

SANTA CLARA COUNTY SHERIFF
Expanded Course Outline

Subject: Academy Instructor Certification Course
POST ID: 2270-21705-
Hours: 40

Objective: By the end of this course, new Academy instructors will be able to have the requisite skills to plan for, and facilitate interactive, learn-centered training. Attendees will be able to create lessons plans, activities, thinking questions, and evaluation techniques for classroom use. Students will apply adult learning concepts and critical thinking concepts to develop targeted learning objectives. As per PAM 1082(e), attendees will be familiar with classroom safety protocols, legal issues, the Instructor Development Institute curriculum and the roles/responsibilities of law enforcement instructors. Attendees' skills will be measured with oral and written assessments.

I. COURSE INTRODUCTION

This training block introduces the instructional goals and objectives of the AICC. At the conclusion of this block, the learner will recall the goals and objectives of the AICC, and be able to relate those goals and objectives to subsequent instruction in the course.

- A. About the Course (Activity – Identify expectations and concerns)
 - 1. Goal
 - 2. Objectives
 - 3. Schedule
 - 4. Assessment
 - 5. How this class fits in the IDI curriculum
 - a) IDI program
 - b) IDI value
 - c) IDI Levels
- B. About the Facility
- C. Meet the attendees
 - 1. Activity – Pair up and draw diagram describing partner
 - 2. Report out

II. ROLES AND RESPONSIBILITIES OF THE INSTRUCTOR

At the conclusion of this training block, the learner will understand the qualities and responsibilities of an instructor teaching POST-certified in-service courses and in the Basic Academy. (Table Activity – Identify qualities of a good instructor/ identify qualities of a good class experience for the student)

- A. Instructor qualities
 1. Subject matter expert
 2. Respect/considerate
 3. Inspires learning
 4. Adapts approach to student needs
 5. Makes it feel like 1:1 learning to student
- B. Instructor responsibilities
 1. Facilitate the learner-centered training environment
 2. Manage classroom
 3. Manage content
 4. Manage the affective domain
 5. Make sure objectives are achieved
 - a) Does not mean only “material covered”
 - b) Does mean students can do something they could not do before
- C. Opened question – How do you manage content in an interactive domain

III. CONCEPTS OF ADULT LEARNING

At the conclusion of this training block, the learner will be able to link the effective class experience they just defined to how people learn, and the value of optimizing activity-based and problem based facilitated learning.

- A. Adult learning
 1. Discuss: “Tell me and I will forget, show me and I will understand, involve me and I will remember
 2. Differentiate between Adult and child learners: learners are more independent and self-directed, training readiness is based on need, relevance and immediate application
- B. Learner-centered instruction
 1. Challenges (Activity – students brainstorm)
 - a) Can I get through all of the material?
 - b) Can I make sure they get the accurate information?
 - c) Can I stay organized enough?
 - d) Will they be prepared for the LD exam?
 2. Value (Activity – students brainstorm)
 - a) The more they are engaged, the more they remember
 - b) The more they are they do, the more they can apply
 - c) The more they do, the more they analyze their actions and the content
 3. Approach
 - a) Move from knowledge gained to knowledge retained, to knowledge applied
 - b) Use problem-based environment that allows students to “fail forward” and process new knowledge in a manner that enhances retention and use
 - c) After failing forward, loop back to ensure correct information, and practice proper responses

d) “Without knowledge action is useless and knowledge without action is futile.” (Abu Bkar) We tend to acknowledge the first and ignore the second

- C. Learning acquisition preferences (Auditory, Visual, Kinesthetic/Tactile)
 - 1. Individual Activity – Attendees complete an A/V/K/T inventory
 - 2. Definitions
 - 3. Impact in classroom
 - 4. Impact working with individuals

IV. CRITICAL THINKING AND BLOOMS TAXONOMY

At the conclusion of this training block, learners will also be able differentiate between Bloom’s domains, and focusing on the cognitive domain, compare the elements of thought with Bloom’s Taxonomy. Learners will identify the importance of their audience’s evolution beyond just learning data in order to achieve competency at higher level of Bloom’s cognitive domain.

- A. Bloom’s Taxonomy
 - 1. Cognitive (mental skills; what one knows)
 - 2. Affective (attitudes; emotions, how one feels about it)
 - 3. Psychomotor (skills; what one can do; observable phenomena)
- B. Focusing on the cognitive domain – Bloom’s Levels
 - 1. Class Activity – Identify level for a given set of activities
 - 2. What should be the student outcome; what can they now do that they could not do before?
- C. Critical thinking – The Elements of Thought
 - 1. Purpose
 - 2. Question at issue
 - 3. Assumptions
 - 4. Point of View
 - 5. Data/ Information/ Evidence
 - 6. Concepts
 - 7. Inferences/
 - 8. Interpretation
 - 9. Implications/ Consequences
- D. Video – Men in Black
- E. Pairs Activity – Given an LD chapter – what element of thought is most lacking for a new deputy? What Bloom’s level is required to improve a deputy’s critical thinking? Design a “failing forward” activity to achieve awareness of the critical thinking
 - 1. Be specific about two elements
 - 2. Based an LD objective, develop a manageable expectation of a deputy’s improvement
 - 3. Make the activity learner-centered
 - 4. Review – set an objective, identify content to be taught, and set forth with questions that drive the student to think critically

V. TODAY'S ACADEMY STUDENT

At the conclusion of this training block, learners will contrast today's Academy student with the existing peace officer personnel, and identify the challenges and opportunities provided by today's audience.

- A. Table Activity – Draw a picture of today's Academy attendee
 - 1. Define characterizations of today's generation's intellectual, emotional, and skill attributes
 - 2. De-brief
- B. Identify challenges and opportunities in training this generation's audience

VI. TRANSITIONING FROM PRESENTER TO FACILITATOR

At the conclusion of this training block, learners will differentiate between presenter and facilitator, identify how facilitation benefits their students, and list some common tools/resources used in the facilitated classroom.

- A. Presentation vs. Facilitation
 - 1. Define presentation
 - 2. Define facilitation
 - 3. Identify classroom experience plusses and minuses
- B. Techniques and skills of effective facilitation
 - 1. Communicating expectations
 - 2. Listening actively
 - 3. Paraphrasing
 - 4. Using appropriate questioning technique to draw out their answers
 - 5. Using planned responses
 - 6. Eliciting participation from less outgoing members of class
 - 7. Managing interaction and resolving conflicts and disruptions
- C. Creating a learning environment where it is safe and appropriate to “fail forward” while learning and applying concepts and ideas
 - 1. Goal – let the students explore beyond pure facts to use other elements of thought
 - 2. Resources beyond PowerPoint, and Videos – let the students document content
 - 3. Providing feedback after all groups have given answers. Accurate content and summary of course or block of instruction can then be provided.
- D. Video – Apollo 15

VII. LESSON PLANNING

At the conclusion of this training block, the student will employ a lesson planning technique as a foundation for the delivery and evaluation of training that is facilitated in a manner consistent with standards and the learning needs of the student.

- A. Lesson Planning Phase 1 (“Content 1-2-3”)

1. Topic (1 Objective) – Talk in terms of what students will be able to “do”, not “know”
2. Active Process (2 key questions to ask)
3. Key Content (3-4 paraphrased points)
- B. Lesson Planning Phase 2 (“Manage 4-5-6”)
 1. Activity description
 2. Resources and timing required
 3. Testing (What are you looking for to verify they got it.)
- C. Lesson Planning Table Exercise
 1. Given an LD chapter objective document “content 1-2-3”
 2. Brainstorm one activity
 3. Estimate resources and time required (be prepared to defend your time estimate)
 4. What are you looking for to verify they got it
- D. Lesson Planning Exercise – Each individual develops a lesson plan outlines a facilitated discussion on one of the following topics:
 1. Basic Course Instructional System
 2. Roles and Responsibilities of Law Enforcement Training Instructors
 3. Classroom Legal Issues
 4. POST and Safety Protocols
 5. Basic Course Evaluation, Testing, and Remediation
- E. Review what was easy and what was difficult, and the value of planning

VIII. EFFECTIVE FACILITATION AND PRESENTATION

Using strategies and concepts presented in this course, learners will be able to employ a lesson plan to effectively delivery a facilitated lesson their understanding of the varied means by which they can present instruction to students, analyze the pros and cons of particular methodologies, assess which ones would be best suited to their instructional goals and evaluate success in their application.

- A. The learners test – facilitation rubric use in this course
- B. Facilitation Basics
 1. Use lesson planning – incorporate several objectives
 2. Pick a starting point – what do want them to explore?
 3. Work within a timeline
 4. Allow for providing the correct data
 5. Your job to help them see the context of information, to effectively infer and assume proper (and not improper) things, and produce correct action
- C. Developing questions
 1. Goal of questions
 2. Good questions vs. bad questions
 3. Table Activity – given an LD create thinking questions for student
- D. Group problem solving activities
 1. Problem-based learning exercises
 2. Case studies
- E. Managing the content

1. Flip chart (and other) techniques for ensuring correct information
 - a) A master flip chart set with topics and answers pre-created
 - b) Right information in pencil on flip chart to ensure you remember to draw out specific points
 - c) Paraphrase and re-word answers given to cultivate exact language
 - d) Add to as needed
 2. Managing the timeline
 3. Being the facilitator does not remove you from being the subject expert
 4. Leave no student behind – manage to their learning needs, not a content timeline. Give detail to ensure clarity
 - a) Permit additional questions to be written and give to instructor later/.
 5. Managing group activities:
 - a) Define roles for tables to self-assign: recorder, facilitator, timer, speaker
 - b) Recorder writes down the key points
 - c) Facilitator keeps group on target
 - d) Timer keeps Facilitator on target
 - e) Speaker will be the individual reporting back
 - f) Circulate immediately to make sure they are getting started and clarify any assignment questions
 - g) Back away and permit “failing forward”, but do not permit drift off-topic. Best re-focus line – “A good discussion, and what is our objective right now?”
 6. Managing report back from groups
 - a) Know your timeline
 - b) If all groups are looking at and reporting back on the same topic, the last groups will take less time.
 - c) If squeezed for time, as you get to the last tables, ask, “What did you see different from the other groups?”
 - d) Summarize to ensure right answers are exposed. (You can even pass out answers our expose a pre-created flip chart with the answers.
- F. Presentation skills
1. Presence: attire, approachability, mutual respect
 2. Non-verbal skills
 3. Observation skills
 4. Classroom management skills
- G. Table Activity – Each individual facilitates a lesson on one of the following topics:
1. Basic Course Instructional System
 2. Roles and Responsibilities of Law Enforcement Training Instructors
 3. Classroom Legal Issues
 4. POST and Safety Protocols
 5. Basic Course Evaluation, Testing, and Remediation
- H. Recognizing a failed lesson
1. Measure success based on what the students did, not on getting through the material
 2. Look for a disconnection on accuracy
 3. Look for a disconnection on direction (students off-topic)

4. Ask a scenario question and assess their decision points
 - a) Did they start by looking at the most important facts
 - b) Did they interpret data properly?
 - c) Did they draw proper inferences?
 - d) Did they apply the proper concepts?

I. Managing remediation activities

1. The 1:1 environment vs. classroom environment
2. Remediation for LD test vs. Scenario Test
2. Prior to remediation, check with Academy staff for an issues with recruit's skills/learning disabilities
2. Determine points of understanding and confusion.
3. For the instructor, it may feel like starting over, but you are not. The student will have some level of understanding
4. Instructor must let go of the emotional attachment of dealing with a "failed" student. Focus more on facilitating learning and less on fixing a broken student.
5. If you believe they are ready, give an applicable exercise to confirm your observation
6. Be prepared to correct several points of learning, and to correct the same point more than once.

IX. SAFETY PROTOCOLS

At the conclusion of this training block, the student will be able to identify the course and instructor safety requirements, and the fundamental protocols as they apply to managing safety.

- A. Course Requirements
 5. Safety Policy (POST Reg 1052(a)6)
 6. Instructor to student ratio (POST Reg 1052(a)6)
- B. Instructor requirements
 1. Certification in 1070 courses
 2. Facility/equipment inspection
 3. Train students on safety policy
 4. Know the protocols
- C. Fundamental protocols
 1. 1. Assessing/Dealing with minor injuries
 2. 2. Action plan for medical & other emergencies
 3. 3. Notifications/Reports

X. LEGAL AND LIABILITY ISSUES

At the conclusion of this training block, the student will be able to identify the primary legal issues, and best methods to minimize liability risks.

- A. Classroom Management

1. Potential Issues
2. Mitigations to minimize risk
3. Dealing with a situation
- B. Personal Behavior
 1. Potential Issues
 2. Mitigations to minimize risk
 3. Dealing with a situation
- C. Test Management
 1. Potential Issues
 2. Mitigations to minimize risk
 3. Dealing with a situation
- D. Copyright
- E. Instructor in court
 1. Testifying to your teaching provided to a peace officer now involved in a liability trial.

XI. INSTRUCTIONAL RESOURCES

At the conclusion of this training block, the learner will understand the variety of instructional resources available and demonstrate proficiency in their use as a part of a lesson plan.

- A. Appropriate selection and use of various resources.
 1. Informational resources
 2. Classroom resources
 3. Resources at POST
- B. Practical demonstration and use of various aids
- C. Pros and cons of various media
 1. Passive versus active media
 2. Over-utilization of Power Point and similar media
- D. Technical issues with Instructional Resources
 1. Familiarize oneself with technology in classroom prior to class
 2. Consider how students might use technology in learning experience
- E. Copyright considerations for use of published material

XII. POST BASIC COURSE INSTRUCTIONAL SYSTEM

At the conclusion of this training block, the learner will gain an overview of the POST Regular Basic Course Instructional System and regulations regarding instructor development training.

- A. POST Academy Certification Process
- B. Basic Course Management Guide
- C. Basic training mission
 1. Prepare students mentally, morally, emotionally and physically to successfully complete a field training program or related advanced training program subsequent to graduation from the Regular Basic Course.

2. Ensure students demonstrate the core competencies to successfully complete the RBC
- D. Academy policy development
- E. Academy requirements
- F. The Learning Domain system
 1. Learning need
 2. Learning objectives
 3. Educational Objectives
 4. Minimum hourly requirements
 5. Learning activities, both required and optional
 6. Testing (written, scenario and exercise)
 7. Training and testing specifications
- G. Delivery formats
 1. One part instructional sequence (intensive and extended)
 2. Modules III, II and I (reserve training)
- H. The Leadership, Ethics and Community Policing (LECP) Project and its impact on RBC curriculum

XIII. POST ACADEMY WORKBOOK SERIES

At the conclusion of this training block, the student will demonstrate an understanding of the POST academy workbook series, how to use the Learning Domain workbook as a foundation for lesson planning, evaluate core concepts in the workbook as they relate to testing standards, and create an instructional block that is facilitated in a manner consistent with standards and the learning needs of the student.

- A. The Instructor's Lesson Plan will incorporate concepts from the Student Workbook and related sources to ensure instruction is consistent with the learning objectives and testing standards established for the basic course
- B. The lesson plan will consider general lesson planning competencies as presented in section IV (B)(1) of this expanded course outline and utilize those competencies in the development of a plan consistent with the requirements of the basic course
- C. The student workbook may be used as a foundation for pre-course work by students and as an instructional aid in the learning environment
- D. The POST Instructor's Guide to Learning Activities
 1. Developed by POST to establish appropriate learning activities consistent with training specifications and the Leadership, Ethics and Community Policing Project
 2. The lesson plan will contain one or more of these learning activities or a comparable adult learning exercise for students. This is mandated by POST regulation for many Learning Domains and strongly recommended in all others.
 3. The emphasis of the activities in the Instructor's Guide is on the student-centered class environment; all comparable activities designed and delivered will conform to that delivery methodology.
- E. Testing
 1. Understand relation between student workbooks and POST testing standards
 2. Understand POST and academy standards for test remediation

XIV. BASIC COURSE EVALUATION TECHNIQUES, TESTING AND REMEDIATION

At the conclusion of this training block, the learner will be able to describe the methods used in the Regular Basic Course to evaluate learning.

- A. Preparation and presentation of testing
- B. Scenario testing
- C. POST Basic Course testing-Mid-term and final
- D. Remediation procedures
- E. Role of academy coordinators and instructors

XV. COMPETENCY VERIFICATION

At the conclusion of this training block, the student will be able to demonstrate proficiency in the use of appropriate presentation skills and related competencies by delivering a segment of training to the class or sub-group of the class in a manner consistent with Adult Learning, Instructional Systems Design, outcome-based lesson planning and through the use of appropriate delivery strategies.

- A. The instructional segment should be drawn from actual or intended teaching in the academy or in-service training environment
- B. Minimum requirements for the demonstration of competency are:
 - 1. The student will develop instructional goals and anticipated outcomes for their training block
 - 2. The segment will allow the student to demonstrate their knowledge of the subject being taught, their creativity in developing and presenting content to adult learners
 - 3. The instructional segment will actively involve the learner in the teaching environment
- D. This demonstration of proficiency fulfills “Competency Verification component of POST Regulation 1083 regarding the training of instructors whose academies are participating in the POST Academy Instructor Certificate Course (AICC). For those instructors, the “Competency Verification” form will be completed by the course instructor once the demonstration of competency has been presented in a satisfactory manner.

XVI. REVIEW AND EVALUATION OF CLASS

For academy-specific and all other Instructor Certification Courses. Close the class after appropriate opportunities for review of course content, referral to continued sources of learning and instruction regarding the submission of course evaluations on the POST website.

TIMELINE

DAY 1

Start	End	Subject
800	930	Introduction and group discussion of expectations.
930	1000	AICC Instructor responsibilities
1000	1130	Adult Learning concepts and introduction to Bloom's Taxonomy
1130	1230	LUNCH
1230	1430	Critical Thinking and linking to Bloom's cognitive levels (MIB)
1430	1530	Today's Academy Student
1530	1630	Presentation Vs. Facilitation
1630	1700	Review / Group Discussion

DAY 2

Start	End	Subject
800	830	Review / Group Discussion
830	0930	Presentation Vs. Facilitation (Cont.)
0930	1130	Failing Forward and the Facilitation process (Apollo 15)
1130	1230	LUNCH
1230	1400	Lesson Planning
1400	1430	Lesson Planning de-brief
1430	1530	Presentation/facilitation skills
1530	1630	Presentation/facilitation practice
1630	1700	Review / Group Discussion

DAY 3

Start	End	Subject
800	830	Review / Group Discussion
830	930	Facilitation de-brief
930	1030	Draft Friday's Lesson Plan
1030	1130	Students Prepare to Facilitate: Basic Course Instructional System, Use of Learning Issues and Training Aids Safety Protocols, Basic Course Evaluation, Testing, and Remediation
1130	1230	LUNCH
1230	1500	Facilitate: Basic Course Instructional System, Use of Learning Issues and Training Aids Safety Protocols, Basic Course Evaluation, Testing, and Remediation
1500	1630	Facilitation Lessons Learned
1630	1700	Review / Group Discussion

DAY 4

Start	End	Subject
800	830	Review / Group Discussion

830	1000	Managing remediations
1000	1130	Activity definitions/outcomes
1130	1230	LUNCH
1230	1330	Legal Issues
1330	1630	Verify Lesson Plan, Activity/Testing Design, Preparation for competency verification
1630	1700	Review / Group Discussion

DAY 5

Start	End	Subject
800	1130	Competency Verification
1130	1230	LUNCH
1230	1700	Competency Verification