Indiana Law Enforcement Academy

COURSE SYLLABUS

1. **Registration and Student Assignments -** Students will complete the required administrative activities during this time. Concurrently, students will also be asked to present "rough drafts" of their copies of instructional assignments and lesson plan(s).

2. **Student Introductions/Impromptu Exercise -** Students will be presented with a word and asked to speak for three (3) minutes about that word. They will be given NO time to prepare. Students will also be required to introduce themselves to the group.

3. **Developing Lesson Plans -** Students will be exposed to at least three (3) different formats for lesson plans. They will be instructed in how to develop the appropriate format for our needs (outline style). They will be required to develop lesson plans for both class presentations as a critical part of their evaluation.

4. **Performance Objectives -** During the first hour students will receive lecture on what makes good performance objectives. They will be instructed on construction, key words and what to avoid when developing these objectives. The second hour will be a training practical exercise, which will require them to construct three (3) training objectives. To accomplish this, students will be provided with a lesson plan and divided into groups. They will then construct their training objectives from this outline. A discussion of each group's training objectives will conclude this block of instruction.

5. **Training Aids -** This block of instruction will provide students with information regarding the use and construction of training aids. Discussion will cover typical aids such as overhead; videotapes and chalkboard as well as more complicated ones, such as video show and power point. The role of training aids will also be presented.

6. **Role of the Instructor -** Problems associated with course presentation will be addressed during this time. Student problems and physical concerns will be discussed and possible solutions proposed. Some areas for discussion will be equipment failure, slow students, distractions, class clown, and non participation by certain students. Students will be exposed to the true role of the instructor as mentor, teacher and facilitator

7. **Experiential Learning Cycle and Group Norms -** What influences individuals within a group to learn will be the topic of this lecture. How groups' function has a lot to do with individual learning. Students will be given the opportunity to identify and correct inappropriate behavior within the group. This will be accomplished through lecture and practical exercises.

8. **Evaluation Methods -** Students will be instructed in the different testing methods/procedures. Different types of written evaluations (i.e., multiple choice, essay, true/false) and practical evaluations (go/no go, performance testing) will be defined. During the training's practical phase students will be divided into groups and required to construct five (5) test questions from a lesson plan. There must be a sample of at least two (2) different types of questions. Students will also be required to provide a model to be used as a practical evaluation.

9. **10 Minute Presentation -** Students will present a ten (10) minute presentation following the prescribed guidelines. This is a crucial stage of the program. Students must complete this phase successfully.

10. **Lesson Plan Structure Template -** Using a written guide and Microsoft Word software application, students will be given step by step instructions on developing the proper outline

format to comply with the LETB required lesson plan. Students will learn how using the application and designing a template will make the job of developing lesson plans easy.

11. **Records and Certifications -** An overview of records that a trainer may be asked to prepare and track. How to obtain instructor certification will also be described during this block.

12. **50 Minute Presentations -** Students will prepare a fifty - (50) minute lecture following the prescribed guidelines. This, too, is a critical component of the course and must be successfully completed to graduate from the course. Students will be required to present at least 20 minutes of the prepared 50-minute presentation.

13. **Adult Learning -** Students will be given information to help them understand the differences between the adult and child learner. Malcolm Knowles' Theories and Principles on Adult Learning will be discussed. Student and Instructor expectations and student's personal learning style will be explored. Group participation will aid and enhance this block of instruction.

14. **Theories of Learning -** Brain function during the learning process will be discussed. Myths of Learning vs. The Aging Brain are highlighted for discussion. Students are assigned one (1) of thirteen (13) theories of learning as research and are asked to explain its relevance in the training of police officers.

15. **Questioning Techniques -** An introduction to Blooms' Taxonomy of questions. The use of open and closed questions, components of successful interaction between students is presented. Stresses the importance of learning being an active process, not passive.

16. **Power Point Basics -** Students will be given a basic understanding of how power point presentations can be used as an instructional tool. Lecture and lab practice will be followed by a short student presentation using learned skills.

17. **Needs Analysis -** An explanation of what a needs assessment is and how to properly complete a needs analysis. It will cover nine different basic steps that can be used in assessing a department's training needs.

18. **Developing Practical Exercises -** In this block of training, the students will be taught the demonstration or performance method of instruction. This method is used to teach students hands-on skills through a systematic approach to the learning process.

19. **Student Evaluation Process -** Using the student/instructor evaluation form, instructor will explain how the evaluation process will be conducted during the 10 minute and 50 minute presentations. Each line on the form will be explained to the student so they know to what standard they will be held.

20. **Written Exam -** Students will be required to obtain a score of 75% or better on a written exam over the material considered to be the fundamentals of Performance Objectives, Lesson Plans, Lesson Plan Cover Sheets and Training Aids.

21. **Legal Considerations -** Students will recognize the importance of legal considerations that will affect their training, students, courses and instructions.

22. **Night Classes -** These required sessions will be a recap of lesson plans and to complete drafts and final paper products of cover sheets and lesson plans for the 10 and 50 minute presentations.

Indiana Law Enforcement Academy

Instructor Development

Course No. **OIC:**

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
0700-0800	**Cafeteria Closed**	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**
0830 ~ 0920	Registration/Welcome Assignments Class Brief ILEA	Power Point Lab ILEA	Role of the Instructor ILEA	Experiential Learning Cycle ILEA	Student Presentations 50 min ILEA
0930 ~ 1020	Student Introductions Impromptu Exercise ILEA	Power Point Lab ILEA	Training Aids ILEA	Records and Certifications ILEA	Student Presentations 50 min ILEA
1030 ~ 1120	Student Impromptu ILEA	Presentation Preparation ILEA	Progress Exam & Review ILEA	Theories of Learning ILEA	Student Presentations 50 min ILEA
1130 ~ 1220	Performance Objectives ILEA	Student Presentations ILEA	Question Techniques ILEA	Theories of Learning ILEA	Student Presentations 50 min ILEA
1220-1330	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
1330 ~ 1420	Performance Objectives ILEA	Adult Learning ILEA	Student Presentations 10 min ILEA	Developing Practical Exercises ILEA	Student Presentations 50 min ILEA
1430 ~ 1520	Developing Lesson Plans ILEA	Adult Learning ILEA	Student Presentations 10 min ILEA	Developing Practical Exercises ILEA	Student Presentations 50 min ILEA
1530 1620	Developing Lesson Plans ILEA	Constructing Evaluations ILEA	Student Presentations 10 min ILEA	Needs Analysis ILEA	Class Summary Graduation ILEA
1630 ~ 1720	Lesson Plan Structure Template ILEA	Student Evaluation Process ILEA	Student Presentations 10 min ILEA	Legal Considerations ILEA	
1700-1745	**Dinner**	**Dinner**	**Dinner**	**Dinner**	**Dinner**
	1830-2020 (10 min) Recap of Objectives Complete Cover Sheet	**1830-2020 (10 min)** Complete outline draft Complete final outline	**1830-2020 (50 min)** Recap of Objectives Complete Cover Sheet	**1820-2020 (50 min)** Complete outline draft Complete final outline	

The following is a synopsis of the presentation requirements for the Impromptu, Ten Minute, and Fifty Minute Presentations. It will assist you in preparing your presentations. If you have any questions about the class, presentations or anything else, please contact one of the instructors. We are here to help you.

I. Impromptu (morning of the first day)

Impromptu Presentations are designed to expose the student to unexpected discussions or topics that may develop during a lecture. The student must understand that these situations occur and he/she has to be ready to cope with them in a professional manner. The words you will be given for your Impromptu Presentation are commonly used in police work or found in the Indiana Criminal Code.

A. Given a word at random by the instructor, the student will give a two-minute Impromptu Presentation to the class.

B. The use of visual aids is optional.

C. Presentation must go the full two minutes.

D. During the Impromptu, the class will not be allowed to ask any questions to assist the presenter in meeting the two minute requirement.

II. Ten Minute Presentation (non law enforcement topic).

By this time the student will have had sufficient exposure to present a Ten Minute Presentation on a topic of his/her choice that is unrelated to Law Enforcement. This Ten Minute Presentation will emphasize the Introduction and Summary portions of the presentation. The Ten Minute presentation is designed to prepare the student for the Fifty Minute Presentation.

A. Prepare a Lesson Plan Cover Sheet and give a copy to the evaluator. It can be hand written.

B. Prepare a Lesson Plan and give a copy to the evaluator. It can be handwritten.

C. Use at least one (1) visual aid during the presentation.

D. Presentation must go the full ten (10) minutes.

E. At the end of eight (8) minutes the evaluator will give a signal. The student should conclude the present thought, go into the summary and finish on time.

F. All students will evaluate each presentation by using the provided forms.

G. The order of presentations will be on a first come, first serve basis.

H. At the conclusion of each Ten Minute Presentation the evaluator will discuss/give an assessment for each presentation given.

III. Fifty Minute Presentation

The final stage for completing the course consists of preparing for and presenting a Fifty Minute Presentation on a law enforcement subject, which is assigned to the student **by the CEO.** The Student will be required to research the topic and indicating references where they found their information for their assigned topic. Student's lesson plan and presentation material must be his or her own work.

**** The use of a canned outline such as SFST, DRE, or any other readymade lesson plan, including the use of any former Instructor Development student's lesson plan in part or in whole will be grounds for immediate failure of this course. (See last page for acceptable use of others' material)****

The important points for this presentation are:

The student will research and develop their **own** lesson plan and objectives for the topic assigned to them.

A. Lesson Plan cover Sheet

1. Course scope

2. Defined objectives

B. Lesson Plan must contain:

The following times and percentages are only a guideline for the student when presenting a 50 minute topic.

1. Opening (5 minutes or 10%)

2. Lecture body (40 minutes or 80%)

3. Summary (5 minutes or 10%)

4. Lesson Plane and Cover Sheet must be **TYPED** on the prescribed **LETB forms** and in the prescribed LETB format.

C. Submit three (3) test questions with Lesson Plan. Must be typed on the Lesson Plan Cover Sheet.

D. When presenting this block, the student will be required to present **twenty (20) minutes** of the fifty (50) minute presentation. Remember to adjust the above percentages accordingly. There must be enough material to cover a fifty (50) minute class presentation.

E. Give a copy of the Lesson Plan, Cover Sheet, and Test Questions to the evaluator. This paperwork will be part of the student's permanent file at the Indiana Law Enforcement Academy.

F. <u>PRESENTATIONS MUST GO THE FULL TWENTY MINUTES.</u>

G. Must use three visual aids during the presentation.

H. Can use only three (3) minutes of video material.

I. Evaluator will time the presentations.

J. Evaluator will give the student a signal when he/she has five (5) minutes to go. At this time the student is to check their timing device, complete present thoughts, go into the summary, and finish on time. **The evaluator at the twenty (20) minute mark will stop you; there will not be any plus or minus time adjustment. Going over in time or under in time could cause failure of the course.**

K. Evaluator will critique the presentation immediately upon completion giving points of strength and areas for improvement.

L. Presentation will be video taped. Students must provide blank video tape for their Fifty Minute Presentation.

M. Students will register on a first come, first served basis, as to the time they wish to give the presentation.

N. Student presenters should be either in uniform or apparel suitable for court appearances to present their Fifty Minute Lectures.

O. Students will return to their departments to complete the certification requirements.

**** It is acceptable to use parts of another program or individuals material for research but, the written lesson plan and presentation must be the student's own creation. If using material from another program or individual, credit must be given to that program or individual on the lesson plan cover sheet. ****

INSTRUCTOR DEVELOPMENT COURSE 50 MINUTE SAMPLE TOPICS

1. **Traffic Control**
2. **Ethics**
3. **Firearms Regulations**
4. **Tactical Intervention**
5. **Report Writing**
6. **Hazardous Materials**
7. **Drugs & Narcotics**
8. **Patrol Techniques**
9. **Severe Weather Warning**
10. **Juveniles**
11. **Child Abuse**
12. **The Occult**
13. **Stress**
14. **Cultural Diversity**
15. **Community Policing**
16. **Street Gangs**
17. **Domestic Violence**
18. **Law Enforcement Communications**
19. **Alcohol & Drug Testing**
20. **Emergency Driving Laws & Liabilities**
21. **Special Persons**
22. **Suicide Management**
23. **News Media Relations**
24. **Criminal Profiling**
25. **Defensive Tactics**
26. **Handgun Retention**
27. **Defensive Driving**
28. **DUI Patrol**
29. **Traffic Stops**
30. **Interview Techniques**

NOTE: It shall be the responsibility of each department CEO to assign a 50 minute presentation topic of their choice to the student attending the Instructor Development Course. If the CEO does not send the topics forward, this list will be used by the course OIC to assign a topic.

Lesson Plan Preparation

Effective instruction is reliant upon a well organized and carefully constructed lesson plan. A lesson plan provides order and sequence of ideas; it describes methods or approaches for presenting ideas; and it provides a means of control of a topic unlike the haphazardness of impromptu teaching that has no preplanned or prepared direction.

With a properly prepared lesson plan an administrator can be assured, by reviewing the lesson plan, that what is required to be taught is most probably being taught. Absolute assurance that training objectives are being met can be established by observing in the classroom to ensure that an instructor is following the lesson plan. The greatest single advantage of a lesson plan is the direction it gives toward achievements of training objectives.

Training objectives are established outside of the training environment through a series of needs analysis. These identified needs of training are the basis for preparing the person to perform a job function. Training objectives purposes or goals of police officer training are derived from tasks that are performed on the jog by the police officer. Clearly, then, the worthiness of training objectives is determined by conditions that occur outside the training establishment.

Worthiness of a training objective is determined by asking a number of questions:

- **How frequently is the particular task performed?**
- **Is the task something that needs to be taught?**
- **Is the task something that can be learned more effectively on the job or through in-service training?**
- **How critical is the task to the police mission?**

Answers to these questions require analysis based on first hand knowledge of actual police duties. Therefore, the importance of training objectives are not solely determined by trainers, but by experienced police practitioners.

What is the designed course level for this presentation?

Course Level: Basic **X** In-Service Supervision Management Specialized

Lesson No. Title: **Report Writing** Hrs. Required: **1** of **40**

Scope of Lesson Coverage:

Hours of class

What is the title or subject of your course?

In this box, tell the student what the class is going to be about. You can explain in a sentence, two sentences or perhaps a paragraph. In this case, you can use words like understand, know and learn.

Specific Objectives:

At the conclusion of this block of instructions the student will be able to:

1. **List the 5 W's and an H of report writing**
2. **Write a report**
3. **Explain why a report is necessary**

Example of how to structure the course specific objectives.

What do you want the student to be able to do when they leave your classroom. Refrain from such words as know, learn and understand. Use action words to describe the desired results.

What training aids or equipment will you be using during the presentation?

Training Aids, equipment, etc., required:

Will you give students any handouts?

Material for issue

References:

Research information goes here.

Prepared by: Date:

ILEA/180

Who constructed this lesson plan?

Date of lesson plan

INDIANA LAW ENFORCEMENT ACADEMY

LESSON PLAN

Course Level:	Basic	In-Service	Supervision	Management	Specialized
Lesson No.	Title			Hrs. Required:	of

Scope of Lesson Coverage:

Specific Objectives:

Training Aids, equipment, etc., required

Material for issue

References:

Prepared by: Date:

ILEA/180

INDIANA
LAW ENFORCEMENT ACADEMY
State Form 48884 (4-98)
Instructor:

Lecture: Identification

SUBJECT MATTER	REMARKS
	(For Student Use)

I. **Identification**

A. **Name of Instructor** (Your name)

1. Any-town Police Dept
2. Served as patrolman for 15 years
3. Experience
   a. FBINA 1998 class 193
   b. Composites for Identification

B. Gain Attention/Motivation

1. How would you like to be mistaken for another individual, we all have but how about so close to the exact dimensions height, weight, facial features etc. that you are accused of a crime you did not commit.
2. We will be talking about such a case and how it impacted law enforcement

C. Lesson Tie in

1. Why are we here
   As investigators it Is important for us to be able to properly identify individuals that are suspect of a crime.

D. Course objectives

1. List two ways that were used for identification purposes
2. Describe in writing the case that brought fingerprints to the forefront of identification.

II. **History of Identification**

A. History of suspect identification

1. 1800's the use of measuring every part of the body to indicate differences in persons
2. Late 1800's the use of fingerprints.

B. Bertillon method

Information about you goes here. Under your name identify the agency you work with, Identify years you have been in the agency or law enforcement, and any training or supporting education.

When presenting,. The rule of thumb for how long it takes for you to give the introduction is **5 min.**

In the **Gain attention** this is a place for you to identify a short story or play a short portion of a video. Here you want to grab the attention of the students. You could also do an Ice Breaker exercise here.
Be careful that any thing placed here is not off color or offensive, this section sets the tone for the rest of your training.

Lesson tie in explains briefly why we are here, and if applicable how and why this training ties into the student's job they perform now or want to perform in the future. Also how this class may be tied to the next class.

This is probably the most important part of the introduction. This is where you will indicate the expected objectives of this class.
This is what the students will be able to do when training is over.
Remember that **Objectives are measurable** and use action verbs so you, the instructor can identify that the student did learn.
Example: The student will be able to:
1. List the Amendments to the Constitution.
2. Using a copy of the 4th amendment write the 4th amendment requirement.

The amount of time focusing on presenting the body of the class should be ***40 min.***

The **BODY** is the supporting knowledge of the lesson plan. This is where you put any and all information that you want the students to be familiar with.
REMEMBER this is information that supports your Performance Objectives

SUBJECT MATTER | REMARKS

(For Student Use)

1. Measuring all features of a person.
2. Bertillon took measurements of the length and size of such features as
   a. The dimensions of a persons ears
   b. Length and width of the nose
   c. How far apart are the eyes.

C. Fingerprints

1. 1901 the Henry system of fingerprint classification
2. 1903 The Will West case
   a. The first case where the Bertillon method of Identification failed, two people with almost the same features and measurement.
   b. Fingerprints were subsequently used to distinguish the difference between the two individuals.

The amount of time focusing on presenting the body of the class should be ***40 min.***

The **BODY** is the supporting knowledge of the lesson plan. This is where you put any and all information that you want the students to be familiar with. **REMEMBER** this is information that supports your Performance Objectives

III. **Summary**

A. During this block of instruction you were introduced to several ways that people can be identified. We talked about the complicated way of measuring body parts to indicate that they were unique to individuals. We also found out that this method called the Bertillon Method of identification was not fool proof. It was a Kansas state prison case that indicated two people Will West and William West can have identical features and could be mistaken for each other. Out of this case we realized the importance of fingerprints and during our research found out that ancient China used fingerprints to identify individuals. With technology came new forms of identification. It is now that we use DNA to identify individuals.

B. Objectives
1. List two ways that were used for identification purposes
2. Describe in writing the case that brought fingerprints to the forefront of identification

C. Questions?

Presenting the Summary of the class it should take you about **5 min**.

You will ask for questions, but this is a good time for you to ask questions of the students to find out if they understood the topic. These are called clarification questions.
Use your questioning techniques here to ask the proper form of questions and to give feed back.

The **SUMMARY** will be an area where you will retell, albeit short, what you just told the students. This retelling is to allow the student to remember what is important in this training block.
It is important that you restate the performance objectives of the class so that the students will be able to say to themselves "this must be important because we just heard it again."
DON'T short change the summary, most new instructors rush through this section. Where in fact this is a most important section that allows students to reflect on the class.
Here also is a time for you to ask for questions; it allows you to determine if the students are clear on the material or if something needs s cleared up.

INDIANA
LAW ENFORCEMENT ACADEMY
State Form 48884 (4-98)
Instructor:

Lecture:

SUBJECT MATTER	REMARKS
	(For Student Use)

INDIANA
LAW ENFORCEMENT ACADEMY
State Form 48884 (4-98)
Instructor:

Lecture:

SUBJECT MATTER	REMARKS
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Instructor Development
Instructor Assessment Form Comments

Introduction

Establish Credibility

1. Applicable training
2. Experience they have had in the subject
3. State name, rank and years of service
4. Refrain from saying "expert"
5. Well-defined history and experience
6. Clothing attire

Gained Class Attention

1. Use attention getters (appropriate for topic: video, self-experience, props, role playing, etc)
2. Raise voice to ask a question
3. Gave a quiz unexpected
4. Gave a statement
5. Did gaining attention have anything to do with the topic
6. Was it off-color or objectionable
7. Has the instructor gained the students attention and maintained it
8. What was the tie-in (Video-Demo-Story)

Stated Purpose And Need To Learn

1. Why is this topic or this training important
2. Makes job easier and/or safer
3. Citizen safety
4. Mandatory class- (Redefine "mandatory")

Establish Rapport With Class

1. Got class participation by asking questions
2. Use of role players
3. Used a student aid
4. Made eye contact with everyone
5. Spoke to students, not at them (On their level)
6. Feedback
7. Walk among them in the classroom (Work the room)

Course Objectives In Presentation

1. **Mandatory in statement and provided in handout (Introduction-Body-Summary)**

Course Objects In Lesson Plan

1. **Were the Objectives in all three parts of the lesson plan and proper format**

Body

Used Lesson Outline Or Notes

1. **Did they follow their outline (point by point)**
2. **Did the power point follow the lesson plan**
3. **Did they rely on notes to teach and not read every line of the power point slides**
4. **Do they carry the lesson plan around with them**

Smooth Topic Transition

1. **Did they link one thought to another**
2. **In a logical order**

Employ Problem Solving Experiences

1. **How did they handle teachable moments**
2. **Identify the problem(s) and ask for solution(s)**
3. **Utilize life experiences that relate to the subject being taught**
4. **Did they explain how to solve problems of converting lecture to hands-on, realistic situations**

Sustained Interest Throughout The Lesson

1. **Did the instructor keep the attention of the students**
2. **Was the instructor energetic**
3. **Does the instructor believe in what they are instructing**

Training Aids

Contributed To The Stated Course Objectives

1. **Were the aids relevant to the topic**
2. **Did the training aid help the student understand or explain the information that was presented**

Training Aid Effective

1. **Were the aids used properly**
2. **Did they help students grasp a point**
3. **Appropriate and timely**
4. **Too long, too short (Time management)**

Training Aids Visible To All Students

1. **Could everyone in the class read or see them**

Voice Techniques

Emphasized Words To Make A Point

1. **Change voice inflection or volume**
2. **Raise their voice to demonstrate the increased importance of a statement**

Adequate Rate Of Speech

1. **Did instructor talk too fast or too fast**
2. **Natural rate or nervous**

Distractive Word Usage

1. **Ok, Ah, etc**
2. **Vulgarity**
3. **Trigger words**
4. **"You know what I'm saying?"**
5. **Any repeated word**
6. **Throat clearing**
7. **Tick word that tends to distract students**

Body Movement

Maintained Eye Contact With Class

1. **Did the instructor look into the eyes of all the students or just look at the screen**
2. **Sustain eye contact**
3. **Focusing on one person and not the whole class**

Use Natural, Conversational Movements

1. **Kept hand(s) in pocket (To a distraction)_**
2. **Arms flying around on every word (To a distraction)**
3. **Work the room**
4. **Did they sway or pace unnaturally**
5. **Did body language match natural movement**

Review And Summary

Restated Course Main Points

1. **Restated objectives in summary**
2. **Did they summarize with supporting data**

Used Question Techniques

1. **Ignored students questions**
2. **Told students to hold their questions until the end**
3. **Ask for clarifying questions from students**
4. **Instructor does not answer his own question**

Coped With Any Unexpected Events

1. **Equipment failure**
2. **Someone falls asleep**
3. **Fire Alarm**
4. **Someone enters the classroom**
5. **Student creates problem**
6. **Anything out of the norm**

Finished On Time

1. **Was the time-formula followed**
2. **Did they finish under time**
3. **Did the instructor have enough material to cover the instructional time frame**