or semi-annual qualification courses are simply insufficient for purposes of assisting officers in making deadly force decisions and for the purposes of avoiding liability.

Use of Force – Emotionally Disturbed and Mentally Ill Persons[4]

A number of cases suggest that agencies must conduct training for dealing with emotionally disturbed and mentally ill people in the context of use of force. Many agencies have policies related to civil commitments and dealing with the mentally ill, yet few agencies actually conduct training related to these policies and even fewer training on tactics and use of force in the context of the emotionally disturbed and mentally ill.

In Gaddis v. Redford Township and City of Dearborn Heights (2004), the United States Court of Appeal upheld a lower court's dismissal of a lawsuit against officers and two municipalities for a shooting involving an emotionally disturbed person. The incident in Gaddis began when an officer observed Joseph Gaddis driving his automobile in a slumped-over position. The officer believed Gaddis was drunk and pulled him over. When the officer got out of his squad, Gaddis took off again. The officer pursued Gaddis and was joined by other officers. When Gaddis was finally stopped, Officer Bain approached the driver's side of the car and told Gaddis to step out of the car. When Gaddis stepped out he had his hands in his pockets. The officer told him to take his hands out of his

[4] Ryan, Jack (n.d.) Legal/Liability Issues in the Training Function. Public Agency Training Council retrieved on August 12, 2016 from http://patc.com/weeklyarticles/liabilitytraining.shtml

pockets. As Gaddis pulled his hands out, some of the officers observed a knife in his hand. The officer tactically created some distance and began yelling at Gaddis to drop the knife, leading to a two to three minute standoff.

At some point during the standoff, Gaddis said to Officer Bain, "Why are you doing this to me, Chris, like you did to me in California." Officer Bain testified that this remark led him to believe that Gaddis was not rational since Officer Bain had no prior contact with Gaddis. Following an assertion by Gaddis that he wanted to leave, Officer Bain moved in and pepper sprayed him. Shortly thereafter, a second officer, Officer Burdick, went over the trunk of Gaddis' vehicle and tried to tackle him, which caused Gaddis to violently react and strike Officer Burdick with a "windmill" type motion. Officer Bain and Officer Duffany testified that they observed Gaddis stabbing at Officer Burdick causing them to open fire, shooting sixteen rounds in a single burst, hitting Gaddis in the torso, right arm, buttocks, and left thigh.

In the resulting lawsuit, Gaddis' expert Dr. Jim Fyfe (Commissioner of Training NYPD) provided an affidavit that asserted his opinion "that the officers deviated from proper police techniques for dealing with emotionally disturbed persons (EDPs). In particular, he testified that officers using correct police techniques would recognize that 'techniques of intimidation and force' are not likely to work on EDPs in the way they may work on rational persons. He testified that police should instead have picked a single officer to talk calmly to the EDP, and should have refrained from unnecessary displays of force. Fyfe criticized Bain's use of pepper spray, and described Burdick's attempt to tackle Gaddis by surprise from behind as a 'terrible tactic.'"

Although the court upheld the summary judgment for the officers, the court asserted:

> *"We acknowledge that a suspect's apparent mental state is one of the facts and circumstances of the particular case that should be considered in weighing an excessive force claim. Moreover, the opinions of qualified experts such as Mr. Fyfe are often entitled to be given weight in this determination."*

This is an area where agencies need to provide some level of training, particularly as courts begin to recognize such training as a generally-accepted police practice.

A case providing insight into the importance of such training was decided by the United States District Court for Nevada and denied summary judgment for the Las Vegas Metro Police Department on a failure to train claim related to dealing with the mentally ill in the use of force context. The case, Herrera v. Las Vegas Metropolitan Police Department (2004) involved a call to the police to assist taking David Herrera, who was described as having severe mental illness and

being delusional, for any involuntary commitment to a hospital. At the outset, it should be noted that the court was considering a summary judgment motion and the facts examined by the court were not agreed upon facts, but instead were the facts reviewed in a light most-favorable to Herrera's estate.

The call prompted the response of four officers and a supervisor to the Herrera's mother's home. The police were told of Herrera's mental illness; that there were no firearms in the house; and that Herrera was alone. Herrera had previously been holding a small paring knife before the police arrived. The officers decided to use a "devastator" pepper spray canister and a "low-lethality shotgun" loaded with bean bag pellets. The officers were given the key to the house by Herrera's mother and attempted to use it to gain entry. When Herrera kept re-locking the door, the officers kicked it in.

The officers then confronted Herrera, who was holding the knife. One officer fired four shots from the bean- bag shotgun, buckling Herrera at the knees; two officers approached and tried to knock the knife from his hands with their batons; a third officer approached and sprayed Herrera with the pepper spray. The officers continually told Herrera to drop the knife, but he did not. Instead, he held the knife up and told the officers they would have to kill him. According to the officers, Herrera began moving towards the officers causing Officer Woodruff to shoot Herrera several times, killing him.

In its consideration of the failure to train claim, the court concluded:

> "that the evidence provided by the plaintiff, indicating that the police were inadequately trained in dealing with the mentally ill and using impact projectiles, is sufficient to survive summary judgment. Plaintiff's expert, retired Captain Van Blaircom, who is the former chief of police for the City of Bellevue, Washington, testified that the Defendant officers should have known that the manner in which they approached the decedent would escalate the confrontation. According to Van Blaircom, the officers' treatment of the situation, combined with their statements that a mentally ill person should be treated as any other person, regardless of the situation, indicates that the police department's training dealing with the mentally ill falls way below the reasonable standard of contemporary care."

Upon reviewing these cases, one must recognize that courts are now taking into account a person's mental illness and further have determined that where officers know of the mental illness or emotional disturbance, officers may have an obligation to alter their tactics where they can safely do so. Further, an agency that fails to train officers that these circumstances may require different treatment may face liability for deficient training.

The International Association of Chiefs of Police (IACP) implemented a model policy on “Dealing with the Mentally Ill in 1997. The policy asserts:

Dealing with individuals in enforcement and related contexts who are known or suspected to be mentally ill carries the potential for violence, requires an officer to make difficult judgments about the mental state and intent of the individual, and requires special police skills and abilities to effectively and legally deal with the person so as to avoid unnecessary violence and potential civil litigation. Given the unpredictable and sometimes violent nature of the mentally ill, officers should never compromise or jeopardize their safety or the safety of others when dealing with individuals displaying symptoms of mental illness. In the context of enforcement and related activities, officers shall be guided by this state’s law regarding the detention of the mentally ill. Officers shall use this policy to assist them in defining whether a person’s behavior is indicative of mental illness and dealing with the mentally ill in a constructive and humane manner.

The policy also provides a number of suggested tactics when dealing with the mentally ill:

Should the officer determine that an individual may be mentally ill and a potential threat to himself, the officer, or others, or may otherwise require law enforcement intervention for humanitarian reasons as prescribed by statute, the following responses may be taken.

- Request a backup officer, and always do so in cases where the individual will be taken into custody.

- Take steps to calm the situation. Where possible, eliminate emergency lights and sirens, disperse crowds, and assume a quiet non-threatening manner when approaching or conversing with the individual. Where violence or destructive acts have not occurred, avoid physical contact, and take time to assess the situation.

- Move slowly and do not excite the disturbed person. Provide reassurance that the police are there to help and that he will be provided with appropriate care.

- Communicate with the individual in an attempt to determine what is bothering him. Relate your concern for his feelings and allow him to ventilate his feelings. Where possible, gather information on the subject from acquaintances or family members and/or request professional assistance if available and appropriate to assist in communicating with and calming the person.

- Do not threaten the individual with arrest or in any other manner as this will create additional fright, stress, and potential aggression.

- Avoid topics that may agitate the person and guide the conversation toward subjects that help bring the individual back to reality.

- Always attempt to be truthful with a mentally ill individual. If the subject becomes aware of a deception, he may withdraw from the contact in distrust and may become hypersensitive or retaliate in anger.

While the model policy was actually developed to assist law enforcement with dealing with the mentally ill in non-arrest situations, this policy is now being looked by some police practice experts as defining the tactics that officers should use whenever they are dealing with a known mentally ill or emotionally disturbed person. Training officers would be well-advised to conduct training related to these tactical considerations for dealing with the mentally ill or emotionally disturbed persons.

Courts have also considered the use of particular types of tactics and restraints on persons who are afflicted with psychological or physical impairments that may make the use of the tactic or restraint more dangerous to the person's health or well-being.

Cruz v. Laramie (2001), provides a typical set of facts seen in these cases. The Laramie, Wyoming Police Department received a call that a man, later identified as Cruz, was running around naked near an apartment complex. The first officer on scene found Cruz on a stairwell landing on the exterior of the apartment complex. Cruz was *"jumping up and down, yelling and kicking his legs in the air."*

A second officer arrived and upon seeing Cruz, immediately called for an ambulance. The officers on scene, along with a third who had arrived, tried to calm Cruz and persuade him to come down the stairs. Cruz initially refused but at some point started toward the officers who were at the bottom of the landing with batons at the ready position.

As Cruz attempted to pass the officers, the three wrestled him to the ground and placed him face down. They were able to handcuff Cruz; however, he continued kicking and flailing about. A fourth officer who had arrived at the scene decided after assessing the situation to shackle Cruz's ankles using a nylon flex-cuff and then attach the flex cuff to the handcuffs with a metal clip. The evidence presented by the parties in this case did not agree as to the distance between Cruz's hands and ankles as a result of this hog-tie (or maybe hobble-tie) restraint.

The court indicated that if the distance was less than 12" then the restraint would be a "hog tie" if the distance was more than 12" then the restraint would be a "hobble tie." The officers noted that Cruz calmed markedly following the use of this restraint. In fact, just prior to the arrival of the ambulance, one of the officers noticed that Cruz had "blanched." CPR was immediately begun; however, Cruz

was pronounced dead upon his arrival at the hospital. Autopsy results indicated that Cruz had a large amount of cocaine in his system at the time of his death. As in many cases, two experts disagreed: one indicating that Cruz died from positional asphyxia, the second indicating that Cruz died from the cocaine.

In ruling on the constitutionality of hog tie restraints, the United States Court of Appeals for the 10th Circuit asserted:

> *"The conduct at issue involves the tying of the decedent's arms behind his back, binding his ankles together, securing his ankles to his wrists, and then placing him face down on the ground. We note that while sister circuits may characterize the hog-tie restraint somewhat differently; we understand such to involve the binding of the ankles to the wrists, behind the back, with 12 inches or less of separation. We have not heretofore ruled on the validity of this type of restraint.*
>
> *We do not reach the question whether all hog tie restraints constitute a constitutional violation per se, but hold that officers may not apply this technique when an individual's diminished capacity is apparent. The diminished capacity might result from severe intoxication, the influence of controlled substances, a discernible mental condition, or any other condition apparent to the officers at the time, which would make the application of a hog tie restraint likely to result in any significant risk to the individual's health or well-being. In such situations, an individual's condition mandates the use of less restrictive means for physical restraint."*

The court then looked at the facts of this particular case and determined that the officers had clear notice of Cruz's diminished capacity. The court pointed out that one of the officers on scene called for an ambulance prior to Cruz's restraint based upon observations of his condition. After concluding that a constitutional violation had occurred, the court granted qualified immunity to the officers since prior to this decision, the law on hog tying of persons with diminished capacities had not been clearly established.

The foregoing cases make clear that tactics in approaching and controlling the mentally ill and emotionally disturbed will be considered where an injury results and a lawsuit is brought. As such use of force training as well as training on use of restraints should include some discussion and scenarios for dealing with the mentally ill. Policy and training on this issue should limit the ability of a plaintiff's attorney to claim that an agency or individual trainer has been deliberately indifferent to training in this critical task.

Failure to Train on Off Duty Action

In Brown v. Gray (2000) the Court of Appeals for the 10th Circuit reviewed an off-duty police shooting. An officer involved in a road rage incident chased a man and shot him three times. The officer reported that the man had pointed a gun at him. At issue in the case was a policy that required officers to be "always armed and always on duty." It should be noted that while few agencies still maintain this policy, many agencies have a custom of off-duty officers being always armed and always on duty.

- Do policy makers know their officers carry firearms while off duty?
- Do policy makers know that their off-duty officers who witness a crime against a person are likely to take police action?

If the answer to these questions is yes, then the agency could be found to have notice of a custom of being always armed and always on duty which has the force of policy.

Although the Denver Police Department had the policy requiring officers to be always armed and always on-duty, the agency did not conduct training on the use of force in the context of off-duty action. A captain from the Denver Police Department testified that the agency chose consciously not to distinguish off-duty from on-duty use of force because the two were identical. A police practices expert testified that the two circumstances were very different and there should have been distinct training for the off-duty circumstance.

How are the two different? One simply has to consider an officer's use of force continuum (intervention options) in these different situations. While on-duty, an officer has the command presence of his or her uniform; pepper spray (OC); handcuffs; baton, bullet-proof vest; available back up officers and his or her firearm. While off-duty an officer has his or her hands and his or her firearm. Certainly the use of force issues change.

This is another area that training officers can cover in the context of use of force to make officers aware of these distinctions. By conducting such training, the trainer will make a failure to train claim on this issue difficult for a plaintiff to make and thereby reduce agency exposure to liability.

Negative Training

In Sager v. City of Woodland Park (1982), the court ruled that improper training resulted in a prisoner's death (543 F. Supp. 282 (D. Colo. 1982)). While holding a shotgun and attempting to handcuff a prisoner, a law enforcement officer accidentally discharged the shotgun, killing the prisoner. The officer stated at the trial that he saw the technique demonstrated in a training film. The film was

actually demonstrating how not to hand cuff a prisoner, but this was not made clear by the training staff that showed the film to a classroom of recruit officers.

Negative training includes showing students the wrong way to do something. Many instructors like to use this technique to discuss “lessons learned,” however, people tend to remember what they see not what they hear. The Training and Standards Bureau recommends not using this technique and instead always demonstrate or show the correct way to perform a skill; especially to recruits or when introducing a new skill.

Inappropriate Training

The next case is from Madison, Wisconsin; Markham v. White (1999). The Drug Enforcement Agency (DEA) held a seminar geared toward state and local narcotics officers. After the seminar, a complaint was filed on behalf of some female trainees who attended the seminar alleging that the DEA agents running the seminar created a sexually hostile atmosphere as they conducted the training through acts such as:

- Beginning the seminar with the promise that male participants would go home that night and have aggressive sexual encounters with their wives;
- Interspersing instructional slides with pictures of nude or scantily clad women;
- Referring in obscene terms about the U.S. Attorney General and her sexual orientation
- Using sexual terms to describe law enforcement work, and
- Making sexual remarks about female participants.

While this is an extreme example of inappropriate behavior, you must remain professional and appropriate at all times. Videos, cartoons, or funny comments you use during training, may insult or offend someone in your class or audience. Inappropriate comments you might add because you are nervous and want to break the tension or off color remarks are never appropriate. You are representing yourself, your agency and the Law Enforcement Standards Board and are expected to conduct yourself in a professional manner.

Training Safety

In a case between Avemco Insurance Company v. Elliot Aviation Flight services, instructors did not follow proper safety procedures before conducting training. During the training a student and a couple of instructors were hurt. Ensure you are following all safety precautions before, during and after training to keep your students and instructors safe.

Additionally, you must document what you did to ensure student safety during training. For example, if you are going to teach some Defense and Arrest Tactics

you should document that you stretched and warmed up the students prior to the skill practice sessions. Document this each time you conduct any physical skills training.

Documentation

A case from the United States Court of Appeals for the 10th Circuit Court involved injuries suffered by a quadriplegic during a traffic stop. Clarence Paul, a partial quadriplegic was riding as a passenger in Lloyd Gildon's car. Gildon's wife reported the vehicle stolen. Officer Gilpatrick of the Altus, Oklahoma police department stopped the vehicle. During the stop, the officer ordered Paul out of the vehicle. Paul responded that he was paralyzed and unable to get out. The officer then allegedly chambered a round into his shotgun. Paul then rolled down the window and again informed the officer that he was paralyzed and could not get out of the car.

Paul testified that two officers grabbed him by the neck and pulled him from the vehicle. Officer Gilpatrick placed his knee on Paul's neck and back while he handcuffed him. During this ordeal, Clarence Paul urinated on himself and became unconscious. He asked the officers to call him an ambulance. Paul was taken to the hospital where it was determined that his neck was fractured and his hip was sprained. Paul filed a lawsuit alleging that the police department improperly trained officers to place their knees on suspects' necks while handcuffing them. The city introduced training materials from the Council of Law Enforcement Education Training that specifically included instructions not to place a knee on a suspect's neck "for obvious medical reasons." The city took the position that if Officer Gilpatrick did put his knee on Paul's neck he acted in violation of this training.

The court refused to grant the city's request for summary judgment after reviewing an incident report left by one of the officers at the scene. The report asserted "Gilpatick then brought the subject's right arm around the middle of his back and had his knee on the subject's neck. The way we're instructed to handcuff in the felony prone position." The court concluded that there was an issue of fact as to what the officers were actually trained to do. Thus, from an agency liability standpoint the entire case rests on what the officer was trained; was he trained as stated in the report? Or was he trained in accordance with the Council of Law Enforcement Education Training lesson plan?

This case also provides a good example of why training must be documented at two levels. First, what was trained, second, who was trained. At trial cases like this, the agency and its trainers may be in an adverse position to the officer since the agency and its trainers will not be liable if it can be shown that the officer acted inconsistently with documented training.

ADULT LEARNING METHODS AND FACILITATION SKILLS

THE LEARNING ENVIRONMENT: THE LEARNER'S PERSPECTIVE

Development and Learning

There are diverse definitions of "learning." Most people would agree, however, that learning involves the process of change, requires acquisition of new knowledge, skills or attitudes, comes from study and/or life experiences, occurs over a long period of time, and is a life long process.

LESB approved courses include three types of learning:

- Affective – Change in attitudes and/or behavior.
- Cognitive – Introduction to new facts, concepts and skills.
- Psychomotor – Introduction of new motor skills.

Affective Domain[5]

The affective type of learning, or affective domain, defines learning objectives associated with emotions and feelings, such as interest, attitudes, and appreciation. Measuring the accomplishment of objectives in the affective domain is generally more difficult than in the other domains. In this domain we are not only interested in a "correct response" but also in determining the student's feeling, attitude, and interest toward the subject.

Cognitive Domain[6]

The cognitive domain contains the following six major categories. The example given in each category illustrates the level of understanding the student should be able to demonstrate as a result of the instruction provided.

- **Knowledge (Level 1).** Knowledge is defined as the remembering of previously learned information. All that is involved is the recall of the appropriate information. Knowledge represents the lowest level of learning in the cognitive domain. Objectives at this level require students

[5] Integrated Publishing (n.d.) *Professional Precepts* retrieved on February 20, 2009 from http://www.tpub.com/content/administration/134t/css/134t_18.htm
[6] Integrated Publishing (n.d.) *Professional Precepts* retrieved on February 20, 2009 from http://www.tpub.com/content/administration/134t/css/134t_18.htm

to demonstrate their knowledge of the subject, but not their understanding of it. To know means "you tell me; I can tell it back to you."

Example: Define reasonable suspicion as it relates to the "stop" of a vehicle.

- **Comprehension (Level 2).** Comprehension is defined as the ability to grasp the meaning of material. These learning objectives are more complex than simple recall of information and represent the lowest level of understanding. To comprehend means "I can tell it back to you and I can explain it."

  Example: Describe what information should be included in a property crime incident report.

- **Application (Level 3).** Application is the ability to apply learning in new and concrete ways. Application differs from comprehension in that application shows that the student can use (apply) learning correctly. To apply means "I can tell it back, explain, give examples, and DO something with it."

  Example: Demonstrate the proper procedures for conducting an approach stop.

- **Analysis (Level 4).** Analysis is the ability to separate material into its component parts to arrive at an understanding of its organizational structure. Analysis requires a higher level of understanding than either comprehension or application. Learning objectives that involve decision making, problem solving, or troubleshooting skills normally required at this level of understanding. To analyze means "I can tell, explain, apply, give examples, and take it apart and examine different aspects."

  Example: Compare the differences between selective traffic law enforcement and bias-based policing.

- **Synthesis (Level 5).** Synthesis refers to the ability to reason from the general to the particular. Synthesis stresses creative behavior that combines many parts into a meaningful whole. To synthesize means "I can tell, explain, give examples, apply, take apart and examine, and put it together with other things I know to create something new on my own."

  Example: Manage the response to a crash scene.

- **Evaluation (Level 6).** Evaluation involves the ability to judge the value of material based on defined criteria. Learning objectives in this category contain elements of all the other cognitive categories in addition to value

and judgments. This category represents the highest level of understanding within the cognitive domain. To evaluate means "I can tell, explain, give examples, apply, take apart and examine, put together in new ways, and judge its value. I can do it with several complex ideas and choose the best one."

Example: Assess the credibility of information gained during an interview or interrogation.

The responsibility for ensuring learning occurs falls largely on you, the instructor. If the intended outcome of instruction is for the student to be able to "apply" theory, principles, or concepts (level three of the cognitive domain), then objectives must be developed and taught at that level.

Psychomotor Domain

Law enforcement training involves a large number of learning objectives in the psychomotor domain. Officers must demonstrate a number of physical skills (motor skills) that they will perform as law enforcement officers. For example, they need to learn how to fire hand guns and long guns, learn how to handcuff a suspect and learn various emergency driving skills. Learning how to teach psychomotor skills is discussed in greater detail later in this text and course.

Most LESB approved courses have standardized instructor outlines with required and/or recommended activities and teaching strategies. This allows instructors to provide consistent, high-quality instruction that meets the students' need for accurate information, builds correct psychomotor skills and facilitates the students' ability to make decisions and solve problems.

Through preplanning and ongoing evaluation during class, instructors can address individual learning needs and characteristics through the use of specific strategies to enhance learning and overcome barriers. Some strategies which are used throughout LESB approved courses to enhance learning include:

- ***Motivation.*** Students learn more effectively when they find value in the subject and/or are goal directed.

- ***Comprehension.*** Students process content in their working memories. Instructors facilitate this process by teaching necessary information the students need to perform the skill.

  At the beginning of the comprehension state, students integrate *why* they need to learn with a clear understanding of *what* they will learn. Instructors can use the strategy of association during this stage. Students may learn more readily when they can associate the new information with previous learning experiences. For example, if a student already learned

a skill that can be built upon or can be referred to in learning the new skill, they will grasp the new skill quicker.

- ***Practice.*** In this phase, students practice what they learned. Practice provides repetition that helps the students learn. You, the instructor, need to use learning activities and guide the students as they practice. At the beginning of the practice session, you should provide more guidance, incorporate formative assessments and feedback.

  As the students' skills get better during the practice session the students should begin to practice the skills on their own and start to self correct as they become more confident in their abilities.

  You should have students apply the skill(s) in various situations. By varying the context of what they've learned, you broaden their experience and help them retrieve information from their long-term memory when they need it.

- ***Application.*** In this stage, students apply what they learned to real world problems. Your role as the instructor is secondary. At this stage, you are just coaching while the students play an active role. In this stage, students need to show that they can apply skills and knowledge in a meaningful way.

  One thing you want to avoid is merely having students regurgitate information. If you simply ask them to recall something from memory you stall their learning. They must learn how to apply the knowledge and skills in a meaningful way to complete the learning cycle.

Diverse Characteristics of Learners

Sensory learning is the first that occurs for any human being. Its influence is apparent in children as we watch them grow up. Each sense, either singularly or in various combinations, provides a pathway to learning. With that in mind, an examination of sensory learning and its special considerations can provide insight into the learning process.

We are all able to learn through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, to understand other individuals, and to understand ourselves. We differ in the strength of each of these areas when it comes to learning, however. These differences challenge the educational system that assumes that everyone can learn the same materials in the same way and that a uniform way of teaching is the only way for students to learn. It is important that you understand the different ways that people learn and that you incorporate many different

strategies in the classroom to try and reach the learning styles of as many students as possible. The learning styles are as follows:

Verbal Linguistic / Auditory Learners

Auditory learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. However, the significance of sight and sound together is overwhelming so using both during your instruction is vital.

Logical-Mathematical Learners

Logical-mathematical learners use reasoning and calculation to learn. They think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask lots of questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with the details.

Body-Kinesthetic Learners

Body-Kinesthetic learners learn through moving, doing and touching. This person learns best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods of time and may become distracted by their need for activity. Incorporating hands-on and practical skills sessions into your instruction will help reach this type of learner.

Retention, with respect to sensory learning, is open to many interpretations and opinions. It has been estimated that people retain only 10 percent of what they read, 20 percent of what they hear, and 30 percent of what they see. When those senses are combined, however, retention takes a dramatic leap forward. Those same estimates tell us that when someone hears and sees, retention jumps to 50 percent.

This makes a great argument for incorporating appropriate visual aids into your teaching. By asking proper questions to augment sight and sound to simulate thinking, you can push student retention close to the 70 percent level. Requiring students to use all of their senses in skill training along with hands-on training can increase their retention as much as 90 percent.

In many LESB approved courses students learn though reading, completing written exercises, watching videos, practicing skills and/or participating in group activities. Students learn in different ways and at different speeds, however.

Visual-Spatial Learners

Visual learners learn through seeing. They are very aware of their environments. They may think in pictures and learn best from visual displays, including diagrams, illustrated books, power points, videos, flipcharts, handouts and watching demonstrations. Therefore you should consider using appropriate visual aids in your instruction.

Musical Learners

Musical learners show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, and multimedia.

Interpersonal Learners

Interpersonal learners have a good understanding of others and interact well with others. These students learn through interaction. They have many friends, empathy for others, and have street smarts. They can be taught through group activities, seminars, and dialogs. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, and email.

Intrapersonal Learners

Intrapersonal learners understand their own interests and goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence, and opinions. They can be best taught through independent study and introspection. Tools include books, creative materials, journals, privacy and time. They are the most independent of the learners.

Barriers to Learning

What are some characteristics of students that affect their ability to learn (in other words, what are some barriers to learning)?

_____
_____
_____
_____
_____
_____

Characteristics of Learners

Complete the chart below. First, add any additional characteristics of learning brought out in the class to the first column. After you receive your assignment, write how an instructor could enhance learning when there are differences relating to a characteristic that might be a barrier to learning and then identify which of the strategies (Motivation (M), Comprehension (C), Practice (P), and Applicability (A)) is being used, if applicable. The first characteristic is filled in as an example.

Characteristic **(Barrier to Learning)**	**Instructor Plan/Response to Enhance Learning**
Education	Use simple, clear terms. Check often for understanding (C) Use visual aids when possible.
Reading Ability	
Cultural Background	
Strength/Flexibility	
Language	
Interest	
Health/Fitness	
Attitude	
Coordination	

THE LEARNING ENVIRONMENT: THE INSTRUCTOR'S PERSPECTIVE

Characteristics of an Effective Instructor

Think about an effective teacher or instructor you've had in the past. What were some of the qualities they possessed that made them good instructors? Write the characteristics or qualities of effective teachers, instructors or facilitators on the lines below.

_____
_____
_____
_____
_____
_____
_____

Instructors for LESB approved courses:

- Are diverse in the abilities they bring to a class.
- Are culturally sensitive, recognizing that groups and communities have their own sets of values, attitudes, beliefs and traditions that influence how group members understand and respond to the world.
- Should give information and answer questions in ways that show respect for all participants.
- Should not include their own values, attitudes and beliefs as they give information and answer questions, but should respond with factual information as contained in the specific course outline and instructional materials.
- Should strive to develop skills by co-teaching with experienced instructors and/or taking additional courses or workshops to improve their skills.
- Need to have a firm grasp of various instructional strategies
- Know that a critical element of what makes an instructor effective is the presentation/delivery of course content.
- Possess the ability to communicate clearly.
- Know that good communication involves both verbal and nonverbal components.

What can an instructor do to check if students understand the information that has been communicated?

_____
_____
_____
_____
_____

What are examples of nonverbal communication that may enhance an instructor's communication with a class?

_____
_____
_____
_____
_____

Efficient and effective instructors have leadership skills such as planning and organizing, optimizing the use of resources, delegating authority, monitoring progress and results, disciplining and rewarding. Their skillful use of influence helps them to persuade others, build teamwork, develop students, and maintain self-control. In advising and counseling, they understand students' needs, and they both have and create in others positive and realistic expectations. In applying concepts of law enforcement situations, their knowledge and experience helps them to identify problems, sort through facts, and decide on appropriate courses of action.

As an LESB certified instructor, you'll find that leadership by example takes on a particularly important significance. Everything you do is under scrutiny. Not only must you instruct in an efficient and effective manner, you must also serve as a role model in your conduct as an officer, attitude, appearance and bearing. You should exemplify Wisconsin law enforcement's values of integrity, professionalism and tradition.

Instructional ability, along with leadership, is essential to your efficiency and effectiveness as an instructor. You must not only know the principles, methods, and techniques of instruction, you must also be able to apply them effectively. Your ability as an instructor should grow with experience. However, your ability will grow only if you make a conscious effort to improve.

To be successful as an instructor, you must gain the respect of your students by displaying a professional attitude toward others. Always show a sincere interest in all of your students regardless of their race, geographical heritage, or level of

intellect. Remain constantly aware that students will be influenced by your behavior and the example you set both in and out of the training environment.

The following are some of the rules of conduct you should follow:

- If you do not know the answer, admit it. Do not bluff. At times, questions will arise that you will not be able to answer. Find the correct answer at the earliest opportunity; then provide the information to the class as soon as practical.

- Keep your remarks professional and appropriate to the classroom. Do not use profanity or obscenity. Use of profane or obscene language is one of the fastest ways to lose the respect of your students.

- Be patient. Be aware that not all people learn in the same way or at the same rate. While you may easily become frustrated with a person who is having difficulty with seemingly simple material, never allow your frustration to show. If all else fails, take a break to cool off, or consult with other instructors to find another approach to resolve the difficulty. Remember, in the majority of situations, students are sincerely trying to understand what is being taught. Your job is to find a way to help them.

- Maintain rapport with students. The use of sarcasm is another way to lose the respect of your students. Sarcasm, whether it is directed at one individual or the entire group, is never appropriate.

- Treat students with respect. All of the individuals you train should feel you have a sincere interest in their efforts to learn. Although your students will not have your knowledge or experience, you should think of them as being physically, mentally, and emotionally mature.

Effective Instructor Delivery Techniques[7]

Delivery style has a major impact on student motivation and determines to a great extent how well students listen. Studies have shown that words alone account for only seven percent of the impact of a message. The following factors are an important consideration in your delivery of instruction:

- Articulation. Articulation is simply understandable speech. Speak clearly; avoid slurring and mumbling. Avoid slang such as jist, git, gonna, whut, watcha, or hafta.

[7] Integrated Publishing (n.d.) *Professional Precepts* retrieved on February 20, 2009 from http://www.tpub.com/content/administration/134t/css/134t_18.htm

- Grammar. Grammar concerns the correct use of the spoken or written word. When you use words correctly, the message comes through clearly and quickly. But when you misuse a word, the people receiving the message have to extract the precise meaning. Also, as an instructor, never commit glaring grammatical errors like “him and me is going,” “I seen,” “he give,” or “it run.”

- Rate of Speech. As a speaker, you should neither talk at a slow rate that puts your students to sleep nor rattle off words so rapidly that they run together. As a general rule, speak fast enough to be interesting and slow enough to be understood. Changes in pace can be used to hold the interest of your audience as well.

  Your rate of speech should be governed by the complexity of the thought, idea or emotion you are communicating. Use a fast rate for joy, excitement, or vigorous action. Use a slow rate for a deliberate or methodical presentation. Add emphasis by either slowing or speeding your rate.

  To improve common rate difficulties, observe the following suggestions:

  - If you tend to speak at a slow rate: Force yourself to think faster so that you can speak faster. Record yourself as you read and interpret the meaning of the words by the rate at which you speak them. Play back the recording. If your rate is still too slow, do the exercise again until your speed increases.

  - If you tend to have a fast, machine-gun delivery: Curb your impatience to blurt out ideas. Take time to make them clear. Force yourself to slow down. Recognize that listeners need to absorb more ideas; give them time to do so by saying words clearly and by pausing longer between ideas. Taking care to enunciate more precisely will generally slow your rate.

  - Halting, choppy rate: Concentrate on speaking in complete ideas or sentences. Take a deep breath before you being a sentence; breathe between, not in the middle of, ideas or phrases. Sometimes a choppy rate results from tenseness, nervousness, or lack of familiarity with the subject matter.

  - Pauses. Pauses separate thoughts and ideas and give the desired meaning and emphasis to words. You may use pauses to gain humorous, dramatic or thought-provoking effects. Proper use of pauses gives listeners a chance to absorb ideas and gives you a chance to breathe and concentrate on the next point.

- Not enough pauses. Begin by reading something you like. Force yourself to pause between ideas and at periods, commas, and other punctuation marks.

- Too many pauses. A lack of knowledge of the subject, failure to organize material thoroughly, or inadequate rehearsals usually result in too many pauses. Study your material and organize it on paper. Then rehearse until your thoughts and words flow smoothly.

- Overuse of verbal connectors. Pauses, properly placed in the flow of speech, are often more effective than words. Filling pauses with meaningless, guttural sounds gives listeners the impression that you are not confident of what you are saying and that you are not prepared to speak to them. Too many "uhs" and "ums" may be detrimental to an otherwise effective lesson plan. To improve on the difficulty, use the same techniques suggested for eliminating to many pauses and leave out the "uhs" and "ums."

- Inflection. Inflection is a change in the normal pitch or tone of the speaker's voice. Your voice becomes more interesting and words more meaningful when you use changes in pitch.

  Inflection is a way of punctuating speech. It can put the question mark at the end of a question, make a statement of fact more positive, or help to put an exclamation mark at the end of a strong statement. Inflection is the difference between just saying words and speaking ideas with meaning.

- Force. Students will not respond to an instructor who shouts and is insensitive to their feelings. Neither will they be convinced by the cool, detached manner of an instructor who is consistently calm, quiet, or patronizing.

  Through your gestures, voice, movement, eye contact, and choice of words, you can convey force to your students. Force is not loudness, shouting, wild gesturing or vulgar language, however. Force is knowing what you want to say and then saying it with implicit firmness and undeniable confidence.

- Lack of Volume. To increase your volume, select someone in the back of the room and concentrate on making him or her hear you. When rehearsing, rehearse in an empty classroom and speak to an imaginary student in the back of the classroom. Since these exercises will make you aware of the distance involved, they will motivate you to increase your volume.

- Eye Contact. The most powerful element of instructor presence is direct eye contact with your students. By looking directly in the eyes of each of your students, you personalize the lesson being presented and stimulate the desire for them to listen and learn more intently. Each student should have your direct eye contact several times during an instructional period.

  Make and maintain eye contact for 3 to 5 seconds. This time interval is appropriate for personal contact without being overbearing or creating some level of discomfort for individual students. Scan the entire class without developing a mechanical pattern. Avoid the common pitfall of talking to the smart board or visual aid (power point screen) you may be using.

  Maintaining effective eye contact enhances your credibility. Looking directly at your students also allows you to observe their nonverbal reactions to your instruction. This feedback will help you judge your effectiveness and make adjustments as necessary.

- Body Movement. Your actions while instructing must reinforce your words. Make sure the image you present and your body movements strengthen your communication.

  Movement is the motion of your whole body as you travel about the classroom. Movement attracts the attention of listeners because the eye instinctively follows moving objects and focuses on them.

  However, you should follow the basic rule of movement; moderation. Do not remain in one spot, but do not keep on the move all the time. Learn to modify the degree of movement to make it natural and meaningful.

- Gestures. A gesture is a natural movement of any part of the body that conveys a thought or emotion or reinforces a verbal expression. Your arms, hands and facial expressions are your principle tools of gesture. Gestures will add to the effectiveness of your instruction if you relax your shoulders, arms, and hands and concentrate on communicating to the audience the meaning and importance of your ideas.

  When the gesture is natural, it is effective. If the gesture is superficial, posed, or strained, it detracts rather than reinforces. Practice gestures as a natural part of your speaking manner; they should arise spontaneously from enthusiasm and conviction.

  Facial expressions are also types of gestures. To change opinions or to inspire or interest people, your face must show what you are feeling and thinking. The most common fault is a face that shows a total lack of expression. Another common difficulty is the use of constantly intense expressions, usually manifested by a frown. Overcome this problem by

relaxing all over, and then use your intensity only on key ideas. The more natural you appear and act, the more you will influence your students. The classroom is no place for a poker face.

ADULT LEARNING METHODS

Law enforcement recruits are adults and benefit from instruction tailored to adult learning needs. Here are some principles of adult learning:

- Explain the benefits of the subject matter.
- Relate learning to participants' past experiences.
- Make use of participants' life experiences to encourage participation.
- Listen and respect the participants' ideas.
- Encourage the participants to be resources to each other and you, the instructor.
- Maximize efficiency of learning.
- Involve the participants in learning-centered activities.

You will have to make choices about what you will have students do in your courses in order to learn the course content and to practice the goals. What kinds of teaching strategies can be used in the classroom that accomplishes both course content goals and active engagement on the part of the students? If the only classroom teaching strategy you know is traditional lecturing, that's the teaching tool that you are likely to use for the classroom situations.

If, on the other hand, you have more tools in your toolbox, you will have the opportunity to choose the most appropriate tools for the task at hand. In this section, you will explore various teaching strategies in which most adult students are active rather than passive in the classroom and in which the focus is less on the instructor presenting (lecturing) and more on the student learning. The following are common teaching strategies used in delivering LESB approved curriculum and law enforcement training:

- Lecture Method
- Facilitating Discussions
- Facilitating Task Groups
- Activity-Centered Learning
- Problem-Based Learning
- Online Learning
- Teaching Psychomotor Skills

On the following pages, you will find descriptions of these teaching strategies so you can compare strategies that promote active engagement and participation of students. This list by no means includes all of the good ideas for structuring assignments and activities for students, but each (except for the lecture method) is an effective way for actively engaging students and placing more responsibility on them for their own learning.

Lecture Method

The presentation or lecture method is one of the most commonly used strategies to present information to a group of people. It's main purpose is to present a large amount of information in a short period of time. The lecture method is an efficient way to introduce a new topic or present background material students need for future classes. This method allows instructors to present a topic to a large audience because there is no interaction between the students and the instructor.

All LESB courses include some presentation as part of teaching a course and most courses have a standardized lesson plan with the points of the presentation or lecture prepared and identified in the instructor manual for you. Some instructors may adapt the course for in-service trainings or other trainings held outside the recruit academy. In this case, instructors will have to adapt their lesson plan to include only the components they will be teaching. It is important that instructors prepare the presentation and key points prior to teaching their in-service or specialty training, however.

Since the lecture method depends primarily on the student listening and note-taking for the transfer of learning, you must have effective speaking skills. In preparing to deliver a lecture, set clear-cut goals and objectives. Make sure you have an in-depth knowledge of the subject matter and remember the only feedback you will get is the non-verbal communication from your audience.

When preparing for and delivering a presentation:

- Practice and time the delivery, speaking clearly and modulating your voice so that it is not monotone.

- Arrange the seats so that all participants can see and hear.

- Plan how you will stand, sit or move about in front of the group, trying to remain as close to the participants as possible.

What are some advantages of using the presentation/lecture style in class?

_____
_____
_____
_____
_____
_____

What are some disadvantages of using the presentation/lecture style in class?

_____
_____
_____
_____
_____
_____

What happens when you try to engage students by floating a question during your lecture? Silence? Is it always the same student who is anxious to answer? Most of the students are probably not thinking of the questions; instead they are hoping you will not call on them. What can you do to make students more actively engaged with the material during a lecture in order to improve student learning? How can you make lectures more interactive?

_____
_____
_____
_____
_____
_____

Power Point Tips[8]

Power point presentations can enhance your lectures. However, too many presenters abuse and misuse power point technology and detract from the presentation. A power point presentation is designed to *enhance* your

[8] Godin, Seth (n.d.) *Really Bad PowerPoint (and how to avoid it)* retrieved on August 12, 2016 from http://www.sethgodin.com/freeprize/reallybad-1.pdf

presentation, not *be* the presentation. If your power point is too long or has too many distractions in it, your audience will lose interest in what you have to say.

The first thing that most people use power point for is a teleprompter. Think of all the presentations you've been to where the presenter actually *reads* the slides. Do you really want your audience to listen to you read the slides? The second thing instructors use power points for is to provide a written record of what was presented. The third task is to make it easier for your audience to remember everything you said; sort of like reading your slides, but better. After all, if you read your slides, and then give the audience a verbatim transcript of what you read, what could be wrong with that?

These three tasks (that most instructors set out for a power point) are in direct conflict with what a great presentation should do. Our brains have two sides. The right side is emotional, musical and moody. The left side is focused on dexterity, facts and hard data.

When you show up to give a presentation, people want to use both parts of their brain. So they use the right side to judge the way you talk, the way you dress and your body language. You can wreck a communication process with lousy logic or unsupported facts, but you can't complete it without emotion.

Power point presents an amazing opportunity. You can use the screen to talk emotionally to the audience's right brain (through their eyes) and your words can go through the audience's ears to talk to their left brain.

However, you can create a power point presentation that enhances your lecture if you follow a few simple rules.

Cue Cards/Notes:

- Make yourself cue cards.
- You should be able to see your cue cards or notes in front of you.
- Use your cue cards to make sure you're saying what you came to say.

Make slides that reinforce your words, not repeat them. Create slides that demonstrate, with emotional proof, that what you are saying is true not just accurate. For example, rather than show statistics or bullet points show a photo that depicts what you are talking about. This way your words combined with the emotional picture complete the message you are trying to communicate to your audience.

If you have to use text or bullet points follow these guidelines:

- Limit the information to essentials (bullet points).
- Bullet points should not have more than 6 words in a line.
- There should generally be no more than 6 lines per slide.

- Avoid long sentences.
- Larger font indicates more important information.
- Be sure text contrasts with the background.
- Fancy fonts and words in all capital letters can be hard to read.

Effective Power Points:

- Standardize all the slides (backgrounds, position, colors and styles).
- Standardize effects, transitions and animation on all slides…but do not over use sounds, animation, etc. because it can be distracting.
- Limit the number of slides – too many slides can lose your audience.
- Do not use cheesy images. Use professional images instead.

Hints for a Successful Presentation:

- Do not read the slides to your audience.
- Do not load the slides with so much text that it prompts you to read it.
- Do not turn your back to your audience to look at the slides.
- Know your information and either refer to notes or position the lap top to see the slides in front of you.
- Time and practice your presentation before delivering it.
- Create a written document or handout for the students instead of giving them a copy of your power point. You can let the audience know they'll get a copy of it and that it contains the information you are covering in the power point presentation.

Clip Art and Graphics:

- Should balance the slide.
- Should enhance and complement the text – not overwhelm the slide.
- Do not put more than two graphics per slide or it may become distracting.
- Avoid using charts or graphs that are difficult to read or have too much information on them.

Power points do not replace you. They are merely a tool to enhance your presentation. Challenge yourself to make presentations (between your slides and what you say) that create a complete picture of what you are trying to communicate. Bottom line; don't be boring by listing slide after slide of bullet points that serve as your outline of what to say. It is lazy and ineffective for you audience.

Facilitating Discussions

Facilitate means “to make easy.” As a facilitator, your job is to make a class discussion easier for the students. Your main task is to help the class by improving the discussion process. A facilitator manages the method of the discussion rather than the content – within reason.

Facilitator responsibilities include:

- Intervening if the discussion starts to fragment.
- Identifying and intervening in dysfunctional behavior.
- Preventing dominance and include everyone.
- Summarizing discussions and conversations.
- Bringing closure to the discussion with an end result or action.

The primary benefit of class discussions is intelligent discussion by students during class in which students are engaged in thinking and analyzing or in defending a side, rather than listening to a lecture. Students must also respond to one another rather than interacting intellectually with the instructor only. However, this technique also has its drawbacks. Some of these drawbacks include:

- This technique can consume more time than lecture would for a comparable amount of material to be delivered.

- Some students tend to dominate discussions. Some students come poorly prepared, no matter what the incentive.

- Discussion can go astray from the intended topic. This does not necessarily mean disaster, if you, as the instructor, can either steer the discussion back on track or profit from the digression.

- Assessing student learning associated with a discussion is potentially difficult. Ways of dealing with this include:

    - Giving students a grade for the discussion based on quality of comments
    - Asking questions about the topics on a written exam or quiz
    - Giving follow-up written assignments
    - Grading written preparation for the discussion

Facilitation, including the use of push, pull, and balance, is used frequently in discussions and task groups during LESB courses.

Push: When information flows mostly from the facilitator to the students.

Pull: When the facilitator engages students in interactive exercises, asking and answering questions, or using other processes that actively involve the participants in their own learning.

Balance: Ensuring that neither push nor pull overtakes the class so that neither you nor your participants are talking too much. Balancing may involve correcting misinformation, keeping on topic, keeping a nonjudgmental atmosphere, managing how students speak to one another and minimizing distractions.

- Too much push and not enough pull leads to minimal participation and less likelihood of students remembering and applying information.

- Too much pull and not enough push may result in confusion, misinformation and misunderstanding.

There are a variety of ways to stimulate discussion. For example, some instructors begin a lesson with a whole group discussion to refresh students' memories about a previous reading assignment or previous training session. Other instructors find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from an assigned reading. These strategies can also be used to help focus large and small group discussions.

Successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. There is no one recipe for successful discussion in class; however, here are some suggestions:

- Be sure that it is clear in your mind why you are having the discussion and what you hope students will gain from the discussion.

- Select a discussable topic. Constructing a discussion by asking student to "discuss a reading" or "discuss the answers to the homework" is difficult.

- A topic with a number of possible sides or answers makes a good discussable topic. Choosing a topic that is relevant to students increases the likelihood that students will actively participate in the discussion.

- If an issue has two "sides," consider assigning half the class to one side and half to the other side of the issue. Have each defend his/her side in the discussion.

- Classroom discussion can also be used to engage the students intellectually in solving a problem by discussion.

- Students must be prepared for the discussion. One solution is to select a topic for which students do not need to prepare in advance. Another solution is to have students prepare individual written responses to questions in advance.

- Structure the room so that students talk to one another, rather than to you as the instructor, during the discussion. For example, the seats can be placed in a circle or have students face their desks towards each other. In small groups they may all sit around a table where they can see each member of the group. Avoid standing in the front of the room. Instead, sit to one side, where you will be less likely to serve as a magnet for student eyes and attention or be tempted to interfere as "the authority."

- Set some ground rules for the discussion. For example, who talks when, etiquette about disagreeing, etc.

- Avoid the temptation of butting in on the discussion unless the class is completely stuck. If you hold out for a bit, one or more students are likely to offer a reasonable answer.

Group Conflict

Conflict can be healthy in a group discussion. It shows that the students are taking ownership and sharing their ideas honestly. However, there are times when health conflict escalates and ceases to be constructive. Since emotions resulting from conflict tend to intensify over time, it is important to address the conflict as soon as it begins to become unhealthy. The figure below illustrates the differing levels of conflict and when intervention or more direct action may be needed.

Sometimes it will be necessary to intervene with a particular individual or an entire class because of behavior or actions during discussions. An intervention will include any statement, question or nonverbal behavior made by a facilitator that is designed to help the group.

The goal of any type of intervention is to maintain the class's autonomy and to develop its long-term effectiveness. Eventually, interventions used by a facilitator should decrease the class's dependence on you, the facilitator.

An intervention is never an easy task, so it is important to recognize when to intervene and whether to intervene with an individual or the entire class. There is no set time or tried and true method for when or how to intervene, but the following list of questions will help decided whether an intervention may be appropriate:

Questions to Ask Yourself

- Can I identify a pattern?
- If I do not intervene, will another student?
- Will the class have time to process the intervention?
- Does the class have sufficient experience and knowledge to use the intervention to improve effectiveness?
- Is the class too overloaded to process the intervention?
- Is the situation central or important enough to intervene?
- Do I have the skills to intervene?

The approaches and methods listed below will provide you, as the facilitator, with some options and alternative types of interventions to use depending on the situation.

Intervention Approaches

- ***Prevention*** – Establish ground rules to guide how students will conduct the discussion. Ground rules are useful in setting common expectations for behavior and provide a basis for students to regulate each other's behavior. Examples of a ground rules include: "Only one person talks at a time. Respect each other's opinions."

- ***Non-intervention*** – It is important not to overreact, so it may be appropriate to ignore isolated moments of non-productive behavior. However, if the class's momentum has been broken, it might be a good time to take a break, which will give everyone time to cool off.

- **Low-level intervention** - There are several techniques that can be employed at this level to change behavior in a non-threatening way and prevent it from escalating to a serious disruption.

    1. Embrace the person's concerns. Listen intently and repeat back what you've hear so accurately that the person feels he/she has been heard. Ask questions that test assumptions, reveal biases, and bring out important information.

2. Break into small groups to discuss what was being interrupted.

3. Address the problem as a class concern, referring back to the ground rules and naming the tension between the differing needs you've heard in the class.

4. Remind the class of the discussion point at hand, and remind them of the goal of what the discussion is about.

- ***Medium-level intervention*** – Speak to the individual at a break about his or her needs and interest in the discussion.

- ***High-level intervention*** – When a student's behavior escalates to the point where high-level intervention is necessary, both the success of the class discussion and the facilitator are at risk. Restate the issue, break it into smaller questions, look for shared concerns, articulate areas of agreement and ask the class to confirm. If a student's behavior continues to disrupt and threaten the progress of the discussion, you should speak with the student on a break.

A facilitator who listens well and helps students listen to each other creates an environment where people can do their best thinking and more easily find common ground.

Facilitating Task Groups[9]

Cooperative/Collaborative Learning. Cooperative learning, sometimes called collaborative learning, is a strategy that encourages small groups of students working together for the achievement of a common goal. When integrating cooperative or collaborative learning strategies into a course careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience.

Brainstorming. Brainstorming is a good technique for generating ideas quickly. Make sure everyone understands the ground rules: no response is wrong; never criticize ideas, write every idea on a flip chart, every response is accepted without discussion or argument. Once brainstorming has elicited a sufficient number of responses, guide students to use their analytical and synthesizing skills to determine the best ideas.

[9] Teaching Strategies retrieved from http://www.gmu.edu/resources/facstaff/part-time/strategy.html on February 7, 2011

There are a few ways to conduct brainstorming exercises.

- ***Structured Brainstorming*** – In this method the facilitator gives the students 5-10 minutes to silently write down their ideas. Then the facilitator asks each class member to give one ideas (round robin) and records it on a flip chart. Students give their ideas in turn or pass until the next round. When all ideas are recorded, students may ask questions for clarification, but may not argue about the validity of the items. Discussion is followed by two rounds of voting. This structured techniques often encourages even shy people to participate, but also creates a certain about of pressure to contribute.

- ***Unstructured Brainstorming*** – In this method, the facilitator asks students to simply give ideas as they come to mind. This can create a more relaxing environment and allows students to build on each other's ideas. But there is also a risk that the most vocal students will dominate the discussion. You can also have students do this in small group s and report back to the rest of the class.

- **Brain Writing 6-3-5** – This is a silent brainstorming process that anyone can use to identify new ideas or solutions. The goal is to generate as many creative ideas as possible. The silent work ensures that highly verbal students do not overwhelm quieter ones. It also enables individuals to see what others have written.

  The tool can be used with groups as small as 6 or as large as 60. The process is conducted with six rounds of five minutes or less and uses a worksheet similar to the one pictured here:

  The question or problem is stated at the top of the worksheet. To start, each student writes three ideas, using the three boxes in the top row on their own worksheet. The worksheet is then passed on to the next student who adds three more ideas. By the time the worksheet is passed to the

sixth person, it will have 18 ideas and the group of six will have well over 100 ideas.

A variation of this is to provide students with post it notes. Ideas are written on post it notes and then put up on a wall randomly. Then the post it notes can be grouped into themes.

Case Studies. When using the case study method, focus the attention of the students upon a specific case, which can be hypothetical or real. You will normally present the class with a case study in printed form. You may also present case studies through the use of pictures, films, role-playing, or oral presentations.

After presenting the case study, divide the class into groups to analyze how the incident happened and discuss possible ways the officers could handle the incident. Have each group briefly explain their conclusions so that the class can learn if more than one correct alternative exists.

The main objective of a case study is for students to learn from experience and develop problem-solving skills. Proper planning and organization are your keys to getting results in using this type of method.

Student Debates/Discussion Panels. These can be informal, individual or group, graded or ungraded. This allows students the opportunity to take a position and gather data/logical arguments to support their view, critically. The process also offers experience with verbal presentations. Some instructors may ask students for their personal view and then make them argue for the opposite position.

Role Playing/Scenarios. Role playing and simulations in class can be an excellent way to engage students. A well constructed role playing simulation exercise can emphasize the real world and require students to become deeply involved in the topic. Role playing challenges students to deal with complex problems with no single “right” answer and to use a variety of skills.

The primary purpose of role playing exercises is to get students to look at the material they are learning in a new light. They show the world as a complex place with complicated problems that can only rarely be solved by a simple answer that the student has previously memorized. Students learn that skills they’ve learned separately are often used together in order to accomplish many real-world tasks. Role playing exercises can be used to develop important skills inside and outside of law enforcement; the kind of skills needed to make learned information useful in the real world. Many of these are difficult to teach using more traditional methods of instruction: self-awareness, problem solving, communication, initiative, and teamwork.

You, as the instructor, need to decide on the context for the exercise and the role(s) that students will play. Lessons need to be carefully explained and supervised in order to involve the students and to enable them to learn as much as possible from the experience. After the role play/scenario help the students evaluate what happened, what each person said and did, how they felt, how they reacted, and how they might have reacted differently.

Activity-Centered Learning

Class time is brief and precious, and the information you want to communicate to your students is important. Since they are novices and you are the expert, it makes sense to tell them what they need to know. With this in mind, your tendency is to lecture.

While lecturing is an important aspect of instruction, it is not necessarily the only or best way of engaging students in the ideas and information you are presenting. Students do not learn much just by sitting in class listening to you, memorizing what you say and regurgitating answers. They must talk about what they are learning, write about it, relate it to past experiences, and learn to apply it.

Activity-Centered Learning is simply that – having students engage in some activity that forces them to think about and comment on the information presented. Students won't simply be listening, but will be developing skills in handling concepts in law enforcement. They will analyze, synthesize, and evaluate information in discussions with other students, through asking questions, or through writing. Students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.

Breaking up your conventional lecture with questions and discussion is one way to incorporate more activity-centered learning in your class. You could begin your class by having students brainstorm problems that remained unresolved from your previous class or raise a question from the previous class or a reading assignment.

Incorporate group work. Not only does peer discussion help students understand and retain material, but it helps them develop better communication skills. Students also become aware of the degree to which other students can be a valuable resource in learning. Many students will really understand a subject better when they must explain it or teach it to a peer.

Role plays and case studies require students to be the decision maker. They contain the data students need to make sense of a situation, but don't usually contain analysis or conclusions. Students must make sense of the information and come to appropriate conclusions regarding the next actions to take, or the kind of data they will need in order to come to an appropriate conclusion. Role

plays and case studies test students' analytic and problem solving approaches while making them conscious of how to use skills they've been developing in class.

Scenario-Based Training

Scenario-based training involves a series of progressive and realistic exercises designed for learner participation. In scenarios, students are able to practice and test their knowledge and decision-making as well as their communication and tactical skills, in a safe and controlled environment. Students will also demonstrate their ability to articulate verbally and document in writing what action they took and their reasons for it.

To be safe and effective, scenario-based learning activities must meet these criteria:

- Reality- and behavior-based and progressive
- Scripted and staged
- Evaluated
- Debriefed in a safe environment
- Documented

Reality- and behavior-based and progressive. The environment of the scenario-based learning activities must be realistic in the use of props and physical space to provide for tactical concerns and atmosphere. Introduce simplistic scenarios first in the classroom and then make them increasingly more complex with the addition of various characters, props, environmental changes, additional law enforcement, jail or secure juvenile detention issues and investigative concerns to provide progressive training for the student.

Scripted and staged. To ensure the safety of participants (students, role-players, Safety Coordinator/Officers, Exercise Control Officers, and support personnel) and to provide an optimal learning environment, draft a script for each scenario to include the objectives of the exercise, the type of situation, the characters and their backgrounds, the details of the action, and the dispatch information.

Evaluated. After the scenario has been completed, the students articulate what their plan was and what actions they took. Students *may* do a written police report of the simulated situation. Instructors can then ask follow-up questions for a full explanation of situation and response. Class peers and evaluation team members complete a written feedback form on the performance. Video recording of the final scenarios is highly recommended.

Debriefed in a safe environment. Instructors and evaluation team members explain the objectives of the activity and evaluate the individual's performance measured against the core abilities. If the simulation was recorded on video, the

student should view his or her own performance. Evaluators note areas where the student performed well and identify areas that need improvement. Peer feedback forms are given to the student and written reports are reviewed and returned to the student with feedback.

Documented. All videos, reports, feedback forms, evaluation forms, and the student's response to feedback should be considered formal training documentation and should be retained in conformance with academy or agency policies.

Scenario Personnel

Safety Coordinator (SC) – the SC is responsible for the safety of all scenario personnel. The SC must be an experienced trainer who has tactical expertise in the subject being trained. The SC serves in that role for the duration of the training session and is the one person who is in charge over all. He or she has the ultimate responsibility for the safety of the training and can stop the training at any time if there is a safety violation.

The SC's duties include:

- Giving the safety briefing.
- Briefing any medical or First Aid/CPR trained staff on site.
- Installing or supervising the storage of weapons, ammunition and other potentially hazardous scenario training aids.
- Supervises the pre-scenario personnel/equipment inspections.
- Is responsible for the training area security.
- Is NOT an active participant in the scenario (they simply observe for safety issue purposes).

Exercise-Control-Officer (ECO) – the ECO is the person in charge of establishing (setting up) and running the scenarios. The ECO works closely with the SC to ensure the safety of all the scenario participants. The primary focus of the ECO is to make sure the training objectives are achieved.

The ECO's duties include:

- Time and personnel management.
- Scenario implementation.
- Debriefs.
- You might need two ECOs if you are running two scenarios at the same time.
- Responsibility for giving the operational briefing (telling students the information they need to know prior to beginning the scenario).
- The ECO may be an active participant in the scenario.

Role-Player(s) – Role-players must follow the ECO's instructions in order to make the scenario successful.

Problem-Based Learning

Problem-based learning (PBL) offers instructors an entirely different way to help new officers learn the complicated business of law enforcement work. It also represents a dramatic shift in how instructors deliver training and education in the profession. The PBL method helps develop critical-thinking and problem-solving skills in new officers.

Typically, recruits will sit in a class and listen to a lecture and view a power point. Next, they would apply what was taught in the lecture to a problem and be evaluated on their performance. The student's critical-thinking and problem-solving skills are not challenged and the student merely regurgitates the steps that were taught in class. This traditional method works well when teaching psychomotor skills, but perhaps not as well when teaching critical-thinking and decision-making.

Officers must develop these critical-thinking skills because no call or situation that they respond to is the same. There are always new variables to deal with and the officers cannot always rely on a step-by-step process they learned in the basic academy to get them through every incident. They must be able to think on their feet and work through different situations to come to some resolution. PBL provides the means by which we can help new officers learn how to work safely, think critically, and adopt problem-solving as a daily part of their job.

There are *four* basic principles that characterize the PBL learning process[10].

Principle 1: Relevant and real life, ill-structured problems. PBL incorporates all of the adult learning strategies discussed earlier in this section. These include individual exercises, lectures, guided discussions, cooperative learning, role plays and other teaching methods. But at the core of PBL, students work in groups to solve *ill-structured problems*. An ill-structured problem is one that mimics real-life situations that are not easily solved and have numerous possible answers. For example, a class of recruits may practice a vehicle contact with uncooperative occupants, the presence of drugs, and an unsafe environment. There is no single correct way to respond to the problem. Instead there are many different possible responses, each of which could solve the problem.

Principle 2: A variety of responses. PBL problems require learners to consider a variety of responses to use in solving their group problem. Ill-structured problems promote creative thinking and, because learners work in collaborative learning groups and follow a five-step process, they also learn to apply positive communication and organizational skills. Each of these

[10] Cleveland, G. and Saville, G. (2007) *Police PBL: Blueprint for the 21st Century.*

performance skills – teamwork, effective communication, and creative problem solving – are essential in good law enforcement work.

Principle 3: A five-step process. The five sequential steps of the PBL program used by collaborative learning groups are:

1. Create collaborative learning groups. Then brainstorm a list of **ideas** of how the group thinks the problem may be solved. In the classroom, the instructor facilitates the groups.

2. Discuss and list all the **known facts** about the problem.

3. Generate a third list of **learning issues** based on the question: *"What do we still need to know in order to resolve this problem?"* Once the groups generate this list, the students need to find appropriate resources, some of which the instructor provides, then they must learn the new material. Instructors merely act as facilitators at this point providing guidance and support during this phase and suggest areas of learning that the group may have overlooked. As the students learn more about the problem they should revisit their original list of ideas on how to solve the problem to see if any of those ideas look like they will work in this situation.

4. **Action Plan**: The learning group determines a response to the original problem using the information and material they learned in the previous steps.

5. **Evaluation**. Students will evaluate their action plan afterwards to determine its effectiveness. Students should complete a learning worksheet to describe what they learned by working through the problem and by listing their strengths and weaknesses throughout the learning process.

Principle 4: Self-directed learning. Adult learners construct their own learning in PBL. With support and guidance of the trainers and facilitators, the students discover what it is they need to know to function properly in their job. The self-discovery process means that the students become directly responsible for their own learning. Accordingly, instructors must learn the skill of letting go of classroom control, while still maintaining the responsibility for the learning environment and teaching process.

Instructors should try to incorporate the PBL philosophy into their classrooms whenever possible. Do not always rely on the traditional method of lecture, power point, practice. By doing this you will help build the critical-thinking and problem-solving skills these new recruits will need from the first day they set foot on the road or in a jail or secure juvenile detention facility as officers.

Give it a Try: Problem-Based Learning

Working through this exercise will familiarize you with Problem-Based Learning (PBL) and the five step process. These ill-structure problems also address some challenges that you may face as an instructor. By using the PBL process, you can find a potential solution to a real-life situation.

Ill-Structured Problem #1
You are 30 minutes into your second day of teaching Report Writing when recruit Winberg leaves his seat to answer his cell phone. He left five times yesterday and was gone for about 10 minutes each time.

Ill-Structured Problem # 2
You have reserved the academy's largest classroom for today's Crisis Management course. You have several group activities planned and need space for group work. You arrive 30 minutes before the start of the class to find that someone else is using the room.

Ill-Structured Problem # 3
You are on your way to teach Testifying in Court when the academy director stops you and says, "Schedule change. We need you to cover Ethics today. Testifying will be taught next week."

Online Learning[11]

Distance Learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning is defined as "any form of teaching and learning in which the teacher and learner are not in the same place at the same time" (Gilbert, 1995).

Information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and creation of virtual learning environments. Components of distance learning such as email, listserves, and interactive software have also been useful additions to the education setting.

[11] Watkins, R (2005) *75 e-Learning Activities: Making Online Learning Interactive*, Pfeiffer and John Wiley & Sons, Inc.

Integrating technology into a course curriculum, when appropriate, is proving to be valuable for enhancing and extending the learning experience for instructors and students. Many instructors find email to be a useful way to promote student/student or instructor/student communication between class meetings. Others use listserves or on-line notes to extend topic discussions and explore critical issues with students and colleagues.

Law enforcement students will come to your training or course with varying degrees of computer literacy. If you use technology regularly, you may find it necessary to provide some basic skill level instruction at the beginning of your class. As an instructor you should strive to keep up with technological advances in order to relate to common learning techniques used in the education system.

Online learning can effectively use Internet technologies to facilitate e-learning that is exciting, interactive, purposeful, and beneficial for online learners. e-Learning activities use online technologies, such as chat rooms, discussion boards, or email to facilitate participation of e-learners in meaningful exercises related to the course and its learning objectives. Much like the activities and exercises used in traditional classroom training, e-learning activities can be used by instructors and trainers to accomplish a variety of goals, such as introducing learners to one another, sharing experiences, benefiting from team learning, increasing participation, or encouraging learners to develop constructive online relationships throughout the course.

For most e-learners and online instructors alike, the e-learning classroom is a new environment that requires a variety of technology skills and communications strategies that are not the same as those used in previous classroom experiences. As a result, when working to overcome these challenges we often fail to remember that the online classroom can also be creative, interactive, entertaining, and an engaging environment. When designing or developing online courses, you need to include a variety of interactive online experiences in your e-learning courses. Doing so will increase learner participation, achieve your learning objectives, develop online learning communities, and ensure that your online courses engage learners, regardless of the course topic.

Integrating e-Learning Activities into Courses

Most of us know that effective learning experiences are rarely those that rely solely on lectures of an instructor. As a result, similar principles that guide the development of active classroom training should be used to design effective online learning. Ideally, you will want to include a variety of e-learning activities (some small group activities and some large group activities, some real-time activities and some delayed response activities) throughout most any online course.

Of course, there are many considerations that must be made when designing an online learning experience that involves the active participation of learners, such as the competencies and learning objectives, the length of the course, the number of students, the time committed to the course by the individual students, the familiarity of students with online technologies, and your online communication and management skills as the instructor.

As with any instructional technique, e-learning activities are best included when they accomplish specified competencies and learning objectives. Therefore, it is important to first define what students will know and be able to do when they have completed the online training prior to selecting any of the activities, exercises, or other instructional techniques that will be used to accomplish those objectives. Only when the competencies and learning objectives have been defined, prioritized, and included in the instructional sequence is it time to consider the number, placement, and length of the e-learning activities that will be used to achieve the goals of the course. By designing your course experiences and activities entirely around the objectives to be achieved, you can better ensure that your students benefit from the online learning experience.

When to Use Online Courses

For both online students and online instructors, active participation in e-learning activities can require the use of study strategies, online communication skills, and technical skills that have not always been developed through experiences in the traditional classroom. Just as most of us would not want to sit through seven hours of lecture in a training workshop, neither do we want to read seven hours of transcribed lecture notes. However, useful learning is more than just a series of online activities and games. Online courses typically use e-learning activities to engage students in active participation at times that are critical to accomplishing the course's learning objectives.

The success of any e-learning activity is dependent on both the active participation of the students and the instructor. First and foremost, you must participate as the instructor. Although you may not always be actively posting to a discussion board or chat room, you should be monitoring the participation and progress of students throughout any e-learning activity.

Getting the students to participate is accomplished both through the interest in the activity (making it engaging and meaningful) and the integration of the activity with the other aspects of the course. You should also assess the students' participation. Subjectively assessing quality participation is typically challenging, however, students appreciate efforts to assess the value of their performance when the instructor is actively and visibly involved through the course's activities.

Last, for online activities to be successful, both the instructor and the students must plan for the unexpected and remain flexible. Inevitably, online technologies

will fail to function at some point during one of your e-learning activities. As an online instructor, you should have a contingency plan for what you, and the students, should do when the technology fails to work as desired. Perhaps the plan is to use an alternative computer lab or to complete the activity using email instead of the chat room. In any case you should plan for the unavoidable technical problems that can occur.

For example, when implementing an e-learning activity that uses an online chat room, it is recommended to let students know that if the chat room fails to work, then they should wait for an email from you letting them know how the activity will proceed until the chat room is working again. Not only does this reduce the potential stress on students when technological glitches happen, but it also keeps your email inbox from filling up with questions about what to do next when the chat room fails to let students post messages.

Just as you will want to be prepared for surprises as an online instructor, e-learners in your courses should also be prepared for unexpected technical glitches. Identifying alternative computer labs (for example, public libraries, the academy, etc), having a notebook with contact information for technical support services, and saving backup copies of important files can each save students a great deal of frustration and time when technical issues arise.

e-Learning activities can add an exciting and meaningful dimension to an online course, and with a little contingency planning by both the instructor and students, most technical problems can be overcome.

Tips for Effective e-Learning Design and Delivery

The tips included in this section offer a primer on creating interactive and meaningful online learning experiences; they are a condensed version of the many books on how to design and deliver e-learning. Most of the tips are well known and not a revelation to instructors or trainers. Their application in online courses is, however, often unique and worth a review.

The majority of tips included in this section are written for you and your perspective as the online instructor; yet many of the tips are also applicable to e-learners. Therefore, as you read through the tips, take time to consider each of them from the perspective of the online learner as well.

Tips for Designing Effective e-Learning

The design and delivery of successful online courses is best accomplished through the application of a systematic instructional design process. From the analysis of course objectives and students to the selection of an appropriate instructional strategy and the formative evaluation of course materials, an orderly process for developing course materials is essential for creating effective

learning experiences. The following tips can help you customize any course design process for the unique considerations of e-learning.

1. *Do not try to simulate the classroom.* Online courses are far more valuable when they are not created as the electronic adaptation of the traditional classroom course. Capitalizing on the unique opportunities offered by online technologies can make your course both distinctive and exceptional.

2. *Focus on results.* Effective online instruction is most often developed when the instructional designer, teacher, trainer, and/or facilitator maintain a focus on the results students will achieve through the e-learning experience (that is, what the students will know and be able to do when the course is done).

3. *Link assessments to your objectives.* When you have defined what students will know and be able to do after your online course is complete, these standards should then be used as criteria when you establish assessments of student performance.

4. *Intersperse activities.* Like engaging classroom instruction, which is typically peppered with activities, interactive online courses use a variety of online activities to maintain student enthusiasm throughout the course.

5. *Provide clear instructions and guidelines.* Descriptions of assignments, activities, projects, and other events in online courses should include straightforward instructions and guidelines for how the student should complete the task.

6. *Keep the performance environment (the workplace) in mind.* Online courses are most successful when students complete the experience with knowledge and skills that are applicable outside of the online classroom. Consequently, you should keep their post-course performance in mind while designing the activities, assignments, and course content.

7. *Compensate for missing nonverbal cues.* Online communications are rich with examples of miscommunications due to the missing nonverbal cues that many of us rely on in daily interactions. Yet most e-learners can overcome these challenges by planning on what they want to communicate, asking a peer to proofread their communications, double-checking their messages, using a dictionary, including emoticons, and applying a variety of other online strategies for effective communications.

8. *Break the ice.* Online courses can fashion an environment in which students build online relationships with their peers and enjoy a

comfortable learning experience by encouraging students to break the ice and interact with each other starting the first time they sign into the course.

9. *Create a template.* The efficient development of online materials can be facilitated by the creation of a template for each module, lesson, unit, or other element of a course. Your template could include such elements as news and notes, discussion questions, online resources, lesson activity, next steps, lecture, required readings, or links to review that will appear in every course module, lesson, or unit.

10. *Make time for feedback*. Successful online courses provide students with a good amount of feedback on activities, assignments, and questions they have throughout the course. As a result, you must plan your time wisely to facilitate these critical discussions.

Tips for Teaching Online

Online courses can be engaging, meaningful, and exciting experiences for students and instructors alike. When online courses are interactive, e-learners and instructors can create valuable learning communities, build friendships, and share in online experiences that have similar characteristics and results as those of the traditional training classroom. The following tips will help bring active learning to your online courses.

1. *Establish clear expectations for participation.* The expectations for participating in a classroom course are typically recognizable through the course agenda, syllabus, or timeline. For online courses, however, these norms for participation are less frequently established or recognized by students and therefore should be clarified.

2. *Provide etiquette guidelines for online communications*. Rules, policies, and recommendations for how students should interact during an active online course are best communicated at the beginning of the course. For example, online communications should avoid sarcasm, idioms, jargon, and slang.

3. *Test-drive any and all technology*. Prior to assigning activities that use online technology (for example, chat room, discussion forum, streaming video), the associated tools should be tested by both you and the students. Identifying technical problems before course activities begin can save you time as well as a variety of hassles.

4. *Create an effective teaching environment*. Just as a loud radio or television would divert your attention while facilitating a classroom activity, online technologies (for example, email or instant messenger) can distract

you from online engagements just as easily. Thus, it is best just to avoid multitasking while teaching online.

5. *Don't try to do it all the first time.* Activities for creating engaging online courses are as numerous as your imagination, although too much of a good thing can often lead to problems for students (for example, technology overload, confusion, and technical problems).

6. *Write comments and questions in advance.* When teaching an online course, you should prepare for discussions, especially "live" chat room discussion, ahead of time using your word processing program. By typing questions or comments beforehand, you can simply cut and paste them into the chat room discussion at the appropriate time without having to delay the conversation.

7. *Require informative subject lines.* Given the volume of online communications in most e-learning courses, using and requiring detailed subject lines is essential to course organization and management.

8. *Involve students.* The most frequent complaint of online students is a feeling of isolation from the learning community. Involving students through online groups, engaging activities, frequent discussion topics, and other active learning strategies can reduce the anxiety of students by helping them establish online relationships with their peers. In blended learning this is important so students feel comfortable working together in the physical classroom after doing some online work beforehand.

9. *Review and reflect.* Online courses provide you and the students with unprecedented documentation of what was taught, referenced, discussed, and decided in an online course, all of which can be used effectively to review and reflect in the course experiences.

10. *Expect the unexpected*. Any course that relies on technology will experience a variety of technical "melt-downs" from time to time (for example, power outages, Internet disconnections, chat room failures, and software compatibility problems). Although technology contingency plans are vital, an online instructor must remain flexible and patient. For example, if an e-learner is not able to attend a one-time synchronous chat due to a power outage, you may want to have a comparable assignment available to ensure that the student can achieve the related course objectives.

Tips for Using Email

Email is almost certainly the most common online communication tool used in e-learning courses. Despite the fact that you and your students likely have a great

deal of experience in communicating with friends and family using email, the use of email in online courses should not be overlooked in preparing for success.

1. *Check – and double-check – recipient lists*. Always review the To:, Cc: and Bcc: fields prior to sending an email. Often, in a hurry to complete our work, we may mistakenly add or omit an intended recipient to an email message. This can be both embarrassing (such as when an email to another instructor goes to a student) and sometimes destructive to the online relationships you have built with the students.

2. *Include previous message in replies.* Often you will want to quote the original message in your reply email in order to avoid possible miscommunications. When including an original message in the reply, however, do not alter the original message in any way. In addition, typically you will want to include only the prior message (that is, do not include the previous five messages in your reply).

3. *Don't reply immediately, at least at first.* Although we will oftentimes want to respond to student questions immediately, doing this at the beginning of a course may set the expectation among students that you will respond instantly to emails throughout the course, which will become more challenging as more activities and assignments are submitted for feedback. As an online instructor you should establish and communicate desired norms, holding your students to the same standards that you set for yourself (for example, a maximum of 48 or 72 hours to respond).

4. *Describe attachments*. In your email messages that include an attached file, a description of the attached files (including the name of the file and the software application used to create the file) should always be included.

5. *Only forward course-relevant emails.* Avoid forwarding email messages that do not directly relate to the course materials, jokes and other miscellaneous emails should be saved for personal emails only.

6. *Do not store all your emails in the inbox.* Your email inbox will quickly become full of old messages and you will have a difficult time accessing important information if you do not develop a folder structure for storing email messages. When a message comes to your email inbox, reply to it and save it in an appropriate folder that day.

7. *Resist over-analysis.* Try not to read too much into student statements or take comments too personally. Miscommunications are common in online communications since many of the everyday nonverbal communication cues (such as eye contact or body gestures) are not available.

8. *Have multiple email accounts*. You should have a separate email account for each online course that you facilitate, as well as an independent email account for personal email.

9. *Number tasks, lists, and questions*. Many of us have developed the poor habit of primarily scanning email messages and not reading each message carefully. To more effectively communicate with online students, number or bullet tasks to be completed or questions to be answered. Example, in the subject line list a question as “Discussion Question #1.”

10. *Use formatting to emphasize your ideas.* Use the bold, underline and italics features of your email software applications to communicate more effectively with students. For example, if you want students to note the date and time that an assignment is due, make the information bold and underline it in your email.

TEACHING PSYCHOMOTOR SKILLS

MOTOR LEARNING PRINCIPLES

Many skills an officer must learn involve learning physical skills. As a law enforcement instructor, you may spend a lot of time helping your students acquire psychomotor skills. This chapter explains the motor skill acquisition process and discusses how you, as the instructor, can help the learner through the learning process by using different styles of teaching. It explains the importance of using progressions for teaching motor skills, referred to as teaching progressions, and it contains concrete ideas for improving your teaching skill and effectiveness.

Predictable Order of Change

When someone learns a new psychomotor skill you can see a predictable order of change. The first stage, the cognitive stage, is marked by awkward, slow movements that the learner is consciously trying to control. The person has to think before doing the movement. Performance at this stage does not look like the skilled behavior you are striving for.

For example, remember the first time you tried to drive a car? Recall the thoughts that raced through your head. "Where is the brake? How far before the corner do I put on my turn signal?" Because you had to think through every action, your reactions were slow and awkward.

As you gained experience and as your instructor explained things in different ways, your performance improved, but still varied greatly. Your responses were faster and smoother. You developed a general understanding of each movement, but you still did not look like a skilled driver.

You had progressed to the *associative stage*. In this stage you spend less time thinking about every detail and begin to associate the movement you are learning with another movement already known.

For example, as you practiced and became more comfortable with driving you did not have to think about all the separate tasks that were part of certain skills (such as using the turn signal, applying the brake and looking both ways when you stopped to turn at an intersection).

Finally, your driving performance reached an acceptable level. Your movements were accurate and rapid; you seemed to know instinctively what to do in almost every situation.

When you did something incorrectly, you realized it immediately and found ways to correct it. You reached the autonomous stage. In this stage, learning is mostly complete, although the skill can continue to be refined through practice. In the driving example, you no longer depended on the instructor for all feedback about performance. You did not need to "think" about what you were doing – it was automatic.

Knowing this predictable order of change will help you teach students psychomotor skills. You know they will not get it right the first time. You understand that the students need you to help them by correcting mistakes and explaining how to do the skill multiple times and in multiple ways. You also know it takes practice for them to improve, so you need to provide ample time for students to practice each skill before they feel comfortable with it.

If you have a complicated skill, start with a basic move and add more complex movements to build onto the basic move they just learned. Skilled officers can move through a skill in one fluid motion while beginners may perform the skill one step at a time with some pauses in between motions while they think of the next step.

Your students go through these same stages as they learn motor skills. Different people in the same class may be in different stages. A person can be in the cognitive stage of learning one skill and in the autonomous stage of learning another.

Your primary goal as an instructor is to enhance each student's law enforcement skills. You can help an officer learn by using different teaching strategies. Before choosing a teaching strategy for a particular lesson or skill, you need to make some decisions such as:

- The skill and knowledge to be learned
- The current skill level of the students
- How the class will be organized
- How much practice time will be provided
- How often and what type of feedback will be provided
- How students' performance will be evaluated

DIRECT TEACHING STRATEGIES

Explain, Demonstrate and Practice

Explain, demonstrate and practice is the most commonly used teaching strategy in physical education, coaching, and law enforcement instruction. In this teaching strategy, the instructor makes all the decisions about teaching and learning while controlling all elements of the class. The students' roles are to be

attentive and follow closely what the instructor says and asks them to do. Generally the steps in this strategy of teaching are:

- The instructor explains the skill.
- The instructor demonstrates how the skill is to be performed.
- On the instructor's signal, the students practice the skill as demonstrated.

When done appropriately, demonstrations are effective in ways to present visual models of motor skills. To demonstrate appropriately, you must be knowledgeable about the subject and proficient at the skill as well. Sometimes you may prefer to have a co-instructor demonstrate the skill while you comment on the demonstration. A video can also be used to provide an additional demonstration that can be viewed as needed.

A demonstration must be at the appropriate level for the students. If the students are just starting to learn a skill, conduct the demonstration very slowly and with exaggerated movements. Slowing down the demonstration gives the students a chance to see all components of a movement.

Keep information to a minimum at any one time. For example, if you can show the skill in action while speaking, you may not have to describe each detail of the movement because the students can see it.

To make the most of a demonstration, ask students to pay attention to exactly what you want them to see by first describing what they are about to see. You must also make sure students are in a position to see the skill clearly. Do not let anyone stand behind anyone else. You may decide to show a side view and a head-on view of the skill. You have spent a fair amount of time explaining the skill and getting them into position to see you do it, so now give them several opportunities to observe it. Ask the students to "take a picture" of the skill in their minds so they see themselves doing it.

Once students have seen the skill, get them to perform it as soon as possible. Ask them to try to see the picture they made of you when you were presenting the skill and duplicate that movement. Give them corrective feedback, if necessary.

Present a skill in as many ways as you can, sometimes by combining methods and teaching strategies. For instance, give a verbal description and a demonstration of a skill at the same time if possible. Talk with your body as well as your mouth. You can also have a student or co-instructor demonstrate while you talk. Learning motor skills is simpler when students receive information they can see as well as hear. This is a powerful form of communication because it imparts more information in the same amount of time and uses multiple senses in the learning process.

People generally absorb information better when a demonstration of a single skill is immediately followed by practice in that skill. However, environmental factors may influence the order of demonstration and practice.

After a skill is explained, demonstrated and practiced it is important to review the material. Repetition is a key to learning. If the students are having difficulty with the skill, consider another demonstration. Students may be more attentive to and better able to follow a demonstration after trying a skill, particularly if you emphasize the parts the students find difficult.

When your students have an understanding of the skill you are teaching, they are more likely to learn the skill quickly. If you describe and demonstrate the skills well, you may speed the process of "getting the idea." Both you and the students will feel rewarded by these efforts.

Task Setting

In task setting, the instructor assigns the tasks but allows students to achieve the goal in their own ways within the structure of the class. Students are empowered to begin, practice and end assigned tasks according to their own needs and levels of performance. A skilled instructor may even allow variations in the task itself. Task setting can be used in the following ways:

- Assign a single task, allowing students to achieve the skill in any way. For example during a vehicle contacts course, while students are given guidelines for searching a vehicle, there is no set way of doing it. The task you could give students is to search a vehicle. The students would use whatever methodical method (clockwise, front to back, counterclockwise, etc.) they choose to search the vehicle.

- Set up stations, each involving different tasks. Tasks for each station can be described verbally by the instructor, or task cards can be developed using either words or pictures, depending upon the cognitive level of the students. Stations can be organized around a theme or each station can feature different tasks.

Reciprocal Teaching

Reciprocal or partner style teaching features the use of partners who monitor the other partner's performance. This means students are given the responsibility of observing and evaluating their partners' performances. For this to be most effective, the instructor should progressively give students experience observing their partners' performances and working in pairs. The instructor should clearly and simply identify the performance criteria the observing students will use.

To use reciprocal teaching:

1. Explain or demonstrate a single task for all pairs to practice and observe each other.
2. Assign several related tasks.
3. Allow pairs of students to work on a progression of varied tasks.

Create skills sheets for students to use as guides while providing feedback. These skills sheets will help guide students during the reciprocal teaching process.

Small group teaching is very similar to reciprocal teaching. Rather than simply working in pairs, three or four students work together. The focus of the small group is on the one student who is performing a task. The other students share the role of observer. During the practice session, each student takes turns as the doer and observer.

INDIRECT TEACHING STRATEGIES

Guided Discovery

The guided discovery style of teaching involves providing a series of tasks and challenges to students that have several possible, although predictable, solutions. In guided discovery, students do not attempt to perform a skill exactly as explained or demonstrated, but instead the instructor leads students step-by-step through a series of tasks. The instructor creates series of tasks or task question “trees” to help the students explore the achievement of a task that challenges them to use their natural inquisitiveness and excitement about learning to arrive at solutions. To use guided discovery effectively, the instructor must have a solid understanding of how the skills are learned and be able to design tasks with fairly predictable solutions. The tasks progress naturally from general to more specific.

Using Teaching Progressions

The teaching progressions for the basic recruit curriculum have been designed according to the principles of learning discussed so far. When you lead students through these progressions, you are using a teaching strategy that is:

- ***Developmental.*** Motor skills are best learned when the skill is broken into steps that are taught logically, each leading directly to the next. This applies the principle of association in learning theory. In addition, since each new detail or refinement of a skill is added incrementally to what the students already know they can integrate the new skill with what they have already learned. The result is a qualitative change in their abilities.

- ***Familiar.*** The teaching progressions rely on the principle that people learn a variety of skills more easily when the skills are taught in a standardized way. The familiarity that comes from this approach helps students anticipate the next step of a progression even as they improve the skills they know.

- ***Measurable.*** Since the teaching progressions are divided into small measureable steps, you and the students have a useful standard for setting goals. Thus, you can use the teaching progressions to assess students' readiness to attempt a new skill (or the next step of a complex skill) and to evaluate their performances of a skill after they have practiced it. This approach also helps you deal with any anxiety students may have about attempting a skill.

MOTOR LEARNING PRINCIPLES

Like motor development, motor learning studies the process of motor skill acquisition. Unlike development, motor learning assumes that changes in motor behavior result primarily from practice or experience that is controlled by an instructor or coach. As an instructor, you can make the motor skill acquisition process work more effectively by focusing on four major principles that influence motor skills:

- Setting specific and achievable goals
- Encouraging active participation and practice
- Giving positive, corrective and timely feedback
- Using different types of motivation

Setting Goals

To change and improve their performance, students first must have goals. At first, you may need to set the goals for students. As students advance in experience and skill level, they can participate in setting goals for themselves. The first step in the learning process is to present the goal clearly. Methods to accomplish this include:

- Verbal explanations (discussions, descriptions or simple stories)
- Visual descriptions (task cards, posters, slides, illustrations, or video clips)
- Instructor demonstrations of the intended skill
- Peer demonstrations of an intended skill

Each of these methods is effective with certain students, situations and skills. A peer demonstration can be effective in helping to set goals. The demonstration not only shows an effective or possible way to perform a skill but also may lead to students thinking, "If she can do it, so can I." Or you may find that after

demonstrating a skill, you might only have to state a learning outcome such as, “By the end of this lesson you should be able to perform this skill fairly well. We are going to practice it so you can achieve that goal.”

When setting goals, consider learner factors such as:

- Experience
- The level of cognitive and motor skill development
- Levels of motivation

Encouraging Practice

Practice is essential for acquiring and improving all motor skills. You should include various practice factors within your instruction. These factors include:

- Active practice time
- Ratio of practice time to rest
- Variation of practice
- Structure of how and what is practiced

Active Practice Time. When planning your class, make sure there is adequate active practice time for all students during each lesson. Wave, stagger, and scatter class formations can be used, depending on the skill and the level of the students. Minimize talking by demonstrating and having students stand where they can see your demonstration clearly.

Ratio of Practice Time to Rest . Depending on the skill being learned and practice, you must consider how much rest to provide between practice episodes. Gross motor skills requiring strength or endurance, such as some of the Defense and Arrest Tactics (DAAT) or Principles of Subject Control (POSC) skills, require longer rest periods. Less strenuous skills may allow more repetitions with shorter rest periods. Research shows that any motor skill is retained longer when instructors provide frequent rest periods, either to recover from fatigue or to reduce boredom from repetition.

Variation of practice. Variation of practice techniques leads to more rapid and effective motor learning. Research indicates that varying both the skill and the way the skill is practiced improves the quality and rate of learning better than practicing the same skill over and over.

Structure of How and What is Practiced . The type of skill affects how you should structure practice situations. Some complex skills are effectively learned and practiced by breaking them into their component parts. This procedure is called the part-whole practice or progressive part-whole practice. This type of practice is effective for skills that are performed slowly and in a step-by-step fashion.

Generally, part-whole and progressive part-whole practice are quite effective for skills that are not refined over time and that have a single appropriate way to be performed. Simple skills should be practiced without being broken down into separate parts. Complex skills should be broken into components and students should practice the parts separately. Once learners are introduced to and understand individual parts of a complex skill, they can begin to put the parts together and progress into practice of the whole skill.

Providing Feedback

Providing feedback is an important part of an instructor's role. You can use feedback to help students learn desired responses and improve execution. Without some type of appropriate feedback, students do not improve their skills. Feedback is a way to correct mistakes in a positive manner. Precise feedback is more useful to students than general feedback such as, "good" or "nice job."

There are two types of feedback you should use when teaching motor skills: positive and corrective feedback. Negative feedback, even if used with good intentions, is usually not productive. It can hurt a student's motivation and inhibit learning because students try to avoid the punishment rather than alter their behavior.

Negative feedback does not provide a positive goal toward which to change behavior. Positive feedback, on the other hand, shows that you appreciate the effort, see an improvement or see positive results of the student's behavior. Corrective feedback is not necessarily positive or negative. Corrective feedback identifies the behavior as not matching the goal and provides specific corrective information to help the students attain the goal.

- Positive feedback is an acknowledgement of a correct student response or action. It can be a gesture, a nod, a smile or a statement that gives positive feedback.

- Corrective feedback is given by identifying an error and giving the correction. Corrective feedback is done in a nonjudgmental and positive manner. In giving corrective feedback:

    - Identify the error or behavior in a nonjudgmental way.

    - Define the results.

    - Provide or describe the corrective action or lead the student to provide his or her own correction.

The following are examples of positive and corrective feedback in a teaching situation. In this example you are trying to correct the head position of a student doing the forward serpentine during an EVOC class.

- Positive feedback: "I can tell you are trying, and you are doing better. You'll get it soon, I'm sure." This response is not helpful. It neither defines what is wrong nor gives any prescriptive measures. You are making the student figure out on his or her own what is wrong and what to do to correct it.

- Corrective (positive) feedback: (1) "This is a good effort." (2) "However, you are leading your steering with your head." (3) "Make sure you are sitting all the way back into the seat, keep your head and eyes up and look down range as you drive and you will improve." The three separate elements within this response are: (1) a positive manner in that it praises good effort and encourages the person to continue, (2) identifies what should be improved and (3) states how to improve it.

As an instructor, you should identify and respond when students are performing a skill according to the performance criteria of a skill for two reasons. First, success is a powerful way to set the psychological stage for learning. When students are doing something effectively, they must be made aware of it. Second, students might not know that they are performing a skill correctly. If you do not reinforce the correct movement with feedback and then have the student repeat it, the student may lose the correct skill. If you identify correct performance and have students repeat it, they will learn it.

The following are examples of positive and reinforced (positive) feedback in a situation where the student is performing the skill correctly.

- Positive feedback: "Good, that's it!" This response recognizes the success, but it does not carry any information other than something was done right.

- Reinforced (positive) feedback: "Great job, your head and eyes are up and you are looking forward as you drive. Keeping your head and eyes up and looking down range as you navigate through the cones will help you avoid hitting a cone on the course." This response is positive and rewards the success by giving praise and it also reinforces what the student is supposed to do (keep your eyes down range) and reminds the student how to accomplish it (keep your head and eyes up). As in the first example, the most beneficial form of feedback is the longest and takes the most effort.

Another factor to consider when giving feedback is the timing. How long after the student completes the task can you give corrective information? The timing of

feedback depends on many factors. Consider what the information is intended to do. If the information is given solely to motivate students to keep trying, the feedback should be given as soon as possible. If the information is of a corrective nature and the student is in the autonomous stage of learning the skill, the information can be delayed somewhat. For new officers, give the information soon enough that they can still associate it with what they just did. Feedback is only as useful if the student can associate the information with the proper task. Information that becomes disassociated is of little value and only prolongs the learning time.

Feedback is typically given just after the student completes the skill. This lets students give their full attention to what you say. As you become more experienced, you will better understand what kind of feedback works best and when.

Focusing on Sensory Awareness

Although feedback supports learning, practicing a skill with intrinsic feedback is essential for learning. The feedback you give should help students pay attention to their intrinsic feedback. One of the best things you can do for your students is to teach them how to listen to their bodies. You can do this in two ways: by adjusting the environment and focusing students' senses on what they are learning.

Adjusting the Environment

To help students focus on the sensory and kinesthetic awareness of their performance, you can adjust the environment to help reduce distractions and establish a situation conducive to the students' progress. The size of the class and the length of lessons are elements of good teaching, not just matters of course administration. Other factors also affect the environment of your classes.

Focusing the Students' Attention

Helping the students pay attention to their bodies begins with the way you demonstrate skills. For example, if you tell students to put their palms down on a flat surface, such as a table, and press gently, they will notice the pressure in the joints, tendons and muscles of the body. With such an approach, you help students learn through intrinsic feedback. Use your imagination, creativity and experience to develop ways to get students to listen to their bodies and to get their bodies' to move in the desired way (action).

After a skill demonstration, you can keep directing the students' attention to their bodies by using descriptive words during drills. By telling students to "press," "stretch," or "feel," you are urging them to listen to their bodies and the way a skill feels or should feel. Whenever possible, try to use such descriptions to help

students understand movement. It is easier to remember a feeling than a verbal description.

Try to keep students' attention on intrinsic feedback even when you teach the most basic skills. If students only rely on feedback from you, they might not be able to focus on all the information their bodies give them during more complex skills.

Give it a Try: Corrective Feedback

This learning activity will give you some practical experience in delivering corrective feedback. It will also give you ideas about how you can incorporate corrective feedback into your classroom. After each role play, observers should be able to clearly identify what the error was and what correction was provided.

Role Play # 1

Answer the following questions after observing Role Play # 1:

What was the error? _____

What was the correction? _____

Was it delivered properly? _____

Was there other feedback the instructor could have used? If so, what?

_____

Role Play # 2

Answer the following questions after observing Role Play # 2:

What was the error? _____

What was the correction? _____

Was it delivered properly? _____

Was there other feedback the instructor could have used? If so, what?

_____

Role Play # 3

Answer the following questions after observing Role Play # 3:

What was the error? _____

What was the correction? _____

Was it delivered properly? _____

Was there other feedback the instructor could have used? If so, what?

_____

Providing Motivation[12]

How to get students interested and involved in the learning process has long been one of the greatest challenges for instructors. While students are responsible for their own learning, you can greatly enhance their desire to learn by creatively using motivation techniques.

Use motivation at the beginning of a lesson as a means of introducing the material, stimulating interest, arousing curiosity, and developing a specific direction. Use the lesson introduction to discuss specific reasons why students need to learn the information you plan to present. To reinforce their desire to learn, show students how the information relates to their career as an officer.

For most instructional methods, the lesson introduction should provide a roadmap for learning. You may find effective visual aids helpful at this point. A clear introduction can contribute greatly to a lesson by removing any doubts in the minds of the students about where the lesson is going and how they are going to get there. Tell the students what you will cover or leave out and why. Students understand better and retain more when they know what to expect.

Some examples of attention-getting methods for beginning a lesson include:

- Focus on the importance of the subject.
- Use startling statistics.

[12] Integrated Publishing (n.d.) *Professional Precepts* retrieved on February 20, 2009 from http://www.tpub.com/content/administration/134t/css/134t_18.htm

- Ask rhetorical questions. A rhetorical question is one you direct at the students but do not really expect them to answer. (Have you ever….? Or Can you imagine….?)

- Use quotations. A striking quotation will arouse interest, particularly one by a well-known person.

- Ask overhead questions. An overhead question is an interest-arousing question directed at the entire class.

- Tell a story. A story is an interesting way of introducing a lesson, especially when it relates to experiences students have had. While humor may be appropriate, don't tell irrelevant stories, jokes, or incidents that distract from the lesson.

To maintain student interest, ***do not*** read a lesson plan verbatim. Make sure you are thoroughly familiar with the material you are teaching. Know exactly what you are going to teach and how you are going to teach it. However, be careful not to over teach; that is provide extraneous information because you are knowledgeable in a particular area. This may overwhelm the students with information and they may forget the important part of the lesson. Finally, during the presentation, one of the best motivators is the use of training aids, exercises, or activities that are student-centered (they take on more responsibility for their learning).

Dealing with Anxiety

Fear or anxiety can lessen students' motivation and ability to learn. Anxiety and fear come from different sources. Some fears result from real, dangerous experiences. For example, a student in a firearms class may have had a personal experience with a shooting or a student in an Emergency Vehicle Operations and Control (EVOC) class may have recently been involved in a car crash and may feel a bit anxious behind the wheel when conducting braking or evasive maneuvers where they do not feel in control of the vehicle during the learning process. Other fears are less concrete and may be referred from other sources, such as the experience of a family member watching a scary law enforcement situation in a movie. Watch for actions that suggest that students are anxious. The following are the most common avoidance behaviors that indicate that a student is experiencing anxiety:

- Making excuses
- Rounding the shoulders with arms crossed
- Holding the body rigid, especially the shoulders and legs
- Clenching fists
- Pursing or biting the lips
- Moving unnecessarily during a skill or pacing

- Performing a skill too fast
- Making frequent requests to go to the bathroom or leave the training area

If apprehensive students are to learn successfully, the following three conditions are essential:

1. The students must have a strong desire to learn. Without intrinsic motivation, it is too easy to give up when the task seems difficult. Remind them of the goal they have set for themselves, and praise them for the skills they have already acquired.

2. Maximize opportunities for student success. You must be patient and encourage students at every step. Practicing skills they already know can help students gain confidence to try the next step in a skill progression.

3. The students should be allowed to control their fear. They should never be forced to try something they perceive as threatening, nor should they be criticized for avoiding a fearful situation. Instead, they should be encouraged to take small steps toward the goal. For successful learning, the students must develop self-confidence and trust in you, the instructor.

You can help students feel in control and gain self-confidence by taking special care to prepare them for each new experience. Verbalize the new task. Discuss the task and the outcomes. Direct anxious students to imagine themselves successfully completing the task, a technique called imagery. When the student feels ready to attempt the new task, encourage and reward each attempt at success.

Communication

It is important to clearly communicate with your students. There are several ways to check whether you are communicating clearly. The simplest way is to just ask students if they understood what you just said. You can tell how much they understand by asking them to explain it back to you. If your students seem uninterested or distracted, you may be talking over their heads. Finally, if their movements are nothing like what you explained, you should suspect you failed to communicate the information at the right level.

It is easy to give too much information. The description of even a simple motor skill involves an enormous amount of information. If you describe (and ask students to perform) a simple skill broken down into all its parts all at one time, you are giving them a large amount of information to absorb all at once. Since they are more likely to remember the first and last things you say, your communication will be more effective if you give the information in smaller amounts.

When you are verbally describing a motor skill, you are in a sense painting a picture in the minds of your students. The challenge is to paint a clear picture using as few words as possible. Choose your words carefully. Develop a vocabulary that describes what you want to see in a skill. Use and reuse words or phrases so they become part of the students' vocabulary as well.

Pick words and phrases that are precise and concise. Vague terms such as "in front" or "out to the sides" used in directions lead to questions about where "in front" or "out to the side" is. Directional and spatial descriptions should tell exactly where movements should be and, when reasonable, be combined with a physical indication.

The use of a simile, metaphor or analogy (ways of making comparisons) can effectively and quickly convey much information to more advanced thinkers. A simile is a figure of speech that expresses the resemblance of one thing to another of a different category, usually introduced by "as" or "like." An example of a simile is "he was sleeping like a log." A metaphor is a figure of speech in which a word or phrase is applied to an object or action that it does not literally denote in order to imply a resemblance, for example "don't pull my leg." An analogy is a similarity between like features of two things, on which a comparison may be based. For example, the analogy between the "heart and a pump" or saying "the shoe is to a foot as a tire is to a wheel."

A new instructor should not expect to come up with a perfect descriptive phrase, simile or analogy spontaneously. It takes both experience and preparation. Effective communication may sound spontaneous and unrehearsed, but it seldom is. Good teachers consciously develop a vocabulary that suits their needs. These words and phrases become teaching cues you can use over and over. Start thinking about brief, highly descriptive ways to explain what you want to communicate.

Summary of Teaching Psychomotor Skills

No matter how random it may appear at times, human motor skills follow some very clear developmental acquisition principles that have important implications in how instructors can help students learn law enforcement skills.

Acquiring motor skills involves three distinct phases from cognitive and associative learning to autonomous performance. Finally, learning follows a developmental pattern; simple skills must be learned before more complicated tasks are attempted. Your teaching will be more effective if you remember and use these principles and the following guidelines:

- Psychomotor skills are taught by providing an explanation and demonstration followed by guided student practice.

- Explanation and demonstration are important so that the student understands what is to be performed and has a model to follow.

- Guided participant practice allows the student to try the skill and, with corrective feedback, to make refinements and improve the skill.

- In most LESB courses that teach psychomotor skills, the course video provides a uniformly consistent explanation and demonstration of the skill. The video is then followed by a skill practice session.

- During the skill practice sessions, students are learning and perfecting skills. The skill practice sessions should include:

  - Direction and instruction.
  - Ample practice time.
  - Reinforcement from the instructor.
  - Corrective feedback.
  - Encouragement to ensure the students' success

- In general, skill practice sessions involve either instructor-led practice or reciprocal (partner) practice.

- Other types of skill practice, such as drills, task practice and station practice are used in the specialty courses. You will have a chance to set up and "practice teach" a variety of types of skill practice during the instructor specialty courses (Firearms, EVOC, Vehicle Contacts, DAAT, POSC, etc.).

More information on how to run skill practice sessions can be found in Appendix A of this manual.

Give it a Try: Practice Skill Session

1. You will be led through a sample practice skill session. This skill practice session will include an explanation of the skill, a demonstration of a skill, along with a video of the skill, and then you will participate in instructor-led skill practice.

2. Pay attention to any safety information provided by your instructor.

3. Observe how the instructor has you practice the skill (partnering up, giving you roles if needed, patterns of organization, etc.) and make note of how he or she gives directions in the class. This is a model of how you should run practice skill sessions when you teach.

MANAGING THE CLASSROOM

In addition to applying specific teaching strategies, an effective instructor must also have the ability to manage the class and provide a good learning environment. You must manage the classroom, the students, and the learning process.

What do you think can be done to effectively manage a class?

_____
_____
_____
_____
_____

Some strategies used in all LESB courses that help instructors provide a good environment for learning are:

- Climate Setting
- Bridging
- Assigning Tasks
- Intervening
- Summarizing

Climate Setting. As the instructor you must make the learning environment as comfortable as possible for students. This includes making sure the physical classroom is set up and ready to use, ensuring that your visual aids and equipment are in proper working order and making sure the environment is physically comfortable to support learning. But climate setting also means creating an environment where students feel welcome and comfortable in the class. This includes introducing yourself and having students introduce themselves to each other, setting the tone for how the class will run and ensuring students have a safe environment to learn in – to include you reiterating safety rules and setting the example during the class.

Bridging. Bridging is a way to transition from one thought or topic to another without interrupting the flow of a class. If you can link one thought to the next it will not distract the class and will show students how all of the ideas taught in law enforcement training are linked to one another. Often times all of the concepts taught during law enforcement training must integrate with other ideas or concepts officers must know.

Assigning Tasks. Ensure that all students understand the tasks given to them and know what is expected of them. If you do not give clear directions during exercises or during tasks, students will not know what to do and/or become bored.

Intervening. Provide feedback, both positive and corrective, to motivate and encourage students to learn and improve their skills.

Summarize. At the end of a session or the end of the course, ensure you summarize the key points learned during that session or class to tie everything together.

Student Behaviors

You will also need to manage various student behaviors in your class in order to keep the class on time and on topic. Some of the types of behaviors you will see in the classroom include the following (along with tips to address these behaviors):

The Know-It-All or Class Expert. This type of student has all the answers and is willing to share them with the rest of the class. This student will argue to support his or her opinion and will want in on every class discussion. You can help manage this type of student by asking other people for their opinion, calling on other students instead of allowing this student to dominate the class discussion, and make sure you stay on course with your topic and time.

The Quiet Student. Is this student naturally a quiet person, or is he or she not prepared for class? Change your teaching approach to include this student in class discussions or class presentations. Ask short questions or re-direct questions back to the class, and sometimes specifically to this student. When this student does respond, give positive reinforcement for their participating. You may also need to walk over near the student while you are talking to the class to make everyone feel included.

The Talkative Student. If the student keeps talking while you or another student is teaching, maintain eye contact with the student while moving closer to the student. You may also ask the student a direct question to get them focused back on the topic you are discussing. You may also pull the student aside at the next break and let them know that they should be listening to what is being said in the classroom and that you'll allow time for discussion or answer any questions he or she has if he or she does not understand. Let the student know that excessive talking in class while someone else is teaching is not appropriate and that it is distracting to other students.

The Negative Student. If a student is negative about a topic in class, try to determine what is causing this negativity. If the student disagrees with a specific position or topic being presented, and time permits, this is a great opportunity to explore or debate the topic. You must use your facilitation skills, however, and keep the discussion on track and relevant to the topic. If it is something that does not relate directly to the topic, you may want to discuss this issue on the break, privately.

The Disruptive Student. If a student is disrupting the class, remain calm and polite. If you can finish teaching a specific section of instruction and then take a break, do so. If the student is very disruptive, take a short break, speak with the student privately and try to determine what is going on. If you can address the issue on the break do so, if not, explain to the student you will continue this discussion at a later time, but explain your expectation to the student that they should not disrupt or distract other students in the mean time.

Other Student Behaviors. You may also run into students who consistently come to class late, come back from breaks late, or often need to leave early. Understanding that officers are constantly being pulled in many directions, you need to explain to the students that it is important that they commit to attending the training provided or if another time works better for them, they should sign up for that training. Lay out the expectations of coming and going on breaks and describe how it adversely affects the class. For example, explain that leaving early and coming in late disrupts the class and distracts other students.

You may also have a student that interrupts the class. Use your facilitation skills to keep the class on track and pull this student aside during the break to answer any questions he or she has. You may also need to have a discussion about how he or she can address the class appropriately (raise their hand, wait to be called on, etc.).

Finally, you may have students who bring the newspaper or crossword to class. This student isn't usually disruptive to the rest of the class, but he or she isn't paying attention. Make your class as interactive as possible, involving students doing physical activities or participating in discussions. If the student continues to focus on the newspaper, wait until the break and then tell the student he or she needs to put the paper away.

Whatever the student behavior, consider if you can use a different teaching strategy to better manage the class. If you cannot address the student behavior in class, decide if you can talk to the student during the break to correct the behavior. The key point is to not lose your cool, keep the class focused on the topic and regain control of the class in a professional manner.

Give it a Try: Providing Feedback Activity

The instructor will divide the class into small groups and assign one of the following scenarios to each group. You will have a few minutes to write the answers to the scenario. Have a representative from the group read the scenario aloud and report the group's response to the entire class.

Scenario 1

In a class discussion, one student, while stating his opinion, makes incorrect statements that are insensitive and/or hurtful to others in the class. What would you do?

Scenario 2

In a skill practice session, a student is consistently practicing the skill incorrectly. His or her partner is not correcting the errors. What would you do?

Scenario 3

You have given students an assignment to be done in a task group. As you circulate to one of the groups, you hear one of the more outspoken students repeating the instructions incorrectly. How do you proceed to give feedback and redirect the group?

Scenario 4

While teaching a class, each time a break is given, the students return later than the allotted time. As a result, the class is behind schedule. What do you do to provide feedback and manage the timeline?

Scenario 5

You are teaching a course that includes the topic of preventing disease transmission when dealing with subjects (example, wearing gloves when conducting a frisk/search or dealing with a victim who is hurt in a car crash, etc.). You ask the class, "Why do we need to wear gloves to provide first aid/care or to frisk/search a suspect?" A student responds, "So that if the person is a homeless person you don't catch any kind of disease from them." How do you provide feedback on this comment?

Scenario 6

You are conducting a skill practice session during a Defense and Arrest Tactics (DAAT) or Principles of Subject Control (POSC) class. You have given instructions for practice and reminded students of safety concerns they must be mindful of during the practice session. You notice that two students are goofing around and performing the skill in an unsafe manner. How do you manage this situation?

PREPARING TO TEACH

REPRESENTING THE LESB AND YOUR AGENCY/ACADEMY

After you become LESB certified and begin teaching, you will no longer just be representing yourself. You will represent your agency or the academy you teach for and you will also be a representative of the LESB. You will need to present yourself as a role model as you teach courses for the LESB and your agency/academy.

Each of us is responsible for maintaining the highest standards of ethics when we represent our agency/academy, the LESB and Wisconsin law enforcement.

LESB APPROVED CURRICULUM INSTRUCTOR MATERIALS

The LESB approves documents that list the competencies, learning objectives and performance standards, and designs student, instructor manuals, and learning activities with performance assessment tasks with scoring guides. These documents are based on Performance-based learning which helps make the link between what is taught and the skills the learners will actually apply in their jobs as officers. The Training and Standards Bureau creates the following documents you, as an instructor, will use in your classes:

Instructor Documents

These are the documents used by administrators and instructors to facilitate a LESB course.

Course Outcome Summary. This document is a summary of the course that includes the title, credits, potential hours of instruction, course description, administrative guidelines, and lists the competencies, learning objectives, and performance criteria students must meet during the course. This document is meant for you, the instructor, and the syllabus is meant to be given to students.

Instructor Manual/Teaching Plan. A manual/guide that suggests what the instructor will do to facilitate the class.

Performance Assessment Tasks (PATs). The task(s) students should demonstrate to show proficiency in one or more of the competencies. Each PAT includes directions, a checklist or score sheet, and a rating scale to evaluate the student's performance on the PAT.

A PAT may call for a demonstration of a process or production of a product. LESB standards require instructors in the basic recruit academy to evaluate students on mandatory PATs. Students at the recruit academy must successfully pass the mandatory PATs and the results of these "mandatory" PATs must remain on file at the academy for each student.

Student Documents

These documents are provided to the students during an LESB approved course.

Syllabus. A document given to the student that establishes learning outcomes, class expectations, the assessment process, grading plan, required text(s), and documents other general class information. It is basically a course outline given to the student.

Student Text. Provides students with information on the topic being taught. Students can refer back to this text throughout their careers as a resource on a specific topic.

TRAINING MATERIALS

A complete curriculum or course of instruction has been prepared for the LESB topic you are certified in for basic training. As instructors, it is essential that you be thoroughly familiar with the training materials and that you are using the most up-to-date materials (check for updates on WILENET before each class).

The competencies and learning objectives for the LESB basic courses come directly from the Curriculum Advisory Committee and are formally authorized by the Law Enforcement Standards Board (LESB). Along with performance standards, these constitute the content of the curriculum.

The activities and supporting materials come from experts in the field and the Department of Justice's Training and Standards Bureau staff. These activities and materials are how the students in the LESB basic courses are going to learn the material. The activities and materials are intended to support student learning. It is your goal as an instructor that all students master the same content in the curriculum to satisfy the Wisconsin Department of Justice and LESB.

Basic Course Curriculum

Locate the curriculum for the topic you are a LESB certified instructor in on WILENET (see "How to Access the LESB Curriculum" below). If your topic has a formalized instructor course you should also have a hard copy of some of these materials supplied to you during the instructor course. Your obligation as an instructor in the recruit academy is to facilitate learning of all of the competencies and learning objectives. Doing so will ensure that your students perform up to

the stated performance standards. Carefully review the competencies, learning objectives and performance assessment tasks before you teach to see what is required of you and your students.

How to Access LESB Curriculum

1. **Login to** www.wiilenet.org (if you have not previously done so, establish an account on the website by following the directions provided.)

   Once you have entered the site, hover the cursor on the "Training and Standards Bureau" tab (on the top golden bar), then over the "Academies and Curriculum" tab. From the drop down menu that shows up to the right, click on the LE Curriculum," "Jail Curriculum," or "SJD Curriculum" tab. This will connect you with the law enforcement, jail or secure detention basic training subjects. (The URL for this site is https://wilenet.org/html/career/students/law-enforcement/index.html

2. **Select and locate** the topic you are certified to teach in. Review the following materials listed under the topic.

As an instructor, it is your responsibility to become familiar with the following Basic Course curriculum materials:

- **Review the Course Outcome Summary** to see what will be required of your learners. It contains administrative guidelines as well as the competencies, learning objectives and performance standards required of your students as well as other pertinent information such as course description, text books, pre-requisites, types of instruction, and learning outcomes.

  This is a lesson plan for you, the instructor, and an outline of the course for administrators. You should adapt this plan to make it your own. We provide some basic guidance in the subsequent paragraphs.

- **Update the Syllabus**. The syllabus reflects learning outcomes, class expectations, assessment process, grading plan, required text(s) and supplies, and contains other general class information. Some of the information within the syllabus you, the instructor, will have to complete:

  - ✓ **Fill in the information at the top of** the Syllabus (such as instructor contact information, dates, grading schemes, etc.).

  - ✓ **Save a copy** for yourself.

  - ✓ **Provide** the syllabus to your students at the beginning of the course.

- **Review the Performance Assessment Tasks** or PATs. Performance assessment tasks are specific tasks or assignments designed to measure designated or target competencies and/or outcomes. Not all topics have PATs. If one, or more, exist for a topic they are mandatory for all recruits to complete.

  - ✓ **Provide the Performance Assessment Task(s**), (PATs) to your learners at the beginning of the course or when it comes time to assess their performance. You may want to require your learners to bring their PATs (with scoring guides) for their evaluations.

  - ✓ **Contact** your School Director for the cognitive evaluation materials (written tests) that you are required to use for assessment.

  Note: Learners must be exposed to scenario-based activities throughout basic training. Each learner will ultimately be required to take part in a scenario-based evaluation during the final period of training. The final evaluation session should not be the first time your learners are exposed to scenarios.

- **Review** any additional **Resources**, which may include:

  Student Texts – Verify your learners have received any Wisconsin Department of Justice; Law Enforcement Standards Board approved Student Text. Your students must be provided with the student text whenever available. Texts are no longer available in printed hard copy, but may be downloaded from WILENET. All employed officers and eligible pre-service students (they meet Wis. Admin. Code LES 2.01 recruitment qualifications for employment) are authorized access to limited parts of the website.

  There may be additional materials available too such as handouts, case studies and similar resources. These materials should be used at different points throughout the class to enhance learning.

  Appendices – provide direction on how to obtain cognitive evaluation materials, scenario guidelines, case law, handouts/overheads and resources.

  Instructor Manual

  PowerPoint Presentations, Handouts, and Case Studies may also be available and should be used at different points throughout the class to enhance learning.

Video clips – Specific video clips used throughout the Basic Course are located on WILENET. These videos provide additional demonstrations that can be viewed as needed.

Keep a history of your instruction (Course Outcome Summary, your specific Lesson Plan, Performance Assessment Tasks and Syllabi) for yourself and file one with your School Director.

The goal of the curriculum packet review is to ensure you know where to find the documents on WILENET and ensure you know how to use the materials when teaching a basic course.

**** NOTE:** The Training and Standards Bureau and LESB update the training materials periodically. Academy directors are informed of these changes; however, ***you should always check WILENET before teaching each class to ensure you are using the latest version***.

COURSE PLANNING AND MANAGEMENT

You should begin planning well before the first class. Begin by working with your agency or academy to set up the class. Work out the dates, times and locations of the course(s). Coordinate equipment needed and work with the agency or academy for any other needs you have before the first lesson and any time thereafter if you have questions.

One of your responsibilities as an LESB instructor is to make class time as effective and rewarding as possible for the students. This takes careful planning and preparation, especially when you consider the kinds of activities that take place in a given course:

- Presentation of the skills
- Practice time and learning activities for the students
- Homework assignments to be given in preparation of the next lesson
- Requirements for the course
- Differences in student skill levels and learning styles
- Strategies for meeting course objectives
- Program specific procedures and requirements as established by the LESB or your academy/agency

For all these reasons, no two classes are ever the same.

This chapter provides you with a framework for course planning. First there is a discussion of block plans, which you use to map out a full course. Then there is a strategy for developing individual lesson plans and translating your block plan into a day-by-day approach for teaching. You can use templates for the block

plans and lesson plans and the skills checklists on a daily basis to help chart the progress of your classes.

FACTORS THAT INFLUENCE PLANNING

Whether you are preparing a block plan or converting that block plan into your daily lesson plan, you should consider the following:

- ***Class size.*** This affects how long it takes to organize a drill, practice the skill and give feedback to the group and to individuals. A small class (no more than 6 – 10 students) needs less time per activity and therefore has more time for more activities per lesson. Small classes also have more time for optional skills and other activities.

  For larger classes you will be more successful with additional instructors or aides. Large classes require more planning to ensure the maximum safety and involvement of all students. Wave and stagger formations and station teaching can help you use class time wisely to provide more group practice. (The next chapter will cover more information on class organization.)

- ***Student abilities.*** Developing your plan is easiest when all the students are at the same ability level. If they have a wide range of skills (for example, new officers mixed in with experienced officers) you should try to develop a flexible plan that does not ignore more experienced officers or frustrate anyone struggling to keep up with the class.

- ***Review skills.*** Reviewing skills also helps you introduce new skills by relating them to familiar ones. Teaching from the known to the related unknown is a logical teaching method and helps your students experience success.

- ***New skills.*** Be sure to include all required course material somewhere in your plans. Skills for the various courses are listed in the topic specific curriculum located on WILENET.

- ***Performance criteria.*** Greater proficiency usually results from more practice time and practice with immediate feedback. After you introduce a skill, have students review and practice it in subsequent lessons until they reach the required performance criteria.

- ***Completion requirements***. Be sure you include the skills for successfully completing a course level. Reproduce the appropriate Performance Assessment Task or Skills Checklist for each course you teach prior to the first lesson. Keep these documents handy so you can reference them throughout the course.

BLOCK AND LESSON PLANS

Developing a Block Plan

The first step in effectively organizing the course is to develop a block plan. A block plan is a template that gives you an overview of the course across all lessons day by day (Figure 1). By planning the main parts of your course from beginning to end, you set up logical learning sequences to ensure all skills and information are included.

One of the easiest ways to develop a block plan is the calendar approach to organization. Each block is one day in the course. The block plan should include some or all of the following:

- Safety information
- Equipment needs
- Review skills
- New skills
- Teaching style
- Learning activities

The first time you organize the block plan for a course, you may have difficulty determining which skills to review, how to sequence the order of introducing new skills and how much time is needed to introduce a skill. Always allow time for the students to practice and for you to give feedback. Experience is a good teacher. The longer you teach, the better you will be at organizing your block plans.

One approach is to distribute skills across the lessons, allow several lessons for difficult skills and integrate safety throughout the plan. Always plan on more activities than you think you will need to avoid running out before the lesson is over. You may find that after the first couple of lessons you have to rearrange the block plan. This happens often and you should not view it as a failure or lack of organization.

The LESB approved curricula has already been developed in a “lesson plan” style for you. The key points and activities are included in the instructor manual for your use. There are also supporting materials such as power points, handouts, activities, and performance assessment tasks available for you to use during the class. You will, however, have to develop your block plan depending on how long of a session you will teach each day and depending on how many days you will be teaching. For example, if you are teaching a 40 hour block of instruction and you are teaching five, eight hour days, you will have to take the 40 hour course laid out in the LESB curriculum and divide it into five, eight hour blocks. What you do on what day may depend on the equipment, classroom and other location, such as a driving range or firing range, availability.

The role of planning in teaching law enforcement officers cannot be overemphasized. "Playing it by ear" is ineffective and unprofessional. A successful lesson does not just happen. You need to start with a block plan, and then convert each day of the block plan into a functional lesson plan. Keep the PAT's handy to help evaluate student progress. Evaluate your plans soon after each lesson so you can make necessary adjustments. With enough preparation you will be able to adjust to the needs and circumstances of the students and make the class time effective and rewarding.

Developing a Lesson Plan

When you have finished organizing the block plan, you can use it to plan daily lessons. An effective lesson plan (Figure 2) usually includes the following:

- Safety topics. It is especially helpful to teach safety issues related to the skill being introduced or practiced. Use key words to remind you of the information you want to include in each day's lesson.

- Equipment. List all equipment needed. Be sure it is available and in good repair. Note who is responsible for getting it ready and for preparing the teaching/training area.

- Opening. Lessons usually have a formal opening activity. This may be a stretching exercise or drill to review a skill. These activities should last no more than 5-10 minutes depending on the length of the lesson. Be sure the opening activities are brief and appropriate for the course and the students.

- Skill review. You can review skills or knowledge in several ways. You may demonstrate the skill again or show a video, verbally present information about the skill (either as statements or as guided questions) or conduct a drill. You should always give students time to practice the skills. Choose your methods depending on the complexity of the skill and the past accomplishments of the class. Be sure to plan enough time for feedback to the group and to individuals.

- New skill introduction. You may introduce a new skill by asking students to try something. Be sure your explanations of your expectations are clear. You may also introduce a new skill with a verbal explanation and a demonstration. If you demonstrate the new skill, be sure to perform the demonstration slowly and accurately and ensure all students can see it. Allow for time to repeat the demonstration if necessary or to let students see it from other angles so they can understand it better. Often it is better to have a co-instructor demonstrate while you point out what to watch for.

- New skill practice. You can organize this in many ways. Students can learn some skills by trying the whole skill immediately. Other more complex skills should be broken down into small parts that are practiced one at a time. The part-whole approach can be very effective for complex skills. The progressive part approach also breaks a skill into parts but helps students lean the skill by adding new parts to what is already known.

  Plan enough time to arrange the class into an appropriate practice pattern and to give positive and corrective feedback to all students. When using a drill, explain clearly what you want the class to do. Plan more learning activities than you think you will use so you have options. Consider your students' experience level, as well as the difficulty of the skill, and determine how long to spend on each skill or part of a skill in each lesson. Include a wide variety of activities to keep the students motivated. Be sure that each student is challenged and successful.

- Closing. The closing is the "winding down" phase of the lesson. It should include an oral review of what the students learned in the lesson and a look ahead to the next lesson. In some courses it may include homework or a take-home assignment.

Writing a Lesson Plan

Now you are ready to write your lesson plans. For each part of the lesson, you have to decide:

- The teaching strategies you intend to use
- How much time each activity requires
- The key cue words or phrases or "question trees" you want to use
- The practice methods you want the students to use
- The pattern of organization you will use for the students' practice
- The evaluation criteria you will use to determine success

Follow these steps to complete the lesson plan:

1. Using your block plan, list the skills on the lesson plan in the column marked "activity." The activity can include any or all of the following:

   - Lecture topic (may include safety information)
   - Review of part of a skill
   - Review of a whole skill
   - Introduction of new skill(s) or parts
   - Practice of skill(s)
   - Transition from one skill or area to another
   - Closing activity or summary
   - Assignment for next lesson

2. Arrange the activities in a logical sequence. For instance, if using the "explain, demonstrate and practice" teaching strategy, be sure that a review skill appears before the new skill and that the demonstration takes place before the practice session.

3. Decide what teaching style and practice method are best for this activity. List any equipment you will need. Briefly describe your teaching style and the practice method in the section provided.

4. For each skill, identify the key cue words or questions appropriate for the students. Try to think of different ways to say the same thing and write one-word or two-word descriptions in the key word column. For questions, longer descriptions may be needed.

5. The column for class organization can remind you of additional information at a glance. Describe the pattern of organization or draw a small diagram of the way you want the practice to flow.

6. If applicable, decide how to best divide tasks among yourself and any co-instructors or safety officers.

Keep in mind that most of the lesson time is needed for practice (repetition). Each skill introduced should include practice time. You may have to change activities often. Students may stay on task as little as 2 minutes if they become bored or unmotivated. You will need to provide more ways to practice the same skill. Each lesson needs to ensure that each student is successful as well as challenged. Plan to make the lesson plan interesting for everyone.

When planning for the practice of a new skill, list each activity for the practice as a separate one in the lesson plan. For example, when you introduce a baton jab, you may use a mass drill where you walk everyone through the baton jab as a group. As you explain each part of the skill the students perform the skill. Then you might continue with a wave and stagger drills as you walk down the line to see everyone perform the skill one at a time as you approach them. Estimate the time required for each activity. Try to develop creative ways to keep the practice time interesting by including drills and other activities.

The lesson plan should also include time for transitions from one activity to the next. Consider how long it takes to reorganize your class to begin the next part of the lesson. Limit the number of times students have to move from one area to another (or from class to the training area, computer lab, etc.). This may distract them and cause delays during class.

Sample Block Plan

Day 1	Day 2	Day 3	Day 4
Safety Issues	**Safety Issues**	**Safety Issues**	**Safety Issues** Officer safety issues while conducting SFSTs
Review Skills	**Review Skills** Detection and Deterrence Legal Issues	**Review Skills** Note taking, testimony, and Vehicle in Motion	**Review Skills** Personal Contact, Pre-Arrest Screening and SFSTs
New Skills Introduction and Overview Pre-Test (I) Detection and General Deterrence (II) The Legal Environment (III)	**New Skills** Overview of Deterrence Note taking and Testimony (IV) Vehicle in Motion (V) Personal Contact (VI)	**New Skills** Personal Contact (VI) Pre-Arrest Concepts Screening (VII) Principles of SFSTs (VIII)	**New Skills** Principles of SFSTs (VIII) Test Battery Demo (IX) Dry Run Practice Session (X)
Equipment Projector/Screen Pre-Test Handouts (Attachment A-B)	**Equipment** Projector/Screen Blank Field Note Forms, Videos: Leaving the Shopping Center, The Red SUV, The Sliding Sports Car, The Impatient Driver, Half in the Bag, Testimony segments 6 and 7. The Truth Is in the Eyes.	**Equipment** Projector/Screen Blank Field Note Forms Attachments A&B, 45º handout Videos: Proper Administration of the SFSTs (video segment 8)	**Equipment** Projector/Screen Blank Field Note Forms
Closing "Test Your Knowledge Quizzes" (Chapters I-III)	**Closing** "Test Your Knowledge Quizzes" (Chapters IV-VI)	**Closing** "Test Your Knowledge Quizzes" (Chapters VI-VIII)	**Closing** "Test Your Knowledge Quiz" (Chapter VIII) Answer questions about conducting SFSTs

Day 5	Day 6	Day 7	Day 8
Safety Issues Safety guidelines for conducting live alcohol workshops Extra instructors to dose and supervise volunteer drinkers	**Safety Issues** Safety guidelines for conducting live alcohol workshops Extra instructors to dose and supervise volunteer drinkers	**Safety Issues** Review officer safety issues while conducting SFSTs	**Safety Issues**
Review Skills HGN, WAT and OLS	**Review Skills** HGN, WAT and OLS Arrests and Prep for Trial	**Review Skills** HGN, WAT and OLS	**Review Skills** Final questions before exam
New Skills SFST Testing Subjects Practice Session One (XI) Processing the Arrested Subject and Prep for Trial (XII)	**New Skills** SFST Testing Subjects Practice Session Two (XIV)	**New Skills** Report Writing and Moot Court (XIII) Review and Proficiency Exam (XV)	**New Skills** Written Exam and Program Conclusion (XVI)
Equipment Volunteer drinkers, Admin Guide – Guidelines for controlled drinking practice sessions. Location and supplies to run controlled drinking session SFST blank field notes and arrest log. Videos: Nighttime DWI arrest, Pre-trial conference, Courtroom testimony	**Equipment** Volunteer drinkers, Admin Guide – Guidelines for controlled drinking practice sessions. Location and supplies to run controlled drinking session SFST blank field notes and arrest log.	**Equipment** Videos: Phase I and II of DWI Impaired driver video segment Blank field notes	**Equipment** Final Written Exam
Closing Teams report observations of volunteers and Instructors notify participants of BAC	**Closing** Teams report observations of volunteers and Instructors notify participants of BAC	**Closing** Review all information to prepare for final written exam.	**Closing** Final words, thank students, present certificates

Standardized Field Sobriety Tests (SFSTs): Principles of SFSTs, Test Battery Demonstration and Dry Run Practice Session
Sample Lesson Plan

Day __4__ Location _____
Begin __8___ AM End __12__ PM Total Time __4 Hours__

Materials, Equipment and Supplies
Attendance sheet….
Reminders
Make sure….

Time	Activity	Key Words	Class Organization	Equipment
2 minutes	**Organization** • Attendance • Announcements		Students in seats in classroom	Attendance sheet
8 minutes	**Review Skills** • Personal Contact • Pre-Arrest Screening • SFST's • Officer safety while conducting the SFSTs		Students in seats in classroom	45° Angle worksheet
50 minutes 80 minutes	**New Skills** • Finish up last hour of Principles of SFSTs - One-Leg Stand - Limitations of the 3 SFSTs - Taking Field Notes • Test Battery Demonstration	Officer safety during SFSTs Point out need to time the 30 second count Live classroom demonstration of SFSTs	Students in seats in classroom Instructor-led: Instructor demonstrates on a student. Student-led: Students partner up and practice SFSTs on each other. Instructor monitors and provides feedback.	Power Point Chapter VIII
90 minutes	**Hands On Practice** • Dry Run Practice Session	HGN WAT OLS Officer safety during SFSTs Field Notes	Teams of 3-4 students Each student conducts a complete series of the SFSTs using a fellow team member as a subject Other students (students 3 and 4) take notes and provide feedback. All rotate through each position during practice session.	Copies of blank field notes for students Tape to make a line for WAT
10 minutes	**Closing** • Test Your Knowledge Quiz (Chapter VIII) • Review SFSTs • Answer any questions about conducting SFSTs		Students in seats in classroom	Copies of the "Test your Knowledge Quiz" Chapter VIII

Adjusting the Lesson Plan

Your lesson plan is not working if you have discipline problems, your students appear confused or students' skills are regressing. You need to adjust your plan. A drill may be too complicated or advanced for the skill level of the group. The group may need more practice with previous steps in the teaching progression, or it may take more time to address the needs of students with a wide range of skills.

You may find that a drill inhibits the learning of the skill. Sometimes a student who could perform the whole skill has difficulty with a part or progressive-part approach. Let that person do a variation of the drill in order to stay with the group rather than risking frustration or failure.

One of the best ways to prepare for adjustments to your lesson plan is to write down a variety of methods for practicing the same skill or skill sequence. You may want to include a static drill or a moving drill. If one drill or method of practice is not working, switch to another.

Evaluating the Success of the Lesson Plan

Evaluation of the lesson plan is an important step for both the students' success and your own improvement as an instructor. To evaluate your plan, ask yourself these questions immediately after the lesson:

1. Did I follow my plan?
2. Did the students have enough time to practice?
3. Did I choose the right activities, or were the drills too difficult, too time consuming or too easy?
4. Did I use my teaching area effectively?
5. Were the drills I used right for the skill level of the students?
6. Did I use a variety of methods and equipment to enhance learning?
7. Did I include a variety of skills in the plan so everyone had some success?
8. Did the students improve?
9. Were my key words or phrases appropriate and effective?
10. Did I use co-instructors effectively?

Use your answers to these questions to improve the next lesson plan. Analyze all parts of the lesson plan and decide what changes would have made it more successful.

You may find it easier to write the next lesson plan immediately after the lesson, while it is still fresh in your mind. You need to know your audience and how much practice they need, which skills need only minor review and which skills

need the most time in the next lesson. All of the factors discussed previously, including the size and experience of the group, influence the success of your plans. If you see you are falling behind, rework your block plan and try to get additional help with your course.

PRINCIPLES OF CLASS ORGANIZATION

You need to consider many things to make your lesson plans work. Organizing the class effectively, choosing the best activities and knowing what approach to use in a given situation all take practice. Learning from trial and error, in addition to good planning, can make you a more effective instructor.

To organize the class for effective teaching and learning experiences, always arrange the class so that:

- Everyone's safety is ensured
- Everyone can be successful and challenged
- Everyone can hear and see instructions or hear instructor's questions
- Everyone has an opportunity for enough active and effective practice
- Everyone has an opportunity to be evaluated for skill improvement
- The instructor can see all the students

The most important factor is the safety of the students. Make every effort to prevent injuries. Be sure safety officers are available when needed. Be familiar with the facility's emergency action plan. Explain the safety rules. Never leave the teaching area until all students are accounted for and have left the area.

PATTERNS OF CLASS ORGANIZATION

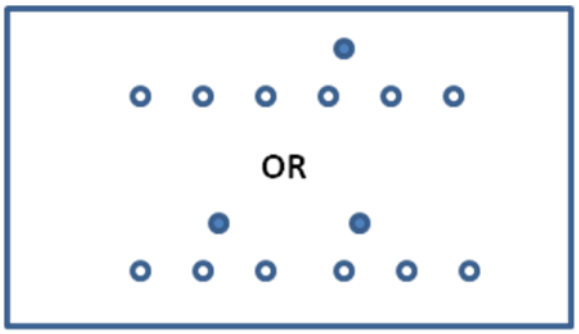
Patterns of class organization are formations you use to make sure all students actively practice skills. Inactive students become bored and restless and may disrupt the class. Some patterns are better than others for observing each student and providing feedback.

Formations for Activities/Drills

There are several ways to arrange students for observation and practice. The most favorable arrangement will depend on the task, the number of students, the number of instructors, the size of the training area and whether others are using the same facility. The same formations can be used with students in a classroom or a training area depending on whether they are observing a demonstration or practicing. In an outdoor setting, the class should be arranged so that students are not facing into the sun.

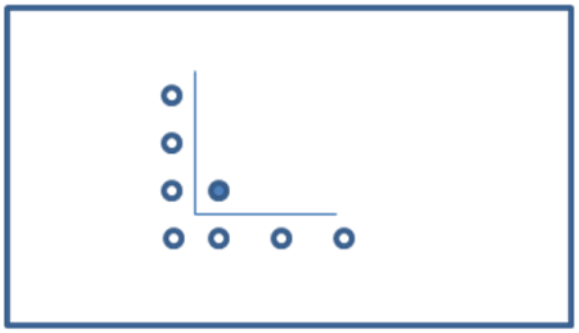
A basic formation is a single line along the edge of the teaching area (Figure A).

If the class is large and the teaching area is limited, two parallel lines may be used. If the training area is small, a single line may be located on both sides of the training area.



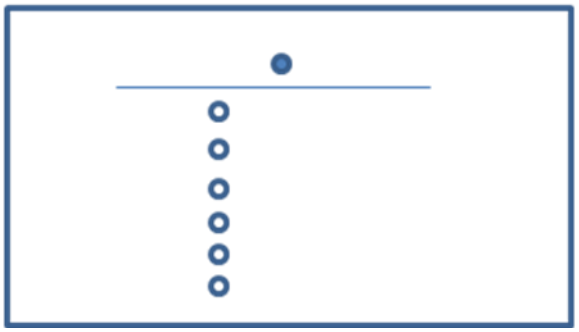
A

Another option is to arrange the class into an “L” on both sides of a corner (Figure B). Such a formation compacts the group for better visiablity and hearing, but is best suited for stationary skills.



B

The class may also be formed into lines perpendicular to the side of the training area. The first person in line performs a skill, moves to the side and then moves to the end of the line. This pattern is useful for observing individual skills or when a task requires equipment that is of limited supply. (Figure C)



C

The partner system can also be used. Depending on the formation, partners may be next to, behind or across from one another.

Demonstrations

When you demonstrate a skill, be sure all students are close enough and positioned so everyone can see and hear. The class may need to be placed in different formations depending on whether the demonstration is stationary or moving. Some skills should be viewed from the front and back as well as from the side. If the class is arranged in a line, you should consider whether it is better to demonstrate the skill up and down the line, across and back perpendicular to the line or both. When the “L” formation is used, moving demonstrations may be along each side or diagonally away from and back to the corner.

You can reinforce demonstrations by showing the videos located on WILENET for each topic you are teaching or by having the skill demonstrated by another skilled instructor.

Static Drills

Use static drills when students practice in one place. Students can be arranged in many different formations for static drills because they are not moving (no chance of them running into each other). The shape and size of your training area are major factors in determining which formation to put students into. However you arrange the students, ensure you have easy access to each student so you can provide hands-on feedback as well as encouragement and corrections.

Fluid Drills

Use fluid drills to help students improve their skills, increase physical endurance and evaluate performance. Vary the type and formation of drills to keep the practice interesting and help students meet the course requirements. Consider the following factors when choosing drills:

- The students' skill proficiency
- The students' physical condition
- The intensity level of each drill
- The frequency and length of rest periods
- The distance/space needed for effective practice

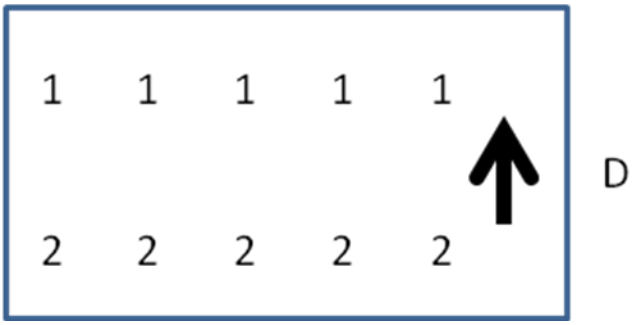
When you use fluid drills, tell students what direction to move in and give them a limit for the distance they will move. If all the students move at one time, they must all go in the same direction to avoid running into each other.

Individual Instruction

Observe your students one at a time in skills that involve extra safety considerations. Carefully monitor skills where students could get hurt easily or with skills that make the students fearful (for example, first time a student picks up a gun in Firearms). Giving feedback one student at a time is not very efficient with larger classes, since other students have to wait, so you may want to provide another activity for the rest of the class. Use a previously learned drill or activity, if possible one that is related to the skill you are observing individually or one that leads up to it. If you have enough co-instructors, individualized instruction is a very useful teaching method.

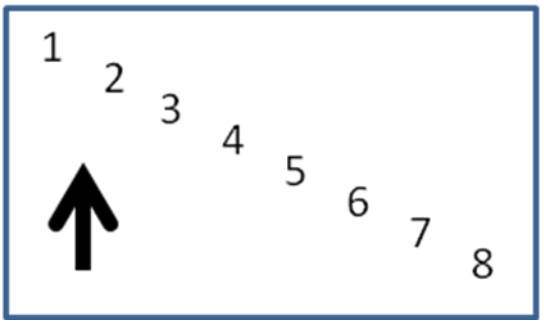
Wave

You may divide a large group into smaller units for maximum supervised practice. Each group performs as a unit. This method lets you watch smaller groups and give better



feedback. It also makes better use of a small practice area. (Figure D) Students may count off by number to form groups. All of the “ones” will perform the skill in the first wave and all of the “two’s” will perform the skill in the second wave.

Stagger



E

In the stagger formation (Figure E), the class remains in a single line. You signal the first person to begin the skill. The next person in line starts when the person ahead reaches a certain point in the skill. This lets you follow the progress of each student at the start of the skill. It also lets you speak to each student as he or she finishes the skill and still have time to focus on the next student. This method gives a large amount of practice time on a skill, as well as individual feedback. It also gives students a short rest period while they wait for their turns. The stagger formation may also be done if students are working in pairs. An instructor can typically track two people at once and then provide individual feedback.

Summary of Other Options

The more flexibility and variety that you build into your lesson plan drills, the more successful and effective the lessons are apt to be. Be creative in using whatever variety of patterns the training area allows.

Assembly Lines

Assembly line teaching is a method of class organization that uses multiple instructors efficiently to help students more fully. There are many variations of an assembly line and station teaching, depending on the numbers of students and instructors. In your planning, consider the students’ experience and the goals of the lesson.

Each instructor conducts a particular drill or teaches a specific skill. One way to use this method is to teach the same skill at all stations, but with different styles, techniques and drills. Another variation is to assign each instructor a different skill. As students rotate from station to station, they receive a full and varied lesson in groups small enough for individualized attention. If you use this method, be sure the activities at the different stations are compatible and that instructors teach the skills they are most proficient at teaching.

Station Teaching

In the most common use of stations, students begin in a single group to receive all the information for the day's lesson. Then they are directed to stations at various parts of the facility, each equipped with appropriate equipment and written instructions for practice. The students perform the skills at that station until signaled to rotate to the next practice area. You can move from station to station to give as much feedback as possible. Having a co-instructor at each station makes this method even more effective. Rotating through stations is an efficient way to review previous skills and to prepare for a new skill. This promotes a higher level of student involvement. Ensure safety with station teaching by having enough safety officers on hand.

Station teaching works best when students take some responsibility for their own progress. After all students have completed each station, you may review the material with the whole group and lead group drills to reinforce or check skills.

Summary of Class Organization

To organize your lessons to ensure success and challenge for each student, you must consider many variables. Once you have written block plans and lesson plans for a particular group, you must decide the specific organization that will best help the students succeed. There are many techniques you can use, and there may be others you develop. Remember to include time to flow from one classroom set up to another. Consider issues such as class size and experience as you decide what patterns of organization to include. Planning sequences, activities and skills practice sessions take extra time but your investment here can help the students meet their individual goals. You will also see overall results as students' progress toward completion requirements for each level. As you become more experienced, you will build a repertoire of activities that work well for you and the students.

The role of planning in teaching cannot be overemphasized. "Playing it by ear" is ineffective and unprofessional. A successful lesson does not just happen. This chapter detailed the components necessary to guide your planning. Start with a block plan to decide what main topics you will teach each day of your class and then develop a detailed lesson plan for each day. Check students' progress along the way. Evaluate your plans soon after each lesson so you can make necessary adjustments. With enough preparation you will be able to adjust to the needs and circumstances of the students to make their class time rewarding.

Facility Considerations

To ensure that your course is safe and successful, be sure your training area has enough room to accommodate your course. You need to be sure you have

classroom space for all of the students, and if needed have a separate training area for practice skills sessions.

Be sure you know the facility policies and procedures related to teaching classes. Be clear on the areas that are designated for classes. Know and understand the facility's rules and regulations, and enforce them with students in your classes. Ensure that Safety Coordinator(s) are on duty watching for safety issues whenever skill sessions are conducted.

In addition, the facility should have an emergency action plan. This is a plan that details roles, responsibilities and procedures in the event of an emergency. Be sure you know your responsibilities in such a plan, as well as the expectations for other instructors and the students.

Class Safety

Never forget that as an instructor you are a role model for your students. This is true in all aspects of training, especially training safety. You must demonstrate proper safety procedures in addition to teaching them. Be aware that your behavior often has greater impact on students than do your words. You have no greater responsibility as an instructor than that related to the safety of the officers you train.

As the instructor, you must make your teaching environment as safe as possible. Some training areas, such as firing ranges or driving ranges, may have certain rules and requirements. You should know these requirements for the facility; you are responsible for the safety of the students in your classes. Safety awareness is necessary for recognizing risks so that conditions can be corrected or controlled. Many other factors also affect the safety of your class, such as:

Supervision. During your class, you are observing students, providing feedback and evaluating individual performance. It is difficult to keep a watchful eye on everyone at all times. Adequate supervision must be maintained at all times. Additional safety personnel during practice sessions:

- Improves the instruction by letting you concentrate on teaching.
- Increases the safety of the students.
- Provides additional trained personnel to respond in an emergency.

Instructor Preparation. You can improve your classes by being thoroughly prepared. Careful preparation includes considering possible risks and managing safety concerns before classes start. Often you can foresee risks and eliminate or control them long before students step into the classroom or training area.

Co-Instructors and Assistant Instructors. The key element when using additional staff, such as co-instructors and assistant instructors, is to define their roles and responsibilities clearly. This helps eliminate confusion and lapses in supervision. Remember you are responsible for you students safety.

Co-instructors and assistant instructors can help decrease risks by giving more supervision. Participating and learning can also be enhanced with greater attention to individual students. However, an assistant instructor who is not a LESB certified instructor is not a substitute for a LESB certified instructor.

Students. The students themselves greatly affect how risks are managed in a class. Be sure your students know and follow the facility and program rules and regulations. Explain and enforce all rules and regulations consistently. At all times, safety is your primary concern.

Equipment. Your instructor training will teach you how to use equipment for safety and instruction. You should request and receive orientation on the location and use of equipment at any facility where you teach.

Suggested and required equipment is listed in the instructor manuals. Additional equipment may be required based on the activities you choose, however. Make sure all equipment is ready and in good working order before your course begins.

Teaching Environment. The teaching environment may involve risks you need to eliminate or minimize. Be alert for potential hazards. If there is a hazard you cannot personally eliminate or minimize, document and report your concerns to the facility manager and/or program coordinator, and retain a copy for your records. Adjust your class to reduce such risks to your students. Some conditions may require temporary adjustments or suspending a class, such as winter storms affecting the driving range.

Facility Policies and Procedures. Besides being prepared to teach, you should be prepared to react appropriately in a serious emergency. Know the facility's emergency action plan to ensure your safety and that of your students. Know the location of emergency equipment, telephones, first aid supplies and additional personnel. Be sure you know where emergency phone numbers are posted, including the facility management. You may not have time to find this information if an incident occurs.

All facility policies and procedures, including how to activate the emergency action plan, should be in writing and available to you. You should have your own copy, and it is your responsibility to know how the plan pertains to you and your classes. Be sure your duties and responsibilities are clearly outlined and documented to avoid misunderstandings.

Additional Staff

The key element when using additional staff is to define their roles and responsibilities clearly. This helps eliminate confusion and lapses in supervision. Remember, you have the ultimate responsibility for your students and for the delivery of training.

In courses that require skill sessions, the LESB has recommended instructor-to-student ratios (outlined in the Course Outcome Summary). Close supervision is needed to make practice effective and to ensure the class is safe. To increase safety and instructional quality, consider having even fewer participants per instructor based on factors such as having a class with newer officers who might not have as much experience as a veteran officer on the topic you are teaching.

Using co-instructors is an effective way to increase the amount of individual attention each officer in the class receives. Co-instructors should be LESB certified or experienced officers in the topic you are teaching. Co-instructors who are not certified or new instructors can be paired with seasoned instructors to provide additional instructional attention to the officers in the class while at the same time helping the new instructor gain experience and confidence.

ADAPTING COURSES

As stated earlier in the course, quality, consistency and standardized delivery of course materials is a priority for the LESB. This ensures that all law enforcement officers receive the same quality training regardless of the location or academy in which the course is delivered. LESB courses are designed with instructional materials based on well defined competencies, learning objectives and performance standards. It is your responsibility as the instructor to follow the course outlines when teaching and not to stray from the course content, competencies and learning objectives.

However, the LESB understands there will be times you will have to adapt courses to accommodate equipment and training area needs, shift-work, instructor schedules and even having to adapt training for an in-service session that only focuses on a specific part of the curriculum. You as the instructor must understand that when you adapt a course you must ensure you teach the competencies and learning objectives as presented in the training materials and ensure all officers/recruits receive the required information. You must also understand that straying from the procedures and information outlined in LESB approved courses may open you and your agency/academy up for liability if an officer does not follow the correct procedures in the line of duty.

When adapting your course, carefully review the portion of the curriculum that you are going to teach. Your obligation as an instructor is to facilitate learning of the competencies and learning objectives. Doing so will ensure that your

learners perform up to the stated performance standards. Completely review the competencies and learning objectives before you proceed to see what is required of you and your learners.

The curriculum may contain performance assessment tasks and activities with support materials. Please note that any PATs listed are mandatory for recruits in the academies. All other activities in the instructor manual are optional, allowing you the flexibility to decide how best to facilitate the learning process. You are free to change the activities and materials, but you must ensure that in the end your learners have addressed the competencies and learning objectives provided since these are from the Law Enforcement Standards Board. You must also document any deviations from the LESB materials in your Block and Lesson Plans (including listing any additional videos, or activities you complete).

PowerPoint presentations may be included in instructor materials. Instructors may add information to the presentations or make minor adjustments, such as updating current numbers, etc.; however, instructors should not change the content to ensure the information remains consistent with LESB standards.

Simulation Technology

Simulator training has great potential to enrich learning. If applied correctly, it provides an opportunity to identify strengths and weaknesses of student skills and supports further development and modification of fundamental abilities. Simulator training can also be effective in eliminating down time and allowing opportunities for repetition. A key advantage for learners is that simulator training permits them to make mistakes in a safe environment and receive feedback necessary for success. Perhaps the greatest potential lies in helping to remediate students at low cost when they are struggling to master skills.

During in-service training, instructors may use simulators as they see fit. However, in the recruit academy the LESB has adopted a policy regarding their use:

Simulation Technology Policy at the Recruit Academy

1. Simulator training should not replace current training activities within LESB approved curricula.

   For example, simulation training should not be used in place of low-light firearm shooting or actual motor vehicle operation.

2. Simulator training should only be used to supplement instruction, and may be used for additional training activities that support current training objectives.

Specific examples for appropriate use include giving students an opportunity to practice after their classroom content but before going to the range; to practice during times when they might otherwise be waiting for other students to complete coursework; or to get practice time and repetitions done when actual range time or equipment is not available.

3. Instructors must monitor student interactions to avoid development of sloppy or improper techniques. Students should not be allowed to use simulation equipment unsupervised.

4. The scope and sequence of simulator usage must be considered. It is important for students to have some context or background before they are asked to apply training content.

   Specific examples for appropriate use include receiving deadly force decision making content before facing deadly force scenarios or policy considerations for vehicular pursuit must be addressed before students engage in a high-speed pursuit scenario.

PERFORMANCE STANDARDS AND ASSESSMENT

ASSESSING PROGRESS

In most LESB courses, standards of performance are established. During courses, you will find yourself constantly evaluating the class progress and checking to see that:

- Learning is occurring.
- Course objectives are being met.
- Students are able to apply knowledge and skills to meet the objective.

At the end of most courses, students will be evaluated through a written test. In courses designed to teach students how to perform psychomotor skills, you should constantly assess the students' abilities during practice sessions (formative assessment) to ensure success in the final skills assessments (summative assessment) conducted at the end of the course. During the summative assessment, the skills must be demonstrated correctly by the students without coaching or assistance to complete course requirements successfully. Each student must be able to demonstrate the required skills in accordance with the standards set forth in the performance assessment task scoring guide or skills checklist.

Below is a list of assessment strategies you can use to evaluate student progress in your class[13]:

Minute papers are one type of classroom assessment technique that will give you an indication of student understanding of a particular topic. A one-minute paper can be used at the end of the class by asking students to write on one of the following questions:

- What was the most important thing you learned in class today?
- What question do you have about today's class?
- Is there any point of today's class that was unclear?

Exams and Quizzes are commonly used to assess student learning. They also force students to process information and help prevent students from disengaging in the course. Students need to process information in one way or

[13] Tewksbury, B. J, Macdonald, H. (2005) *On-line Course Design Tutorial, On the Cutting Edge* retrieved from http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/assessment.html on February 7, 2011.

another to learn. In studying for exams, students read, memorize, organize information, test themselves with questions, and with varying degrees of success, process the material for that particular section of the course.

Processing information in a cram session before each exam is not the ideal way to learn material, nor in many courses is it the only way students learn material. Studying for exams or quizzes is, however, one of the most common ways in which student learn in a course. Exams and quizzes can include multiple choice questions, short answers, essay questions, questions about graphs or diagrams, and so forth.

Written and oral assignments such as papers, oral presentations, debates, simulations and so forth can also be used to assess student learning. A written assignment can assess a student's understanding of the material, for example, by having the student summarize the critical aspects of a reading assignment, relating data from readings, make comparisons with what they have learned previously, take positions on issues, and analyze or synthesize information and ideas.

These assignments can serve as the basis for group or class discussions and oral presentations or require students to pull together information from a series of classes either to solve a problem or present a summary analysis of a particular topic. The activities that students engage in to learn the material are also used to evaluate their accomplishments.

Grading Rubrics

Grading rubrics are written guidelines (scoring guides) by which student work is evaluated. They typically articulate items on which student work or performance is judged as well as standards necessary to achieve certain grades. Grading rubrics are useful primarily when you have something to grade that isn't simply a matter of right or wrong for which points can easily be assigned. They allow you to evaluate a number of different facets of a student's work quite easily and rather quickly. The scoring guides attached to the Performance Assessment Tasks include rubrics to help you assess a student's progress in your class.

TESTING GUIDELINES FOR THE BASIC RECRUIT COURSES

There are three types of testing conducted at the recruit academy. They are:

1. End-of-Phase written/achievement tests (sometimes called achievement tests because while they are written questions they are offered in an online format).

2. Practical Skills Summative Assessment and Mandatory Performance Assessment Tasks. The practical skills summative assessment or Mandatory Performance Assessment Tasks are practical skills tests given at the end of a tactical course or during a non-tactical course to assess if a student can perform the skills taught in a specific tactical topic. For example, at the end of the EVOC basic course, students are tested on 9 skills in which they must demonstrate competency by performing each skill correctly.

3. Scenario-Based Evaluation. At the end of the basic recruit academy, students participate in a final scenario evaluation in which they draw on all of the knowledge they learned throughout the recruit academy to respond to simulated situations they may run into as officers. This final scenario-based evaluation is distinctly separate from the written test and final Tactical Summative Assessment that takes place at the end of all Tactical Basic Courses.

To successfully complete the tactical basic courses, students must complete all mandatory Performance Assessment Tasks (PATs), pass the end-of-phase written/achievement test and demonstrate competency in the tactical skills. Participants must achieve a minimum grade of 70% on the end-of-phase written/achievement test to successfully pass each basic course topic. (Academies may implement standards that are higher than 70%.)

**** NOTE:** There are a few additional separate tests given throughout the academy. These tests have their own specific standards (for example, any test provided by the National Highway Traffic Safety Administration has a passing score of 80% and American Heart Association and American Red Cross CPR and AED tests also require a passing score of 80%).

Written/Achievement Testing Guidelines

The following re-testing guidelines apply to the end-of-phase or other additional (NHTSA, CPR/AED) written/achievement tests:

- Students who pass an original test are not allowed to re-test to improve their grade average.

- Students who fail any original test may be granted a re-test by the training school. The student is allowed only one re-test for each failed test and the re-test must conform to the same requirements as the original test.

- Prior to taking a re-test, a student must successfully complete remediation deemed appropriate by the training school.

- For law enforcement academies, in Phase One and Phase Two, trainees must successfully pass a re-test of an end-of-phase test by the completion of the second week of the next phase. For Phase Three, the trainee must successfully pass a re-test of the end-of-phase achievement test prior to participating in the final scenario-based evaluation. These are maximum timeframes and individual schools may establish shorter timeframes. Failure to successfully complete a re-test of an end-of-phase achievement test within a school's timeframe results in failure of preparatory training.

- A student who passes a re-test shall be assigned a score of 70%, or the minimum passing grade established by the training school.

- Failure to pass a re-test will result in the student receiving the original test score and failure of preparatory training in the LE academy.

Mandatory Performance Assessment Tasks (PATs)

In most of the basic courses, there are mandatory PATs. In the tactical courses, those required tasks include performing the Summative Assessment at the end of each basic tactical course. There are other activities created for all the courses (in the instructor manual) that instructors should conduct, but they are not required to be completed by students and there is no documentation requirement for each student.

The non-required activities are included in the course materials as a way for you to gauge if students are learning along the way. If the students cannot perform the activity, it may indicate there is a problem with what the students are learning, interpreting or hearing in the classroom. If the students are able to successfully perform the activities and PATs throughout the course it indicates to you that the students are learning the skills properly.

The attached scoring guides (to the PATs) can be used to provide students with feedback on areas they need to improve on. Again, for the non-required activities this documentation is not necessary to be kept on each student.

Formative and Summative Assessments:

A "Formative Assessment" is used throughout the course to gauge if students are learning the skill and helps the instructor know if more time should be spent on a skill. (The non-required activities mentioned above). The "Formative Assessment" does **NOT** serve as the required final skills evaluation conducted at the end of a basic tactical course.

A separate "Summative Assessment" is conducted at the end of the course using the topic specific Skills Competencies Evaluation Material Guide and Evaluation

Form (under the topic's "Texts" section on WILENET) to document the final evaluation. The evaluation form (sometimes referred to as the skills checklist) will document each student's performance and must be kept on file at the academy for each student.

The final evaluation at the end of a basic tactical course is separate and distinct from the "Formative Assessment" and from the final skills scenarios conducted at the end of the recruit academy.

Summative Assessment (done at the end of basic tactical course) Testing Guidelines

The following re-testing guidelines apply to the final Summative Assessment (Practical Skills Test done at the end of the basic tactical course):

- Students who pass the original Summative Assessment (final skills test) are not allowed a re-test to improve their score or for any other purposes.

- Students who fail the original skills test may be granted a re-test by the training school. A student is allowed one re-test for each failed PAT.

- Prior to the re-test, a student must successfully complete remediation deemed appropriate by the training school.

- For LE academies, students must successfully pass a PAT re-test prior to taking the regularly scheduled end-of-phase achievement test. Failure of a PAT re-test results in failure of preparatory training.

Scenario-based Evaluation (done at the end of the recruit academy)

The following re-testing guidelines apply to students taking part in scenario-based evaluation during the final week of preparatory law enforcement officer training:

- Four testing scenarios will be conducted back-to-back without any feedback regarding a student's performance.

- At the conclusion of the four testing scenarios students will be notified whether or not they passed all four testing scenarios.

- Any student who fails one of the four testing scenarios will be scheduled for a fifth testing scenario during the same scenario testing event. The fifth testing scenario will be equivalent to the failed testing scenario.

- The consequence of failing two of the four testing scenarios is failure of preparatory training.

- The consequence of failing a fifth testing scenario is failure of preparatory training.

- Each testing scenario has a list of required student actions. To pass a testing scenario the student must perform all of the required actions for that scenario. Failure to perform all of the required actions results in a failure of the testing scenario.

- The option exists for an Instructor Override in the event that a student does something so extremely inappropriate during a testing scenario that the Exercise Control Officer judges it to be sufficient cause for failing the testing scenario. An instructor override requires a detailed defense of why the student should fail, even though the student satisfied all of the required actions.

- Only one student may be present during a testing scenario. Any cover officer must be the Exercise Control Officer, a role player, or other staff. Another student cannot serve as a cover officer.

- To eliminate clues concerning use-of-force, students and role players must wear the same protective gear for all testing scenarios.

- Testing scenarios will run uninterrupted except for safety concerns and the substitution of stunt doubles. Otherwise, the Exercise Control Officer will not "pause" a testing scenario.

- At the end of each testing scenario, the Exercise Control Officer will return the student to the Safety Coordinator without giving the student any indication that the student passed or failed. The Exercise Control Officer will refrain from conducing any form of debrief following the testing scenario.

- Testing scenarios must be conducted with the number of role players specified. Additional role players serving as bystanders are not permitted in testing scenarios for reasons of standardization.

- In between testing scenarios, the students will return to the designated waiting area. Students will refrain from talking or using personal electronic devices to communicate with each other. The time between training scenarios could be used by schools to engage students in appropriate learning activities. A member of the school's staff will be in the room with the students at all times to ensure compliance and integrity of the scenario testing.

PRACTICE TEACHING ASSIGNMENTS

PRACTICE TEACHING ASSIGNMENT OVERVIEW

Assignments and Clarification

Practice teaching is an important part of the Criminal Justice Instructor Development Course. It gives you the opportunity to become familiar with the instruction materials that you will use when teaching a LESB topic specific course. It also gives you a chance to make mistakes and to learn from these mistakes in a safe and supportive environment. You will present one formal practice teaching assignment during the Instructor Development Course.

The MIT will use the practice teaching assignment to gauge how well you use the program materials, especially the topic specific instructor manual (if one exists) and how well you provide feedback, including whether you can note errors and correct them appropriately. Practice teaching allows you to practice under guided, safe conditions while receiving feedback from the MIT and your peers. It also allows the MIT to evaluate you as a future instructor.

You will lead practice teaching sessions to give you experience in:

- Preparing and delivering teaching sessions.
- Giving directions.
- Completing course activities within suggested time frames.
- Managing skills sessions.
- Observing and assessing student skills performance.
- Intervening effectively to promote student learning.
- Ensuring students' health and safety during training.
- To familiarize yourself with course materials.

Use the instructor materials on WILENET to prepare and present your teaching assignments and include any pertinent documents, manuals, power points, videos, and handouts/case studies in your presentations. Teach during the practice teaching like you would when teaching a real basic course training session.

Practice Teaching Steps

Prepare the teaching session assigned to you by the MIT. If necessary, arrange the students during your session depending on the activity. Again, teach the session as you would a real basic course. Conduct the session until the MIT indicates your time is up. When asked to do so, verbally evaluate yourself on organizational ability, knowledge of the subject matter and presentation and communication skills. Your evaluation will be followed by peer and MIT evaluations on your presentations.

Giving and Receiving Feedback

Giving and receiving feedback can be learned with practice. Through feedback you receive from other instructor candidates, you can learn and develop new and improved teaching skills and become a better instructor. Practicing giving feedback makes you a sharper observer of your own and the teaching styles of others.

You will be giving, as well as receiving, feedback during the practice teaching sessions and will have an opportunity to critique your own presentation. When receiving feedback, listen carefully and respond directly to the point. If you do not understand the point being made, ask the person for further explanation.

When giving feedback on your own or another instructor candidate's presentation:

- Cite an aspect of the presentation that went well.
- Discuss an aspect that could be improved upon, with an example of how to make it better.

Remember that useful feedback:

- Is evaluative rather than negative or judgmental.
- Reinforces positive aspects of the presentation.
- Focuses on teaching characteristics that presenter can improve upon.
- Is specific and concise.
- Is well timed.

Critique Forms

During the practice teaching sessions, instructor candidates and MITs should use the practice teaching feedback and evaluation forms provided. Review the peer review form that other instructor candidates will use to critique your presentation and review the evaluation form that the MIT will use to critique your teaching assignments so you know what criteria will be used to evaluate your teaching presentations.

PRACTICE TEACHING ASSIGNMENTS

Independent Review

Review your assigned lesson plans. Work on your assigned teaching topic for whatever time the MIT designates. Instructor candidates should use this time to ask any clarifying questions to remove any confusion you may have about the lesson plans/training materials or teaching assignments.

Instructor Candidate Presentations

You will present your practice teaching assignments to the rest of the instructor class. You must ensure all the information that needs to be presented for your topic is provided to the class.

Peer Reviews

Use the peer review forms provided to you to critique other instructor candidates as directed by the MIT. Your written peer review form will be used to evaluate your ability to provide written feedback. Additionally, provide verbal feedback to other instructor candidates as directed by the MIT. This verbal feedback gives you a chance to practice giving specific, positive and corrective feedback like you will need to do when teaching a basic course.

Peer reviews, filled out on you, will be returned to you at the end of the class. Use this feedback to improve your instructional skills going forward.

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

As a certified LESB instructor, you will play a key role in delivering quality training to current and future law enforcement officers in Wisconsin. Professional development, self-development, personal development – by whatever name, is a concept that is important to your success in your current role and in your future role as a certified LESB instructor. You are encouraged to determine goals for your development as an instructor and for advancement within your agency.

You will need to know far more about the subject you are teaching than you actually teach your students. Only through practice, study, research, and keeping up with new developments can you attain the vast store of knowledge required in your role as an instructor. Take every opportunity to observe other instructors. Not only will it benefit you in learning more about the subject matter, it will also expand your knowledge of instructional techniques. You should continuously strive to expand your knowledge in both the science and art of instruction.

Paths for Development

To enhance your skills as an instructor and increase your knowledge base in your specialty area, you are encouraged to:

- Check WILENET frequently for updates on law enforcement issues, training and case law.
- Attend in-services, instructor updates, conferences and other workshops.
- Develop competency in another specialty area at the instructor level.
- Strengthen your leadership and administrative skills by becoming a member of an advisory committee.
- Serve as a technical resource in your specialty area by:
    - Recommending changes to the training curriculum to the Training and Standards Bureau Education Consultants.
    - Participating in pilot tests for new curriculum and conferences on LESB training.
    - Recruiting other instructor candidates.
    - Serving as a peer trainer or co-teacher.

Other Resources on WILENET

www.wilenet.org

As an instructor, you should acquaint yourself with other resources available on WILENET. Log in to WILENET and navigate to the following locations by moving your curser along the golden bar located across the top of the WILENET page. The main heading below is the heading listed on the golden bar. The topics listed under each heading are located in the drop down menu when you put the cursor over the heading on the green bar. These are just some highlights on WILENET that instructors should be familiar with. There are many more resources on WILENET and you are encouraged to check those topics out as well.

Under "Training and Standards" (on golden navigation bar)

- Staff Directory (direct phone numbers and e-mail addresses for T&S staff)
- Academies and Curriculum (Curriculum for all LESB courses and Advisory Committee information)
- Instructor Certification information
- Executive Boardroom
- Law Enforcement Standards Board
- Career Development
- Recertification Training
- Wisconsin Best Practices
- E-mail Lists (join the LESB instructor listserv)
- Newsletters (produced monthly)
- Forms (Instructor Certification and Re-certification forms)
- Acadis Information

Under "DOJ" (on golden navigation bar)

- Amber Alert Information
- Silver Alert Information
- Links to all DOJ Divisions and Officers
- Publications

Legal Drawer (on golden navigation bar - updated by Dave Perlman regularly)

- Dear Dave
- Legal Cases
- Roll Call Law Videos
- Perls of Wisdom
- In the News
- Dave's Legislative Lair
- Dear Miriam

Resources (on golden navigation bar)

- Law Enforcement Directory
- Links to other websites often used by officers

Training Events (on golden navigation bar)

- Announcements of law enforcement training throughout the state

SUMMARY

This course covered many basic instructor concepts. How you apply these concepts in your classroom will impact the overall learning experience for your students. More importantly, it could also impact the safety of your colleagues and your community when your students enter the workforce. Remember, your goal as a criminal justice instructor is to help students learn the skills and show that they know how to apply them properly.

Check WILENET often for updates to the curriculum to ensure you are using the latest version of the curriculum when conducting training. Ensure you have worked with the training academy or agency to set up and reserve the classroom or training facility/area and ensure you organize all of the equipment and any additional staff to help manage the class. Develop your block and lesson plans and have all handouts and student materials available before the class starts.

Ensure you are integrating the curriculum and emphasizing the five basic concepts that should be incorporated into your lesson plans:

- Incident Response (law enforcement RESPOND model) or the First Responder Philosophy (jail and secure detention)
- Disturbance Resolution
- Shared Responsibility
- Representation
- Ethical-decision Making

Your lesson plans should also develop the following core abilities in students:

- Make decisions
- Use tactics
- Manage emergencies
- Conduct investigations
- Articulate and document actions
- Interact with others

Your goal is to integrate basic knowledge and skills into these core abilities to develop proficient and professional law enforcement officers in Wisconsin.

INSTRUCTOR RESPONSIBILITIES REVIEW

As a representative of the Law Enforcement Standards Board, it is important that you maintain the highest standards of ethics and as an instructor you have certain responsibilities which include:

- Represent the LESB in a positive manner.

- Be familiar with course materials and know how to use them effectively.
- Plan, coordinate and manage courses in conjunction with the academy or your agency.
- Create a positive environment encouraging students to meet course objectives.
- Remain alert to cultural and ethnic serotypes you may hold, and be creative and flexible in presenting material in a culturally sensitive and effective manner.
- Be prepared to answer students' questions, or know where to find the answers.
- Adapt your teaching approaches to the experience, ability and culture of the students that that they can achieve course objectives.
- Provide for the health and safety of students, including making sure that all teaching and practice areas are free of hazards and that materials and equipment are safe.
- Organize the class environment to ensure individual success.
- Cover all material required in a course.
- Be able to accurately demonstrate the skills required for the course you are teaching.
- Use appropriate, positive corrective feedback to evaluate students' progress and correct problems.
- Supervise, monitor and provide guidance to assistant instructors helping with the course.
- Administer and score the final examination when applicable.
- Ensure that students meet the course requirements.
- Submit completed paperwork and documentation with the academy and agency you are instructor for.
- Be familiar with WILENET and resources applicable to your topic specific course.

Instructor Development Course Critique

Complete the evaluation form to provide feedback to improve the instructor course. If there is time, the class may discuss the feedback.

Instructor Certification Process Review

Remember, even after completing/passing the Instructor Development Course, you are not considered "certified." You must apply for LESB certification and can only teach in a "provisional" status until the certification is approved by the LESB. (Remember, that means you cannot teach until the Training and Standards Bureau reviews your submitted application and then contacts you to let you know about the provisional status.)

The LESB meets quarterly and your paperwork should be submitted at least 30 days prior to the LESB meetings to be considered for that quarter's meeting. Once approved, you will receive a letter from the Training and Standards Bureau stating that you are a certified instructor. You should also check your Acadis profile on WILENET to ensure it is accurate.

Ensure the following steps and forms are completed and submitted to the Training and Standards Bureau for submission to the LESB for approval:

- Submit a copy of the Certificate of Completion from the Tactical Instructor Course if that is the topic you are requesting certification in.
- Submit a copy of the Certificate of Completion from the Instructor Development Course (if it has not previously been submitted).
- Submit a request for Instructor Certification (Application Form DJ-LE-317).
- If not already an instructor in another topic, submit a letter of recommendation from the agency/academy that you'll be teaching at.

Teaching Requirements Review

Remember, instructors must teach at least twice in their 3 year certification period (potentially a shorter period the first time around if you are already certified to teach another subject). All instructors must also attend at least one Instructor Update in their three year authorization period to remain certified. Instructors must document their teaching sessions and complete the recertification application process to ensure they are recertified by the LESB.

APPENDICES

How to Run Skill Practice Sessions

During the skill practice sessions, students are learning and perfecting skills. The sessions should include direction and instruction, ample practice time, instructor reinforcement, corrective feedback and encouragement to ensure student success. In many of the LESB courses, the steps of the skill practice sessions are clearly identified in the instructor manual, or in the performance assessment tasks. However, every course relies on you, the instructor, to plan the skill session as you prepare to teach your course. Plan your skill practice sessions to reinforce learning objectives.

In general, skill practice sessions will involve instructor-led practice and reciprocal (partner) practice. During the practice sessions you are responsible for:

- Demonstrating a skill and/or guiding students through it.
- Keeping the practice sessions running smoothly.
- Providing sufficient time for all students to practice the skill.
- Identifying errors promptly and providing feedback to help students improve their skills.
- Encouraging students to improve their skills.
- Checking each student for skill competency.
- Ensuring a safe environment during the practice sessions.

Orienting Students to Skill Practice Sessions

Orienting students to the practice sessions will help them get started more quickly and practice more efficiently. Students often practice in groups of two or three (or more, depending on space and available equipment). Some skills practice sessions requires students to practice with or on other participants (such as DAAT or POSC skills). Emphasize to students that, for personal safety, they do not practice these skills at full force on each other.

Demonstrations

Instructors should demonstrate skills as slowly as possible without losing the integrity of the skills. Whenever possible, all skills should be demonstrated in

exactly the same manner from the front, back and both sides. This allows students to see all sides and angles of a sequence. In some cases, this may not be possible, however, the more students can see, the more they will conceptualize the skills.

How Students Learn Skills

To acquire skills efficiently, students should be supervised during practice sessions. They may need more attention during the first skill practice session. Carefully planning the first session and commending students for good performance sets a positive tone for later sessions. The skills will most likely be new to students and they may require frequent one-on-one attention at first. Understanding the way students learn skills is important. Be aware that:

- Course skills may be complex and students often have some difficulties when they first begin.
- Skills are learned by practice. Refinements in technique take time, and immediate success in demonstrating the skill is unlikely.
- Skills require a defined sequence of movements, and students should follow the sequence to perform the skills correctly.
- Learning times for each skill differ, since some skills are easier than others.
- Students have different learning rates, and an instructor must take individual differences into account when teaching a course.
- Skills are quickly forgotten. Regular practice improves retention of skills.

Practice with a Partner (Reciprocal Practice)

Practice with a partner has been included to give participants experience in dealing with real people. One student acts as a subject, victim, witness, etc. while the other acts as the responding officer. Students change roles so that each person in the group has a chance to practice the skill.

During partner practice, be sure students take the following precautions so they do not get hurt:

- Student should not engage in horseplay, which can lead to injury.
- Tell students they should not practice skills at full force (such as the DAAT or POSC skills) for safety purposes (use this guideline as necessary for safety purposes).

Instructor-Led Practice

Instructor-led practice, or drill, can be used for speeding up skill practice. It is particularly useful for introducing new skills that build upon previously learned skills; for example, teaching the non-approach stop for vehicle contacts after learning the approach contact for vehicle contacts. You can build off the basic skill and make it more complex by adding the new element to the skill.

When you lead practice, position students so that you can see everyone and they can see you. If the students are practicing on equipment, place all of the equipment in the same direction so it is easier for you to watch everyone practice at once. If the students are practicing on each other, being able to see everyone allows you to judge skill competency as well as ensure student safety.

Guide students through each step of a skill, and have students do each step together as a group, or in small groups, one step at a time. For most skills, allow the students additional time to continue practicing on their own.

Helping Students Practice Correctly

You should watch for errors students make while practicing. Try to correct problems as soon as possible so that students practice the skill correctly. While you are working closely with one student, check others with an occasional glance. Correct any major problems you notice to keep students from practicing incorrectly. Encourage students to ask questions if they are unsure of how to perform any part of a skill. Stay in the practice area throughout the practice session to help students who need assistance.

A positive learning environment is important. Students perform best when they are kept informed of their progress. When they are practicing correctly, provide positive feedback. If they are practicing incorrectly, provide specific corrective feedback. Before saying what they did wrong, tell them what they are doing correctly. Then tactfully help them correct their errors. Other strategies for corrective feedback include:

- If the error is simple, explain directly and positively how to correct the skill. Be specific when providing feedback. For example, if the students is having _____ you might say, “Your hand position is good, but you should _____. That will _____

- You may have to show the student what he or she should be doing. For the previous example, you might have to _____ to show the student _____.

- It may help to tell the students why they should perform the skill in a certain way. This may help them remember to perform the skill correctly.

For example, if a student continues to forget to _____, you might remind the student that in order to _____.

- If a student has an ongoing problem with technique, carefully observe what he or she is doing. Give exact instructions for performing the technique the correct way and lead the student through the skill. It may be helpful to the student to repeat the steps back to you to help reinforce them correctly.

Throughout this process, continue to remind the students of both what they are doing right and what they are doing wrong. Use phrases like "Your _____ are _____ but they should be _____," or "You are doing a good job getting _____."

Practice with Equipment

Students will have to practice with equipment for some skills. Having the equipment out at the beginning of the class can help save valuable class time. If you prepare the equipment before class, ensure it is secure wherever you have it stationed. If you cannot have the equipment out and ready to use prior to class, allow a few minutes to prepare the equipment at the beginning of the session.

WHAT STYLE OF LEARNER ARE YOU?

Indicate the degree to which you agree or disagree with the statements.
1 = strongly disagree; 5 = strongly agree

							TOTALS
VERBAL LINGUISTICS STYLES							
I'm expressive both verbally and in my writing	1	2	3	4	5		
I'm very careful with my choice of words and expressions	1	2	3	4	5		
I enjoy speaking in front of groups of people	1	2	3	4	5		____
I enjoy word games, puns, and linguistic nuance	1	2	3	4	5		
I look forward to reading and writing exercises	1	2	3	4	5		
LOGICAL-MATHMATICAL STYLES							
I enjoy doing math problems	1	2	3	4	5		
I'm a logical problem solver	1	2	3	4	5		
I often complete crosswords and word-finding exercises in the newspaper	1	2	3	4	5		____
I enjoy looking for patterns in events or problems	1	2	3	4	5		
I find it easy to remember chemistry or math formulas	1	2	3	4	5		
BODY-KINESTHETIC STYLES							
I have a difficult time sitting still during meetings	1	2	3	4	5		
I am expressive with my hands and face during discussions	1	2	3	4	5		
I am athletic and enjoy physical exercise	1	2	3	4	5		____
I take a "hands-on" approach to learning new things	1	2	3	4	5		
I teach others by showing them rather than telling them	1	2	3	4	5		
VISUAL-SPATIAL STYLES							
I learn best when presented with graphs, charts, or drawn material	1	2	3	4	5		
I will draw as I listen, or doodle during presentation or meetings	1	2	3	4	5		
I enjoy painting and other artistic exercises	1	2	3	4	5		____
I find it easy to picture something in my head when asked to do so	1	2	3	4	5		
I always know where to find things on a map	1	2	3	4	5		
MUSICAL STYLE							
I know when someone is singing off-key	1	2	3	4	5		
I remember song lyrics and tunes	1	2	3	4	5		
I enjoy listening to music while I work	1	2	3	4	5		____
I sing in the shower and I frequently sing along with the radio	1	2	3	4	5		
I remember commercials because of the music, not the product	1	2	3	4	5		
INTERPERSONAL STYLE							
I am an excellent communicator of my feelings	1	2	3	4	5		
I recognize moods in other people very quickly	1	2	3	4	5		
I work well on teams	1	2	3	4	5		____
I am often referred to as "street smart"	1	2	3	4	5		
I am told that I am a good listener	1	2	3	4	5		
INTRAPERSONAL STYLE							
I am told that I am independent	1	2	3	4	5		
I work well on my own	1	2	3	4	5		
I often find myself on the fringes of the group	1	2	3	4	5		____
I can express my inner feelings in a variety of ways	1	2	3	4	5		
I am keenly aware of my own strengths and weaknesses	1	2	3	4	5		

Appendix C

Instructional Aids

Instructional aids, such as flip chart paper (easel with paper), videos, and power points are used in LESB courses. Learning can be substantially increased when students receive information they can see as well as hear. It is also useful to show visually how to do something and then allow students to practice the skill. Some things simply cannot be taught with words alone.

If you are not familiar with an instructional aid, practice with it until you are proficient in using it. It is essential to understand how to use instructional aids correctly, since improper use will detract from the effectiveness of the course and your credibility as an instructor. Also be sure that you preview video clips or audio clips that you will be using. The following paragraphs contain information about various instructional aids and how to prepare and use them.

Posters, Pictures and Charts

Posters, pictures and large charts are used to focus attention on particular information when you want to emphasize it.

Tips For Use:

- Use them to clarify ideas.
- Keep them simple in detail and wording.
- Use large letters, numbers and pictures that can be easily read from any part of the room.
- Use a maximum of 10 lines.
- Use color to highlight key words and ideas.
- Check them for accuracy.
- Make them sturdy so they can be moved without damage.
- Cover them with blank paper or keep them out of sight before use, or keep them posted if it will not cause a distraction.
- Face the class, not the display, when speaking.
- Spend time with the display so the class has time to absorb the concepts.

Flip Chart Paper:

Flip chart pads or paper are used frequently to record participant responses, display parts of course content and assign tasks. They add interest to presentations and reinforce complex, detailed or lengthy material.

Tips For Use:

- Prepare material in advance, leaving sheets covered until you use them.
- Place a sheet underneath to absorb marks if you are not using a water-based marking pen.
- Use a subject heading or title and underline it.

- Use only key words or phrases.
- Write only four or five lines per page.
- Have masking tape (or use post it paper that has the sticky back) to post sheets on the wall after removing them from the easel.
- Have paper clips or spring clips available to help locate previously covered material when reviewing sections again.
- Number each page at the bottom in pencil for easy reference.
- Place the easel with paper where it can be seen by the entire group.
- Face the class when speaking, not the easel.

Lettering:

Print in uppercase and lowercase letters to improve readability, although all caps, when used sparingly, can help accentuate key points. For maximum readability, capital letters should be at least three inches high and lowercase letters at least two inches high. Variations such as shadowing and outlining also draw attention to important information. Ruled paper will help keep your lettering straight.

Colors:

On any flip chart paper, use up to three colors as the primary lettering. Stick with darker colors such as black, brown, purple or dark blue or green. They are easier to read. Use red sparingly for titles or special emphasis. It can be hard on the eyes. Use yellow, light green or blue for highlighting. They can be difficult to see.

Power Points:

Power points are used to show drawings, pictures or written material to groups of various sizes. Be certain that the audience can clearly see the power point slide from the back of the room.

T**ips for Power Points:**

- For titles, the font size must be at least 40-point type or larger. For the body of the text, use at least 30-point font or larger. Ordinary type sizes used on forms and memos are too small and cannot be read.

- Use a font that is easy to read at a distance, such as Times Roman.

- Use uppercase and lowercase letters. All caps is very difficult to read. Use all caps sparingly, if at all.

- Keep the contrast apparent, using black ink or type.

- Focus on key words and phrases. Use a maximum of 6 lines of text with 6 words or less per line. If you put more than this on one slide, either the font will be too small to be read or the text will be too condensed to be clear. If the text will not fit on one slide, continue on the next slide.

- Center materials on the slide. You can left justify bullet points, but ensure the margins to the left and right and from top to bottom don't leave a lot of white space on one side with everything jumbled to the other side.

- Use a subject heading or title.

- Graphics must be large enough to be seen. Be careful of using copyrighted material.

- Use color to highlight titles, bullets and keywords.

- Face the class and projector, not the screen (do not read the bullet points on the slides – they are there to remind you what you should discuss in more detail).

Videos:

Preview the video and check out your equipment to see that the video plays on the DVD player or on your computer prior to the start of the class.

Tips For Use:

- If the video clip you want to show is part of a longer clip, ensure you know where the segment you want to show begins and ends.

- Check all equipment before your presentation.

- Be sure that the screen is large enough for the group to see and is located where everyone can see it.

- Introduce each segment of the video if necessary.

- Replay segments, if needed, for emphasis or review.

Models, Mockups, and Simulators

Models, mockups and simulators can save time and reduce hazards while providing hands-on experience. At the very least they provide another form of learning reinforcement; at the most, they can help you illustrate and explain things that would otherwise be difficult or dangerous.

Examples include city models (table top) with vehicles, people and other equipment where students can explain how they'd accomplish a task (such as how they would set up a perimeter if they needed to secure an area). A mockup may include a room that you've turned into a "mock" bar scene for a role play. And simulators can include driving simulators or simulators that allow you to make shoot and no-shoot decisions (similar to a video game).

Summary

In general, you should be thoroughly familiar with the instructional aids that are called for in the course you teach. Test your equipment before class to see that its working and can be seen by all. Good preparation will allow you to focus discussion on the material and not on the equipment.

Appendix D

PEER REVIEW SHEET

Date ___/___/___

Classroom or Group # _____

Student Instructor #
1_____

Student Instructor #
2_____

Three things I liked best about the way you taught this lesson:

_____

_____

_____

_____

_____

_____

Three things I liked least about the way you taught this lesson:

_____

_____

_____

_____

_____

_____

Overall, on a scale from 1 (= “poor”) to 5 (= “excellent”), I rate your performance on this lesson:

_____

Appendix E

Instructor Candidate Presentation Critique Form

Scoring Standard

Instructor candidates should score a minimum of "3" on each criteria. If a candidate receives any "2's" they may need to teach a second topic to check for improvement in their presentation skills in order to complete this course.

Rating Scale

4 Strongly Agree
3 Agree
2 Disagree
1 Strongly Disagree

Scoring Guide

Criteria	***Ratings***
During your presentation:	
1. You spoke loudly and clearly.	4 3 2 1
2. You spoke at an even pace.	4 3 2 1
3. You made frequent eye contact.	4 3 2 1
4. Your presentation was logical and organized.	4 3 2 1
5. Your presentation was consistent with the lesson plan.	4 3 2 1
6. You delivered all the necessary information in the allotted time.	4 3 2 1
7. You delivered accurate information.	4 3 2 1
8. You referred participants to the manual and handouts appropriately.	4 3 2 1
9. You were able to answer questions asked by the class.	4 3 2 1
10. The main points were clear in your presentation.	4 3 2 1
11. You engaged learners during your presentation.	4 3 2 1

If an activity or skill session was conducted you:	
1. Gave clear instructions so the participants knew what was expected of them.	4 3 2 1
2. Effectively and efficiently set up the skill session.	4 3 2 1
3. Effectively and efficiently conducted the skill session.	4 3 2 1
4. Provided coaching or prompting when needed.	4 3 2 1
5. Noticed and corrected participant errors.	4 3 2 1
6. Provided positive reinforcement and corrective feedback at appropriate times.	4 3 2 1
7. Gave suggestions for correcting errors.	4 3 2 1

Additional Comments:

Total Rating _____

Instructor Candidate Name _____ ***Date*** _____

Master Instructor Name _____***Date*** _____

Appendix F

Instructor Development Course Critique Form

Congratulations on completing the Criminal Justice Instructor Development course. We would like to give you an opportunity to tell us what you think about the training and instructor application process. Your honest responses will help us improve future courses. This survey is completely voluntary and anonymous; please do not write your name on the evaluation form. We greatly appreciate your feedback.

Rating Scale

5 Strongly Agree
4 Agree
3 Neutral
2 Disagree
1 Strongly Disagree

Scoring Guide

Criteria	***Ratings***
1. The registration process for the course was clear and easy to understand.	5 4 3 2 1
2. The training times were convenient for me.	5 4 3 2 1
3. The introduction and instructor course overview were helpful.	5 4 3 2 1
4. The review of where to find the basic curriculum was helpful.	5 4 3 2 1
5. The teaching assignment was clear and easy to understand.	5 4 3 2 1
6. I had enough time to prepare my teaching assignment.	5 4 3 2 1
7. This course met my expectations.	5 4 3 2 1
8. I have a clear understanding what is expected of me as an instructor.	5 4 3 2 1
9. I have a clear understanding of the requirements for running a basic course.	5 4 3 2 1
10. I have a clear understanding of the teaching requirements to remain certified as a LESB instructor.	5 4 3 2 1
11. I feel better prepared to teach a basic course or in-service in the future.	5 4 3 2 1

12. Which part of this training was most effective? Why?

13. Which part of this training was least effective? Why?

14. Additional Comments:

Appendix G

Glossary of Terms

Active Learning – Active learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. Research shows that active learning improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

Case Studies – Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real live situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

Chunking and Questioning Aloud – The process of reading an article or report aloud to a group of students and stopping after certain blocks of text to ask students specific questions about their comprehension of the article or report and some key features of the text.

Collecting Anonymous Student Generated Questions – During, or at the end of a lesson, have students write any questions that they might have on a card or post it note. Collect the cards and answer the questions without identifying a student. Students might be more willing to ask questions they have anonymously, instead of in front of their peers.

Collaborative/Cooperative Learning – Are instructional approaches in which students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they do not require permanently formed groups.

Critical Thinking – Is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

Discussion Strategies – Engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

Experimental Learning – Is an approach to education that focuses on "learning by doing," on the student's subjective experience. The role of the instructor is to design "direct experiences" that include preparatory and reflective exercises.

Hands-on, Active Participation – Designing activities so that students are actively involved in the project or experiment. Hands-on participating is as important as verbal participation in this activity.

Humor in the Classroom – Using humor in the classroom can enhance student learning by improving understanding and retention.

Inquiry-Guided Learning – With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourage students to build research skills that can be used throughout their educational experiences.

Learner-Centered Teaching – Means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. The power in the classroom shifts to the student.

Learning Journal – Students record in a journal what they learned that day or strategies they learned or questions they have. Students can share their ideas with the class, with their peers or with the instructor.

Lecture Strategies – Lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though it is a means of conveying information to students.

Mnemonics – Association techniques used to help student remember some aspect of instruction.

Modeling/Instructor Demonstration – The instructor demonstrates how to do a skill before having the students try it on their own.

Problem-Based Learning (PBL) – Is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life.

Team-Teaching – At its best, team teaching allows students and instructors to benefit from the healthy exchange of ideas in a setting defied by mutual respect and a share interest in a topic.

Writing Assignments – Writing assignments can provide an opportunity for students to apply critical thinking skills as well as help them learn course content.

Resources

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