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<th>Hour</th>
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<tr>
<td>0700-0800</td>
<td>Cafeteria Closed</td>
<td>Breakfast</td>
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<td>Student Presentations 50 min</td>
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<td>0800-0850</td>
<td>Registration/Welcome Assignments</td>
<td>Power Point Lab</td>
<td>Progressive Exam and Review</td>
<td>Experiential Learning Cycle</td>
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<td>Class Brief</td>
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<td>0900-0950</td>
<td>Student Introductions Impromptu Exercise</td>
<td>Power Point Lab</td>
<td>Question Techniques</td>
<td>Records and Certifications</td>
<td>Student Presentations 50 min</td>
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<td>1000-1050</td>
<td>Performance Objectives</td>
<td>Presentation Lab</td>
<td>Needs Analysis</td>
<td>Theories of Learning</td>
<td>Student Presentations 50 min</td>
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<td>1100-1150</td>
<td>Performance Objectives 10 Minute Cover Sheet</td>
<td>Review of 10 Minute Cover and Lesson Plan</td>
<td>50 Minute Cover and Lesson Plan</td>
<td>Theories of Learning</td>
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<td>1300-1350</td>
<td>Training Aids</td>
<td>Student Evaluation Process</td>
<td>Student Presentations 10 min</td>
<td>Legal Considerations</td>
<td>Student Presentations 50 min</td>
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<td>Developing Lesson Plans</td>
<td>Adult Learning</td>
<td>Student Presentations 10 min</td>
<td>Role of the Instructor</td>
<td>Student Presentations 50 min</td>
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<td>1500-1550</td>
<td>Developing Lesson Plans</td>
<td>Adult Learning</td>
<td>Student Presentations 10 min</td>
<td>Developing Practical Exercises</td>
<td>Class Summary Graduation</td>
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<td>1600-1650</td>
<td>Developing Lesson Plans Template Cover/Introduction</td>
<td>Constructing Evaluations</td>
<td>Student Presentations 10 min</td>
<td>Developing Practical Exercises</td>
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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.
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). (1 hour)

2. **Student Introductions/Impromptu Exercise** - Students will be presented with a word and asked to speak for two (2) minutes about that word. They will be given **NO** time to prepare. Students will also be required to introduce themselves to the group. (1 hour)

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. (1 hour)

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 for their 10 minute presentation. (2 hours)

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. (1 hour)

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. (1 hour)

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. Students will be given class time to work on their 10 minute presentation and will be assisted by Instructors. (2 hours)

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. (6 hours)

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. (2 hours)
Indiana Law Enforcement Academy

COURSE SYLLABUS

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. (1 hour)

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. (8 hours)

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. (2 hours)

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. (2 hours)

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. (1 hour)

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. (4 hours)

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. (1 hour)

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. (1 hour)

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. (1 hour)

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. (1 hour)

21. Legal Considerations - Students will recognize the importance of legal considerations that will affect their training, students, courses and instructions. (1 hour)
Indiana Law Enforcement Academy

Lesson Plan

Specific Objectives:

At the conclusion of this block of instructions the student will be able to:
1. List two ways that were used for identification purposes
2. Describe in writing the case that brought fingerprints to the forefront of identification

Training Aids:

Material for issue:

References:

Prepared by

Date:

Who prepared the lesson?

Date constructed, reviewed or revised

What is the designed course level for this presentation?

Course Level: Basic X In-Service Supervision Management Specialized

Lesson No. Title: Identification

Scope of Lesson Coverage:

Hours of class

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

Example of how to structure the course specific objectives

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

Will you give students any handouts?

Research information goes here

What training aids or equipment will you be using during the presentation?
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 everyday used words.

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/Cover Sheet must be TYPED on the prescribed LETB forms and in the prescribed LETB format.
C. Submit three (3) test questions and answers with Lesson Plan. Must be typed on a separate piece of paper.

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. **PRESENTATIONS MUST GO THE FULL TWENTY MINUTES.**

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

M. 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
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
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 job 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.

ILEA R/04-09
Lecture: Identification

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.

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 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
Lecture: Identification

### SUBJECT MATTER

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 person's 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.

### 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 foolproof. 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?

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 feedback.