

**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 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.

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 0bjectives - 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. Principles of Instructions - Problems associated with course presentations 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. Johari Window- This block of instruction teaches the fundamentals of relationship as it relates to; instructor to student, student to instructor and student to student. The course covers the cycle of self awareness and the use of the Johari Window model instrument to assist in determining self awareness of the instructor and the student. Students will be given the opportunity to complete a Johari window exercise and receive a lecture explaining the (4) four window panes of the Johari Window. Students will be able to discuss their feelings about the sizes of the window panes in relation to their day,

activities at home, stress, other students, and instructors.

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. Ten 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 Certification - 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. Fifty 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. 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. ·

17. 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.

18. Student Evaluation Process-Using the student/instructor evaluation form, instructor will ex-plain bow 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.

19. 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

20. Legal Considerations- Students will recognize the importanceof legal considerations that will affect their training, students, courses and instructions.

21. Researching- In thisblock of instruction students will be exposed to the process of research to assist in developing a lesson plan. During the lecture

Students will find out there are various resources other than the internet

to obtain reference material. There are pitfalls the student will need to be aware of during the process of developing a lesson based on the research of topics. They will receive legal information concerning the copyright laws and the instructor/teacher allowance. As a practical exercise students will be given a topic to research as a homework assignment as a way of testing for understanding the lecture material.

22. Public Speaking- This block of instruction will give the new instructor the aspects of Public Speaking which included; types, purpose, audience, and preparation. The information given in this lecture will prepare the new instructor by giving them the confidence to develop a speech or lesson plan concentrating on the completeness of the three sections of speech or lesson plan. In the lecture information will be given on topics concerning body language, voice expressions and appearance that will bolster the success of new instructor. ·

23. Instructor Classroom Demeanor- During thisblock of instructions, the student will be taught the importance of how the instructor should conduct themselves during their presentation of material. The way instructors conducts themselves is paramount and conducive to student learning. We will discuss such things that can be distractive to the student and in the end takes away instructor creditability.

24. Motivation- This block of instructions, "Understanding what Motivates an Adult Learner," will ultimately help you as an instructor, become better at your craft. Understanding the "Adult Learner" concept will not only help you understand your students (adult learners) limitations, but will help you as an instructor, understand your own limitations. By following these guidelines, you can create a positive learning experience for both you and the students in your class. Whether you are teaching basic students, in-service students, reserve officers, officers with less than one (1) year law enforcement or the officer who has twenty five plus years of road experience, they all are considered adult learners. Ultimately knowing all your pluses and minuses will make you a better instructor, along with facilitating your students (adult learners) needs to be a successful learner.

25. Classroom Management- Classroom management addresses the methods and strategies an educator uses to maintain a classroom environment that is important to student learning. This is accomplished through the establishment of respect through rules, classroom decorum, and teacher preparation. Identifying different student behaviorisms such as withdrawal, diversion, and hostile actions allows the instructor to keep the class in an operating environment. How the instructor responds to student disruptive behavior is also a key ingredient of classroom management Using different questioning techniques enhances student participation.

26. Learning Styles - During this block, students will receive information on the Blooms Taxonomy and how using Blooms Taxonomy will assist them in developing lesson plans based on levels of learning. The lecture will focus on the 8 learning styles, and how the instructor can identify a student or students who exhibit one or more of the styles. The information given will comprise of alternatives to assist the instructor in developing a lesson plan that would be beneficial to reach as many student learning styles. Students in the class will participate and be divided into groups to develop a topic into a lesson plan using one or more learning styles. Evaluation of this class is based on the group project and the groups understanding of the material.

27. Tips For Trainers - The Tips for Trainers course is a one-hour course of instructions that will expose instructor development students to three basic steps that guide the police instructor to a successful presentation. The three P's; Passion, Preparation, and Presentation are the foundation of a good training block and will be covered in lecture, video, and open discussion with the students.

INDIANA LAW ENFORCEMENT

Instructor Development Guide

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.

lll. 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 three separate

Lesson Plan Cover Sheets.

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.\*\*

HOW TO SUCCEED THROUGH THIS COURSE:

THROUGH THE EYES OF A MASTER INSTRUCTOR

**Preparation and Commitment** -You will learn early in this course what it feels like not to be prepared. Should you have the same feeling a second time; we will know and it will show One can't hide the lack of preparation. Commitment - **definition**, something one is bound to do or forbear. This trait also cannot be hidden. If this is not a good time for you to take this course, because of outside activities or distractions, then please withdraw and wait until you can cpmmit to the demands this course has. ·

... For Both Presentations (10 minute & 50 minute) One Must:

Selection of Topic

\* Was topic within the guidelines provided? (Topic too broad for time, # of visual aids, etc.)

\* Was topic appropriate for the time provided?

\* Was the outline followed throughout the presentation?

Introduction

\* Did the.introduction serve its purpose?

\* Did the speaker introduce himself/herself?

\* Did the introduction serve to “ab class” attention?

Body

\* Were the major points logical and sequential?.·

**\*** Were all the major-points of tbe presentation covered?

\* Were the·major points appropriate to the·subject?

Conclusion

\* Recapitulate/summarize the important points?

\* Challenge the class to do or remember something?

The Outline

\* Was the outline: logical, sequential;clear: concise and properly formatted (type?)?

Voice Usage

\* Pitch (high or low), Rate (fast or slow) Tone (soft or brassy)

\* Pattern (Monotone or good dinamics).

Body Energy:

\* Non-verbal:confident, threatening, positive., negative, friendly, nerv-ous.

\* Hand gestures:distracting, meaningful, enhanced what was being said

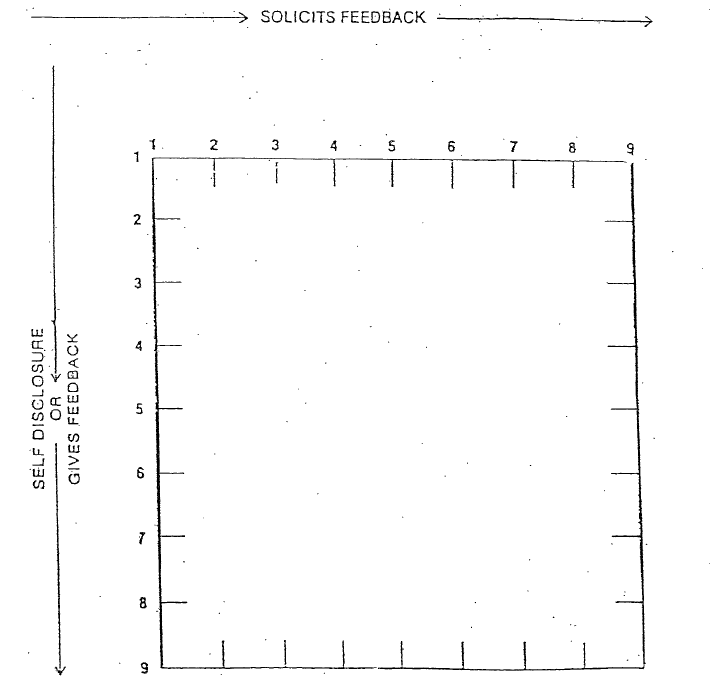
\* Movement: paced, enough to break monotony, became a moving target

\* Eye Contact good, stared at floor; stared at notes, stared at ceiling

\* Distracting habits: O.K., scratching, playing with objects, Um,

STUDENT NOTES

JOHARI WINDOW SELF·RATING SHEET



**Action Verbs for Developing**

**Performance Objectives**

Here are ·some examples of "Action Verbs" that can be used when formulating performance objectives. Keep in mind that although it may be an action verb it may not be able to stand alone.

Example: Using a laser pointer on the screen, **point out** the three pan of a lesson plan.

|  |  |  |  |
| --- | --- | --- | --- |
| Abbreviate | Act | Add | Aim |
| Alert | Allocate | Alphabetize | Answer |
| Brief | Build | Calibrate | Categorize |
| Certify | Chart | Collect | Copy |
| Define | Deliver | Describe | Direct |
| Disarm | Discharge | Dispatch | Distinguish |
| Document | Employ | Engage | Enter |
| Estimate | Evaluate | Execute | File |
| Find | Fix | Graph | Greet |
| Guide | Index | Install | Instruct |
| Inventory | Kick | Locate | Map |
| Note | Operate | Patrol | Point Out |
| Print | Print | Prove | React |
| Remove | Report | Schedule | Search |
| Show | Stae | Strike | Total |
| Track | Use | Write |  |

Performance Objectives 

Examples of Performance

Obtain basic information for the opening of a missing person investigation…………………………

Demonstrate proper interviewing techniques…………………………………………………………

Protect a crime scene...………………………………………………………………………………..

Preserve perishable or fragle items of evidence………………………………………………………

Conduct a search of an outdoor crime scene………………………………………………………….

Apply evidence identification markings to a weapon………………………………………………...

Inventory a towed vehicle…………………………………………………………………………….

Administer Miranda warnings to……………………………………………………………………..

Prepare an accident report…………………………………………………………………………….

Construct a field sketch of a crime……………………………………………………………………

Observe and describe a crime in progress…………………………………………………………….

Write the five “w’s” of report writing………………………………………………………………...

Demonstrate proper building search techniques………………………………………………………

Name three major parts of a criminal justice system………...………………………………………..

Describe the major functions of a probation officer…………………………………………………..

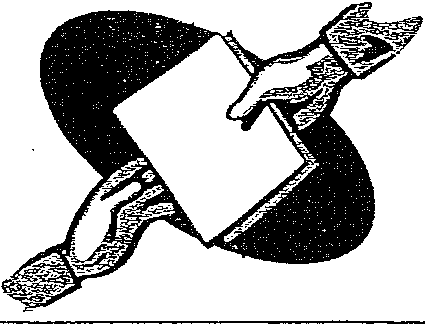
Calibrate a vehicle radar system………………………………………………………………………

Define the phase “crime scene”……………………………………………………………………….

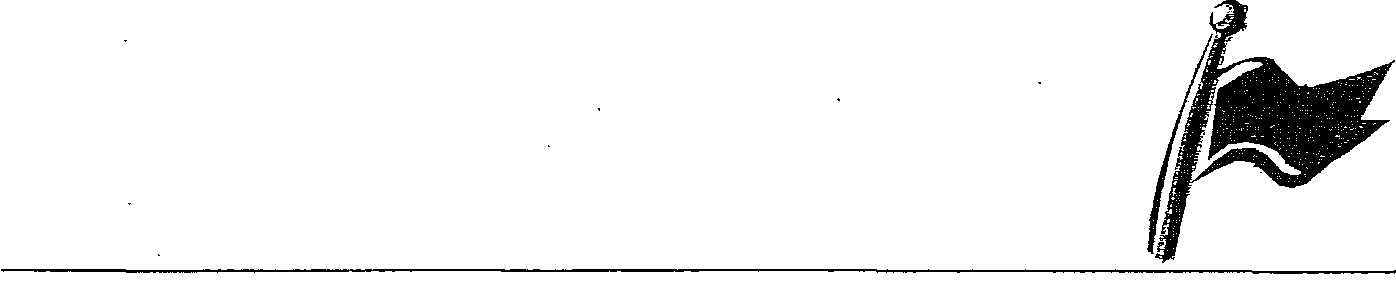
Chart the burglaries that occurred in your assigned sector……………………………………………

Performance Objectives

Examples of Conditions



Given a traffic intersection having light-to-moderate traffic................. Given a simulated traffic intersection............................................. Given handcuffs with keys........................................................... Given a mock crime scene............................................................ Given a written situation.............................................................. Given ten items of mock evidence................................................... Given a hypothetical case............................................................ Given a mock courtroom environment............................................. Given an accident report form....................................................... Given pencil and paper................................................................. Given grid coordinates and a map................................................... Given a graph, a clipboard, notepaper, pencil..................................... Given an evidence receipt, an evidence bag, tweezers............................ Given a resource person to role-play as a witness....................................... Given night-time conditions, an outdoor firing range............................ Given a list of twenty possible sources of information............................. Given a fellow student to role-play as a patrol supervisor........................



Performance Objectives

Examples of Standards

... within twenty minutes.

....achieving a score of 75% or higher.

....with no mistakes of fact.

....in accordance with the principles taught in the classroom.

... seven out of ten correct responses.

....in accordance with the procedures as described in "Police Reference Notebook.

....to the satisfaction of the primary instructor.

....with not more than four typographical errors.

....correctly computing all the measurements.

....including correct compass directions.

....using correct grammar, plinctuation and spelling.

· ....in their order of priority.

....containing all elements of the title block.

....with not more than twelve inches deviation.

....in accordance with established departmental rules.

....using the prescribed marking tools and devices.

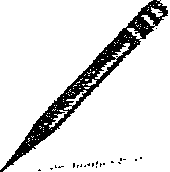
Performance Objectives



Exercise: Identifying Performance Objectives

Directions: Read the objectives stated below. Which ones are stated in terms of clear, effective performance to be achieved by the student?

|  |  |  |
| --- | --- | --- |
| 1. | Y or N | To better understand the history of fingerprints. |
| 2. | Y or N | To know the steps of traditional interrogations. |
| 3. | Y or N | To explain the difference between a mandatory and optional. |
| 4. | Y or N | To detail the steps of an investigation. |
| 5. | Y or N | To discuss the issue of contaminated evidence. |
| 6. | Y or N | To appreciate how a person feels during an interview. |
| 7. | Y or N | To list the steps for a succeful investigation of a case. |
| 8. | Y or N | To describe the injuries a blunt instrument can cause. |
| 9. | Y or N | To really understand how to find the IC for the crime of theft. |
| 10. | Y or N | To identify the most critical step in evidence collection. |



Performance Objectives

Exercise: Practice Writing Objectives

Directions: Rewrite the following poorly written objectives.

1. Fully appreciate the role of a first responder.

2 Know how to create a crime scene log.

3. Teach students to enjoy using fingerprint materials.

4. Believe in the objectives of this class.

5. Appreciate the history of identification methods.

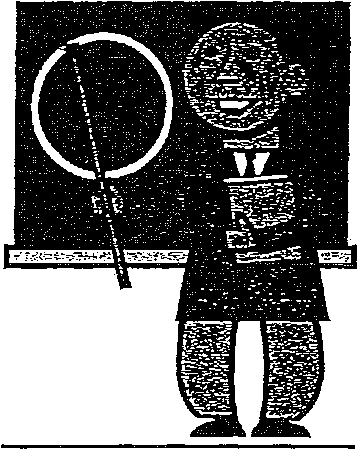
6. Grasp the significance of dusting for latent prints.

7. Teach the use of the digital camera as a crime scene tool.

8. Fully understand the value of a through crime scene search.

9. Appreciate the fine points of evidence collection.

10. See the advantages and disadvantages of using metallic dusting powder.



Common Pitfalls of 10 Minute Presentations

1. Topic too broad for time allowed. (can't talk about brain surgery in 10 minutes)

2. Poor time management. Finish too soon or would have gone over allotted

time.

3. Failure to make it a non-police related subject.

4. Chewing gum.

5. Inability to project voice or vary rate, pitch and volume.

6. Lack of movement. Do not stand behind podium the entire time with head down.

7. Lack of eye movement.

8. Deviation from outline or format.

9. Inadequate outline.

a. No distinction in opening, body or summary. b. Introduction too long.

c. Weak or no summary.

d. Too brief - leads to inability to elaborate on main points. e. No visual aids or improper use of.

f. Reads notes -speaks in monotone.

10. Topic chosen is a unfamiliar one; leads to lack of credibility. Know what you are talking about.

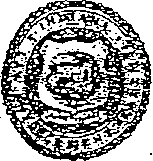
11. Speaker suppresses his/her emotions resulting in a complete change of

character; allow your true self to surface.

Remember

Be prepared Practice in front of others Practice in front of a mirror Utilize your captive audience

Have notes, but don't be dependant on them



Instructor Development Course

Lesson Plan Check List

|  |  |
| --- | --- |
|  | Cover Page |
|  | Title Instruction |
|  | Time (Length of Lesson) |
|  | Target Group |
|  | Instructor (The individual who prepared the lesson plan) |
|  | Training Aids needed |
|  | Handout material |
|  | Resources Listed |
|  | Date prepared |
|  | Scope Lesson and Specific  Objectives |
|  | Contructed one Scope of lesson coverage, broad general overiew of lesson |
|  | Contructed at least 3 instructional specific objectives. Use action verbs.  DO NOT USE: LEARN, KNOW, UNDERSTAND |
|  | Do the specific objectives make good test questions? |
|  | Are the specific objectives measurable? |
|  | Is the performance described by a action verb consistent with a performance? |
|  | Safety briefing if applicable. |
|  | Training aids listed? |
|  |  |
|  |  |
|  |  |
|  |  |

LESSON PLAN CHECKLIST

Class Title: Instructor(s): Proposed Implementation Date:

|  |  |  |
| --- | --- | --- |
|  |  |  |

Please check off the following as you complete them, if applicable, to ensure your lesson plan is ready for submission:

Cover sheet.

Performance Objectives Properly formed and stated

On the cover sheet

In the introduction

In the summary.

Lesson plan in the narrative and in proper three – step format.

NO LAUNDRY LIST

Summary in statement form touching on objectives

Bibliography sheet reflecting research sources.

Paper copies of all handouts, PowerPoint presentations, and overhead transparencies.

Copies of manuals (if applicable).

Test Question Submittal:

Correct answers indicated.

Indication of performance objective it supports (there must be at least one test question for each performance objective).

Copy of all practical problem scenarios (if applicable).

Safety briefing, rules/regulations (Ranges, PR- 24, etc.) in the introduction.

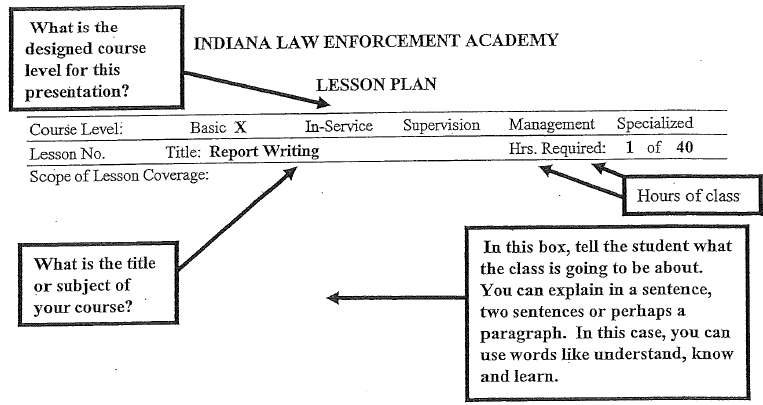
Did you practice the lesson plan?

Did you list the practice times on the lesson plan?

Checklist attached to front of lesson plan/package.

Signature of Student Instructor

Lesson Plan Student Self Checklist 0311



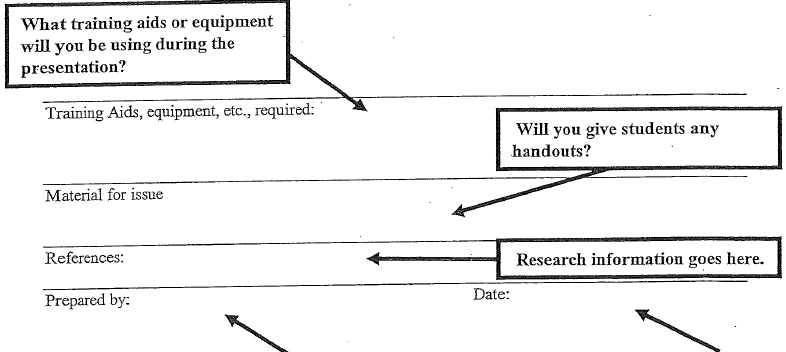
Specific Objectives:

**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**

**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 words to describe the desired results.**

**Example of how to structure the course specific objectives**



**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:

Material for Issue

References:

Prepared by Date:

INDIANA

LAW ENFORCEMENT ACADEMY State Form 48884 (4--98)

Instructor:

Lecture: Identification

SUBJECT MATTER REMARKS

(For Student Use)

I. **Identification**

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.

A. Name of lnstructor (Your name)

When presenting,. The rule of thump for how long it takes for you to give the

Introduction is **5** min.

1. Any-town Police Dept

2. Served as patrohnan for 15 years

3. Experience

a. FBINA 1998 class 193

b. Composites for Identification

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.

B. Gain Attention/Motivation

1. How would you like to be mistaken for another individual, we all have but how close to the exact dimensions height, weight, facial features ect. 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

Lesson tie in explains 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.

C. Lesson Tie in

1. Why are we here

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 Contitution.
2. Using a copy of the 4th amendment write the 4th amendment requirement.

As investigaters it Is important for us to be able to properly

Identify individuals that 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 forfront of identification

**II. History of Identification**

1. History of identification
2. 1800’s the use of measuring every part of the body to indicate differences in persons
3. Late 1800’s the use of fingerprints.

The **Body** is the supporting 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.

1. Bertillon method

INDIANA

LAW ENFORCEMENT ACADEMY

State Form 48884 (4-98)

Lecture: Identification

Instructor:

SUBJECT MATTER REMARKS

1. Measuring all features of a person.

2. Bertillon took measurements of the length and size of such features as

(For Student Use)

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

a. The dimensions of a persons ears

b. Length and width of the nose c. How far apart are the eyes.

Fingerprints

1. 1901 the Henry system of fingerprint classification

2. 1903 The Will West case

a. The first case where the Bertillon method ofldentification failed, people With almost the same features and measurement

b. Fingerprints were subsequently used to distinguish the difference between the two individuals.

The BODY is the supporting knowledge

. of the lesson plan;

Thisis where you put any and all information that you

want the students to be familiar with: REMEMBER this is information that supports your Performance

Objective

III.

Summary

A.

Presenting the

Summary of the class it should take you about

**5 min.**

B.

C.During this block of instruction you were introduced to several ways that people

can be identified. We talked about the corriplicated way of measuring body parts to indicate that they were unique to individuals. We also found out thatthis method cp.lled the Bertilion 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.

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

You will ask questions, but this is a good time for you to ask questions of the students to find out if theyunderstood the topic. These are called clarification questions.

Use your questioning techniques here to ask the proper form of questions and to give feed back.

Questions?

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 cleared up.

INDIANA

LAW ENFORCEMENT ACADEMY

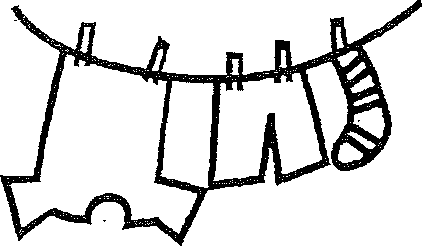
State Form 48884 (4-98)

Instructor:

Lecture:

SUBJECT MATTER REMARKS

(For Student Use)



What is a "Laundry List?"

Defined: A Laundry List is single or otherwise list of non­ descriptive word(s) that are used in a lesson plan by an instructor which are unclear and that can not be deciphered by other instructors who will teach that particular class.

Example of a Laundry List in the Body of the Lesson Plan:

II. State Statute

A. Red lights/blue lights

1. Required

. 2. Siren

B. Use

1. Required

2. Not activated

III. SOP

A. Emergency

B. Mode

1. Both

2. Comply

3. When

4. 'Where

5. Rules

6. Procedures

7. Training

THEORIES OF LEARNING RESEARCH

1. Student will draw a slip from a box containing the thirteen (13) theories of learning. That will be the student's presentation theory or assignment.

2. Student will read the thirteen (13) the6ries of learning (pg. 1-16) paying particular interest to the theory of assignment.

3. The student will study.the theory listed on his/her slip and present a short talk about the theory to include if it the type of teaching theory he/shewould use and if it is a good theory with which to instruct police officers. Why Why not?

4. If you draw a slip and it contains a "P", then you will sit on a paneland be reguired to arm yourself with knowledge of the thirteen (13) theories and be prepared to ask one question of each student's presentation.

5. ''Peer assessment team"will have pulled a slip with a “J”. At the end of the presentation you will judge if a student gave enough information during his/her talk for you to understand the theory.You will use one (1) as the lowest and ten (10) as the best to evaluate and give an average of those sitting as judges.

6. While the student is giving his/her presentation, an overhead of the Instructor

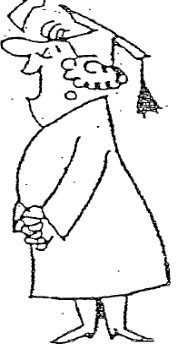
Development Course i.e.Theories of Leaining,will be posted to assist the “panel”to ask questions and the “judges” to ascertain if the student covered all the points of the theory during the presentation.

I TEACH CREATIVITY!

I TEACH INSIGHT!

I

HATE SCHOOL !





THEORIES OF LEARNING

Although not generally aware of it, every instructor has several ideas or theories about learning. Many of these learning theories may seem like common sense principles, but they may also get in the way of effective teaching and learning.

Most instructors make the normal human error of taking learning for granted. That is, they assume that learning occurs when one or more “tried and true” techniques are employed in the teaching process. Because such “tried and true” techniques are so much a part of our cultural heritage it is sometimes considered radical to question the effectiveness of teaching methods that have been passed down from generation to generation.

Traditional Theories of Learning

The Theory of Rewards and Punishment

The foundation for this theory is that humans have a natural tendency to engage in activities they find satisfying. There is both truth and fallacy in this idea, just as there is in many traditional beliefs concerning learning. The truthful part of this theory relates to the fact that people will repeat behavior that has rewarding consequences, and that they will try to avoid behavior that has unpleasant consequences. A problem in the application of this theory to learning may occur when the teacher and the students hold differing perceptions of what is and what is not a reward.

The opposite of reward-oriented learning is punishment-oriented learning. Although in recent years it has been fashionable to employ rewards in the teaching process, teaching still tends to be more punishment-oriented. The average instructor is more conscious of students errors than successes. Satisfactory student performance is seen as “normal” and therefore not worthy of instructor attention. A student mistake on the other hand requires correction and criticism. There is little value for an instructor to say that such correction and criticism is offered with the good of the learner in mind, and that if the student really wants to learn he must accept the criticism in the spirit in which it is given. Most people, and students are no exception, acquire negative feelings when they are criticized. And, too often, negative feelings will prevent learning.

The use of reward and punishment together will produce results, but the outcome is sometimes not in the direction of desired learning. The outcome can be a type of blind obedience to the authority of the teacher. Repeated application of reward and punishment causes the teacher to be the central figure in the learning process. When rewards and punishment are administered, there is a presumption that learning will take place, and it is also presumed that if a teacher neither rewards nor punishes, there will be no learning.

The traditional commitment to reward and punishment in learning has caused some instructors to confuse teaching with control. If the goal of training is to control students, it is perfectly reasonable to employ reward and punishment teaching methods. Training goals, however, are concerned with the later behavior of students, particularly as that behavior relates to a job environment. Conformity to standards of behavior in a training situation does not guarantee conformity to standards of behavior in a job environment. A student who is well disciplined under the watchful eye of a police academy instructor will sometimes carry on in an undisciplined way when he later performs duties on the job.

Another complaint to be made against the reward and punishment theory is that students respond in different and sometimes unpredictable ways to reward and punishment. Reproof for one student may be easily accepted, but for another student it could be difficult to bear. This poses a problem to the teacher because rewards and punishments have to be made variable according to variances in student personalities. This is tricky to do, and students will quickly sense that rewards and punishments are not being evenly administered.

If the reward and punishment theory is fraught with so many problems, why does it continue to so popular? One reason is that it works – part of the time. In those instances when it does work, the character of learning is more in the nature of “comformity.”

Such learning is usually impermanent. Teachers tend to cling to the reward and punishment theory because they sometimes do not want to face up to the lard reality that learning is a complex and difficult process that involves an understanding and application of numerous concepts and techniques. Many persons charged with the tasks of teaching succumb to the natural urge to apply simple solutions to the complicated problems and processes of learning. Rather than face up to difficult realities, it is much easier to believe that learning will occur by simple applying a proper combination of reward and punishment techniques.

The Accumulation of Knowledge Theory

This theory usually takes the form of the idea that the brain is a warehouse for facts. Instructing is therefore a process of filling the warehouse. The more facts that are stored in the warehouse, the more the student has learned. Persons who adhere to this theory are likely to emphasize learning by memorization because the best way to fill the warehouse, presumably, is to commit facts to memory. and it is the teacher’s task to see that the learner’s mind gets filled with facts.

Like the reward and punishment theory, the theory of learning through accumulation has extensive roots in many civilized cultures throughout the world. This theory is also similar to the reward and punishment theory in that it contains a number of serious flaws. Although it is true that humans learn facts, they do so by fitting those facts into what they have learned through previous experiences. Unless learning becomes a useful part of living or functioning as individuals, the information that is learned is quickly forgotten. The average student is able to retain useless bits of information for a short period of time in order to pass a test, but once the test has been taken the useless information leaves the student’s memory.

It is rather normal for people to generally think of knowledge as an entity which exists, and that the learner needs only to acquire it. A person who is not willing to make the efforts to acquire it. A person who is not willing to make the effort to acquire knowledge is thought of as being obstinate. And if obstinacy is all that stands in the way of learning, it is simply a matter of changing the learner’s attitude. An excuse for authoritarian coercion is created by this line of reasoning. Since it is known that people cannot permanently learn without some relationship to experience or purpose, a failure to learn may have nothing whatever to do with a person’s willingness to learn.

The Theory That Ideas Properly Taught Are Retained Indefinitely

An instructor is occasionally surprised when he discovers that a student has forgotten something taught to him last week of last month. There seems to be a naïve faith in the permanence of learning. The teacher who is disappointed that a student has failed to retain a particular piece of information has failed to realize that once the need to remember has passed, the information will slip into forgetfulness. There is nothing abnormal about the forgetting that occurs after a student will learn a piece of information not once but several times, and will forget the information several times. The student has discovered that he needs to retain information merely for purposes of his own. If the information has no ongoing need or application, it will not be retained.

Even when information is placed into practice, it may deteriorate under some conditions. The person who learned the information must have consistent assurance that what was learned has functional value. An on-the-job skill developed through formal training, for example, can deteriorate if the learner is led to believe that the skill has little value to the job. The police supervisor who advises the rookie patrolman to forget what he has learned in the police academy because hi is going to see “how it really is in the field” is an illustration in point.

The Learning Through Repetition Theory

Those things learned best are the things that were repeated most often is a central concept of the theory that repetition is the best way to get students to learn.

Psychologists have been curious about retention of knowledge. Experiments have shown that when repetition is used to teach there is a sharp decline in remembering immediately after the practice. The logical explanation for a quick loss of information acquired through repetition is that the information is not being used or repeated in some functional way.

Long-term retention of information is not simply a matter of repeated drill. Retention of knowledge is not achieved that easily. Information needs to be presented in a way that will permit students to associate the information with what is sensible to them and with what they have learned through past experiences. A sense of self-involvement with the information to be learned allows he students to establish personal associations and thus increase the probability that the information will be retained. If a person perceives information as being personally important to him, there is a greater chance that learning will endure. Information that is important and usable takes on more significance that information acquired through repeated practice and drill.

We all share the experience of remembering concepts acquired long ago and which have no practical value to our everyday living. We are able to recall such useless information because somehow it seems psychologically important for us to remember. While there may be some validity to the notion that ideas learned through repetition will be remembered, this holds true only to the extent that the ideas have some kind of personal value.

The Learning From “Being Told” Theory

There is a popular assumption that learning must start somewhere outside of and independent of the learning, and that someone else must do something that will produce learning. The idea is that knowledge exists apart from learning and somehow the knowledge has to be brought inside the individual. This theory is often confirmed when we discover that a student has actually gained new knowledge from attending an instructional presentation or reading a book. What we fail to take note of, however, is that such increases in learning do not merely result from what was done during an instructional period or what was printed in a book. Learning depends on a number of factors such as student interest, student involvement, the instructional method, student practice, the relevancy of the information to the student as a person, and so forth.

Learning by being told is in fact one of the more difficult methods for establishing long-term retention. We are able to observe this fact in the conduct of young persons. An adolescent boy, for example, is more likely to be influenced by what his friends do than what his parents say. Our everyday experiences should prove to us that there is very little change in human behavior when people are merely told something.

The Deductive Learning Theory

This theory holds that learning should move from the general to the particular. The idea is that a student should first understand the theory of what he is about to do before he is given an opportunity to actually try it. The learner is taught principles or concepts before attempting to practice a pertinent skill. The instructor that teaches without the framework of this theory is likely to be a “specialist” who stands apart from the mainstream of daily experiences. Deductive learning is a lesser emphasis given to developing on-the-job competence in the learner. The training process is more likely to be oriented toward theory and from than with practical outcomes.

The deductive theorist will explain that theoretical principles can be used to modify actual experiences, but that experiences can have no effect on the principles. Research has shown, however, that learning is more effective when the student is permitted to draw from own actual real-life situations and to derive or develop his own theories from those situations. In other words, experience should precede the development of theory. When experience is used to develop theory, generalizations regarding the theory can be formulated. These generalizations are then capable of being applied to other and similar situations. This ability to apply what has been learned in a previous situation to another situation is commonly called “transfer of learning.”

The Automatic Transfer of Learning Theory

The fundamental objective of training is to prepare a person to perform a particular job. The trainer hopes that what he teaches in the classroom will transfer to activities performed by the learner when he is on the job. There is the expectation that students are changed by their training experiences in such a way that their later behavior is productive and intelligent. Unfortunately, the assumption that skills and knowledge learned through training should transfer to the job environment becomes twisted into the assumption that it happens automatically.

The automatic transfer of learning theory gives the trainer a false sense of security. The training manager is lulled into a feeling that course content and instructional methods need not be examined for validity. A good example in point is law enforcement training that teaches patrol officers how to classify latent fingerprints. An instructor will typically remind his patrol officer students at every turn how important fingerprint classification is, but will seldom be able to demonstrate the usefulness of fingerprint classification to patrol duties.

The failure to transfer to real-life situations information that is taught in the classroom results partly because instructors are unaware that students require help in perceiving relationships between real life and training. Consider the instructor who, when concluding a training session on police ethics, was invited to eat lunch with the students at a nearby cafeteria. While dining, the instructor discovered that the students always ate at that particular cafeteria because meals were half-price for policemen. The instructor was particularly distressed because a good portion of his presentation emphasized the impropriety of accepting price reductions of any type.

The “Learning Should Be Difficult” Theory

Many training practitioners today believe that training is and should be a kind of toughening process for the student. There is an assumption that the brain can be strengthened by vigorous and difficult exercise. The more difficult, unpleasant and stressful the training can be made, the more rewarding it will be to students. A trainer who believes that learning should be stressful is likely to favor drill and repetition as an instructional method, not necessarily because the method results in greater learning, but because it disciplines the mind. Trainers are sometimes disturbed when it appears to them that students are having fun. Training is, after all, a serious business that has no room for enjoyment. This is one of the reasons why training institutions are sometimes criticized for allowing such training activities as firearms practice, defensive driving, physical exercise and other activities that are apparently enjoyed by the students. Such feelings sometimes emerge whenever the news media report situations in which law enforcement officers have failed to properly perform their duties. Many persons, trainers included, will say that law enforcement training needs more discipline, more hard work, and return to the fundamentals. Part of this feeling comes from wanting to punish law enforcement for having let the community down, but a good part of it comes from the belief that learning should be a stressful process.

The “Learning Must Be Pleasant” Theory

This theory is a mirror image of the theory just described. The notion that learning should be fun is related to the belief that training experiences are essentially good experiences. Because trainers often become personally involved in the development of training institutions and because they have put so much time and effort into them, they feel that students should like the training that been provided for them. The “learning can be fun” concept is one that derives considerable support from trainers who get enjoyment from teaching and want to share their pleasure with others. Certainly, a basic quality of a good teacher is an enthusiasm for teaching.

Is it desirable, however, that all aspects of the learning process is pleasurable? What about the natural student frustrations that occur during the application of problem-solving instructional methods? We cannot expect that all training experiences are enjoyable. In fact, many trainers consider frustrating experiences to be necessary and desirable aspect of complex skills. A trainer who holds an opposite point of view is likely to inhibit student learning by attempting to shield them from unpleasant experiences. Institutional strategies may be developed that preclude any student failures.

Diverting a student from failure can detract from effective learning. Every student needs an opportunity to apply knowledge acquired through training. A student cannot do this if he is never allowed to fail. The idea that learning should be fun also ignores the reality that normal anxiety is present in most learning situations. A student naturally experiences puzzlement and tension when confronted with a problem that calls for the application of a new skill or the acquisition of new knowledge. It is, for all practical purposes, impossible to separate internal discomfort from the learning process. For it to be said that learning has taken place, there must have been some behavioral change in the learner. Since most people seldom enjoy change, there is a natural urge to resist. The normal anxiety that accompanies resistance acts as an incentive for the student to learn. Once the learner is caught up in the learning process, he senses a feeling of accomplishment in discovering how to cope with a new situation.

When training is made entirely pleasurable, learning becomes ineffective. Successful learning never does run smoothly. Even the most superior student will occasionally experience frustration in his encounters with new ideas.

From these brief discussions of traditional theories of learning it should be clear to us that they remain attractive because they are psychologically comforting and reassuring, even when they are so apparently unsuccessful. Evidence of the importance placed by many trainers on these popular learning theories is indicated by fears that are aroused when attempts are made to develop curriculums or learning strategies based on newer ideas that have been found to be more effective. Traditional theories of learning have become so ingrained with some trainers that any attempt to change established methods for something more efficient is seen by them as a personal attack upon the values they cherish. As a consequence, some trainers hold fast to traditional beliefs that have little scientific support and have proven to be undesirable for successful learning.

Scientific Theories of Learning

With the development of modern technology has come a healthy skepticism of traditional beliefs. Educators and trainers are today a little more tolerant of teaching concepts and methods that do not fit the commonly accepted learning theories. There is also a willingness to permit investigations of human behavior based on scientific research. The remainder of this chapter will deal with the development of learning concepts that are based on scientific research.

Classical Conditioning

During the early years of the 20th century, behavioral scientists began to examine the relationships between human beings and their environment in order to discover the process by which learning occurs. Researchers have found that a certain response can be expected when a human being is subjected to a certain stimulus. They have also found that when a second and non-relevant stimulus is introduced coincidentally with the first stimulus, the expected response can be evoked by the second stimulus without the presence of the first. As an example, it can be expected that a human being will twitch when subjected to a mild electrical shock. If, at the time the shock is administered, a light is flashed, the individual is conditioned to relate the flashing light to the electrical shock. After a while, the flashing of the light alone will cause the individual to twitch even though there has been no shock.

Experiments conducted by Pavlov, a Russian scientist, are considered the “classical” models of conditioning research. A moderate amount of classical conditioning research has been carried out in America but for the most part there has been little direct application of the theory of classroom teaching.

Operant Conditioning

An approach that is quite different from classical conditioning is termed “operant conditioning.” This theory follows the very simple premise that humans tend to repeat behavior that is satisfying to them and to avoid behavior that is not satisfying. Subjecting him to stimuli that have satisfying effects whenever he shows a desirable response can influence a person’s behavior will encourage the child to repeat the behavior because of the satisfying effects such behavior will bring.

In 1953, B. F. Skinner found that it is not necessary to reward or reinforce every desirable response in order to achieve results. He discovered that people would work harder, that is, satisfactorily respond more often and more consistently if they are reinforced only part of the time according to irregular pattern. Partial and unpredictable reinforcement seems to lead to more and better responses than does reinforcement all of the time.

Unlike classical conditioning, operant conditioning has extensive application in the classroom. A wide range of student behaviors can be influenced through expressions of teacher interest and approval. Although teacher rewards may appear only occasionally, individual students will put forth a great deal of effort. This observable fact is consistent with Skinner’s finding that unpredictable reinforcement will call forth a greater amount of work.

The ability of a trainer to reinforce desirable student behavior is influenced by the number of students with which the trainer must deal. Reinforcement works best on a person-to-person basis. A large number of students makes it difficult, if not impossible, to apply reinforcement. A high ratio of trainers to students is therefore desirable if the benefits of operant conditioning are to be realized.

Skinner provided at least one answer to the problem of providing reinforcement on a person-to-person basis. The so-called “teaching machine” developed by Skinner incorporates operant-learning concepts. A typical “teaching machine” presents the individual student with incomplete statements, one statement at a time. As the student reads each incomplete statement, he writes in the term or phrase that completes the statement. The student then activates a device that reveals the correct answer. The student then compares the correct answer with his written response. If the correct answer agrees with the student’s response, the student is presumably reinforced. Because each succeeding incomplete statement is built upon preceding statements, successful responses are built one upon the other. A properly constructed program of this type will insure that a student has learned all necessary principles before he is permitted to move on to any higher step in the program. What we are talking about, of course, is programmed learning.

Programmed learning permits large student groups to be broken up individual learning situations in which a student acquires his own reinforcement through successful interaction with a teaching machine. A variation of the programmed learning approach uses a textbook that requires a student to answer questions and find the correct answers in certain locations of the book. When a question has been answered correctly, the student is directed to proceed to another page of the student is directed to proceed to another page of questions. If he has answered incorrectly, the textbook will refer the student to pages containing a review of principles associated with the missed question.

The possibilities of programmed instruction have not yet been fully explored. A new and more sophisticated programmed learning approach has been developed through the assistance of the computer.

As a practical matter, however, actual classroom practices are still far removed from those intriguing and innovative developments that are taking place in the research setting. While there is little doubt that theories based on conditioning and reinforcement will extend some type of learning for some types of students, they do not enhance all learning processes under many conditions for many people.

Gestalt Psychology

The term Gestalt is a German word for “shape or form”. Gestalt psychology holds that learning occurs through insight. The idea is that a learner will approach a learning situation while in possessions of certain skills and attitudes acquired from previous experiences. The learner is able to respond to the learning situation within the limits imposed by his own background. He interprets the learning situation not in terms of a specific or isolated case, but in terms of how the learning situation blends with the whole pattern of experiences that has meaning for him personally and individually.

Learning, according to Gestalt psychology, is viewed as a process through which problems are solved by discovery. A discovery is facilitated by previous experiences of the learner. By arranging and rearranging our past experiences in relation to current experiences, a person is able to make sense of the world all around him. A child, for example, who is attempting to derive meaning from a new word, will try to understand the word in its relationship to the rest of the sentence in which is was used. He knows the meanings of the other words through his past experiences with those words. He naturally tries to relate the new word to the larger idea contained in the sentence. For a while he may make no progress at all, and the suddenly like a bolt out of the blue the student recognizes the meaning of the unfamiliar word. Suddenly everything makes sense. This is an example of learning through insight.

Because the Gestalt theory takes into account the aspect of insight, which is useful in learning situations that require problem-solving skills, the Gestalt approach is potentially more useful for teaching than that of theories limited to classical or operant conditioning.

Field Theory

The central idea of the field theory is that every individual exists in a “field of forces.” The behavior of a person at any given time is the product of forces operating simultaneously upon him. The field theory says that a person is subjected at any given time to internal forces such as attitudes, feelings, emotions, expectations, and needs. Also acting upon the individual simultaneously is a wide variety of external forces. The interaction of internal forces with external forces will determine a person’s responses or changes in behavior.

Field Theory and Gestalt psychology are similar. Both theories are concerned with the “whole” aspect of human learning, and the “structure” of a situation as it is perceived by the individual. This should be of interest to the trainer who must necessarily deal with learning as a whole and who needs to structure teaching situations in positive ways that will stimulate learning. One of the major contributions of field theory might be found in the proposition that trainers can restructure learning situation to create a variety of climates, which will have a positive impact on the learning abilities of students.

Problem Solving

The problem solving theory is less of a theory and more of a practical approach to learning. One special difference between the problem solving approach and the various scientific theories is the concern with practical outcomes that improve a student’s ability to solve problems, which exist in the real-life environment outside the classroom. Problem solving is therefore inherently critical of the idea that students will automatically transfer abstract concepts learned in the traditional classroom to the everyday problems of life.

A leading exponent of problem solving in education was John Dewey. Approaches to learning developed by Dewey have appealed to educators because problem solving approaches are based on an understanding of the student within the context of a total situation. Dewey has been less appealing to psychologists because of the difficulty in testing the validity of his approaches. In recent years, however, research has confirmed the correctness of many hypotheses put forward by John Dewey.

An appealing feature of problem solving is its practicality. If information is to be used productively, it must be translated into the learner’s method of attempting to solve a problem. If the information cannot be translated into something the student can understand, the information is simply useless and wasted. The translatability of information is dependent upon how meaningful the information is to the student.

A difficulty with many instructional programs is that trainers rather arbitrarily decide what information should be taught and how it should be taught, without any regard for what the information and method of teaching will mean to the learner. As a consequence, learners will often refuse to open their minds to the information being taught or will not willingly respond to instructional methods that to them appear ineffective. The problem solving approach avoids these kinds of obstacles because the teaching method and the learning derived from the method are seen by the student as having functional value and transferability to real-life situations.

Phenomenological

A phenomenologist is likely to be critical of training institutions that persist in directing students into activities which fail to provide them with opportunities for meeting their own learning needs as they perceive them. Students will show great ingenuity in avoiding learning activities that have no personal self-enhancement. The traditional-oriented training institution has countered such student disenhancement by requiring the conventional system of grading and promotion. As noted earlier, however, a student who is forced to learn information that is apparently useless to him will usually forget the information as soon as a passing grade has been assured.

If learning is in fact facilitated by making use of the varied experiences that students bring to the training situation, there are a number of actions that a school can take. First, the school must provide opportunities for each student to identify with the job he is being trained to perform. And, by extension, a student must be able to think of himself as a responsible and contributing member of society-at-large. Second, a training instruction must provide a student with sufficient chances to succeed. Success should be based on positive and productive achievement of established student learning goals. Third, a training program should take advantage of the natural human motivation to develop efficiently and adequately. In other words, a training program should help students to identify with life and society, provide opportunities for positive accomplishment, and harness the drive for learning that people naturally posses.

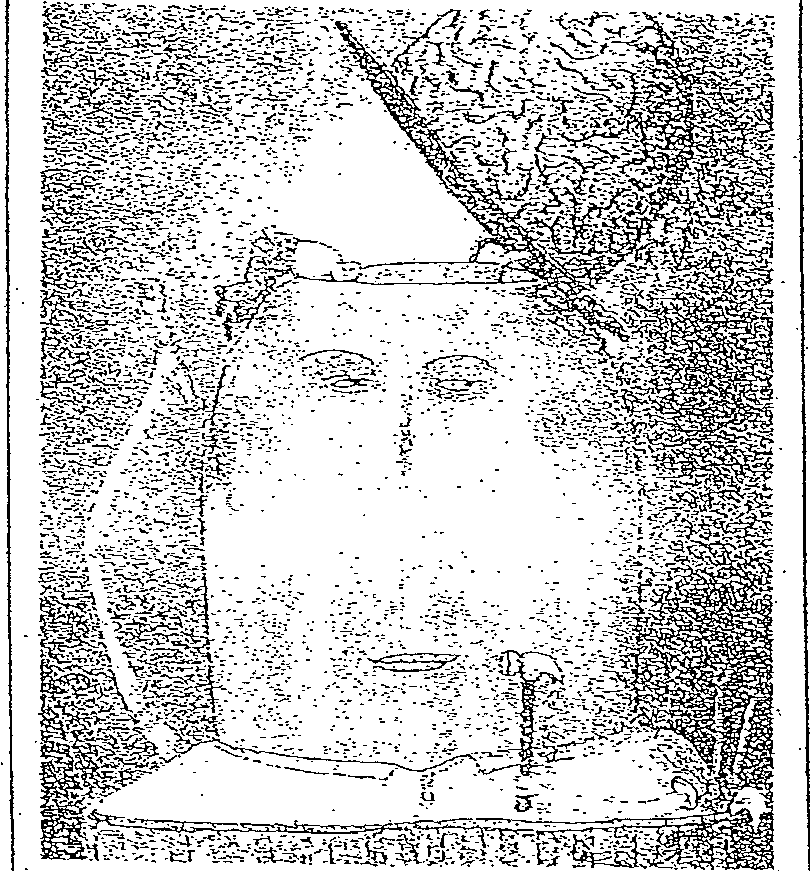
These recommendations may seem overly ambitious, but there is some support for the idea that significant improvements can be made to training programs if trainers will address themselves to the tasks of understanding students and understanding themselves.

This chapter has examined various learning theories along two major lines – traditional theories and scientific theories. Even though we are not generally aware of it, each of us follows or believes one or more theories or ideas about the process of learning. The approaches we use in teaching or in directing the teaching activities of others reveal the type of learning principles we follow. In many cases, teaching ideas that seem like common sense to us may in fact interfere with the effectiveness of our teaching. This chapter has examined several traditional theories that detract from learning, but are still used because they are part of our cultural inheritance. We have also examined fairly recent attempts through research and experimentation to construct new theories of learning. Opinion within the training and educational fields has not always been favorable to scientific research. Because people have a natural human tendency to prefer traditional teaching beliefs, no matter how inaccurate the may be, there continues to be a reluctance to try new teaching approaches.

This chapter offers no profound conclusions as to a theory that will adequately explain the tremendously complex process know as learning. It is not appropriate in a manual of this type to espouse a particular theory, much less formulate a super theory that will meet our multitude of training needs. It is appropriate and helpful to conclude this chapter with some broad observations with respect to what learning theory must address in order for it to be considered adequate. The observations are: man has a continuing drive to become competent; competence is principally the result of learning; the development of competence depends on learning that is directly relevant to the real-life environment; and becoming competent is a continuous, life-long process.

**A BRAIN USERS GUIDE TO AGING**

Do's and don'ts for keeping sharp



irtually every event in life leaves its imprint on the

V

Faster than two years of weekly lessons.

**MIDDLE AGE**

* **Develop expertise.** High levels of thought prime the brain, and often used knowledge is best remembered.
* **Save more.** People with greater financial resources can treat themselves to mind nourishing experiences like travel and cultural events.
* **Achieve your major life goals now.** Those who head into retirement unfulfilled face worse than those at peace with their accomplishments.
* **Enjoy the bustle.** The brain thrives on challenges like many of the complications that arise in midlife. But don’t get over anxious; stress hormones may hurt the brian.
* **Avoid burnout.** It often leads to withdrawal. Once the mind has slowed down, it’s tough to get back up to speed.

**AFTER AGE 65**

* **Seek new horizons.** Novel experiences keep the mind limber. Resist the temptation to settle into a comfy routine.
* **Engage the world.** Do things that you believe make a difference in life. People who don’t feel a sense of purpose tend to disengage from life and lose faculties sooner.
* **Take a daily walk.** A half hour stroll can increase your life score on intelligence tests.
* **Keep control.** A sense of helplessness leads to mental apathy and deterioration.

brain; from the sound of a

loved one's voice to the nutri­

ents in an afternoon snack.

No one knows for sure how it all interacts to keep a mind sharp in anold age or reduce its capacities, but scientists are certain that a robust older mind is affected by influences that occur thoughout a life-time. Experts offer this advice to those hoping to stay mentally vital as they age:

* **Seek variety.** It is indeed the spice of the mind’s life. A broad range of experiences makes for deep reservoirs of knowledge to draw upon in old age. But all activity is not equal. Endeavors that delight you enliven the brain; unpleasant tasks can dull it.
* **Be Flexible.** A wellingness to improvise and try new things serves the mind better than a resistance to change or insistence that things be done a certain way.
* **Find peace.** Those who are often depressed, anxious, angry or discontent are vulnerable to earlier, steeper drop-offs in brainpower than those who find life fulfilling.

**Childhood**

* **Eat right.** Breast feeding fosters healthy brains;nutritional can permanently

Highest on cognitive tests, and those who are part of many social circles are better at adapting to new situations.

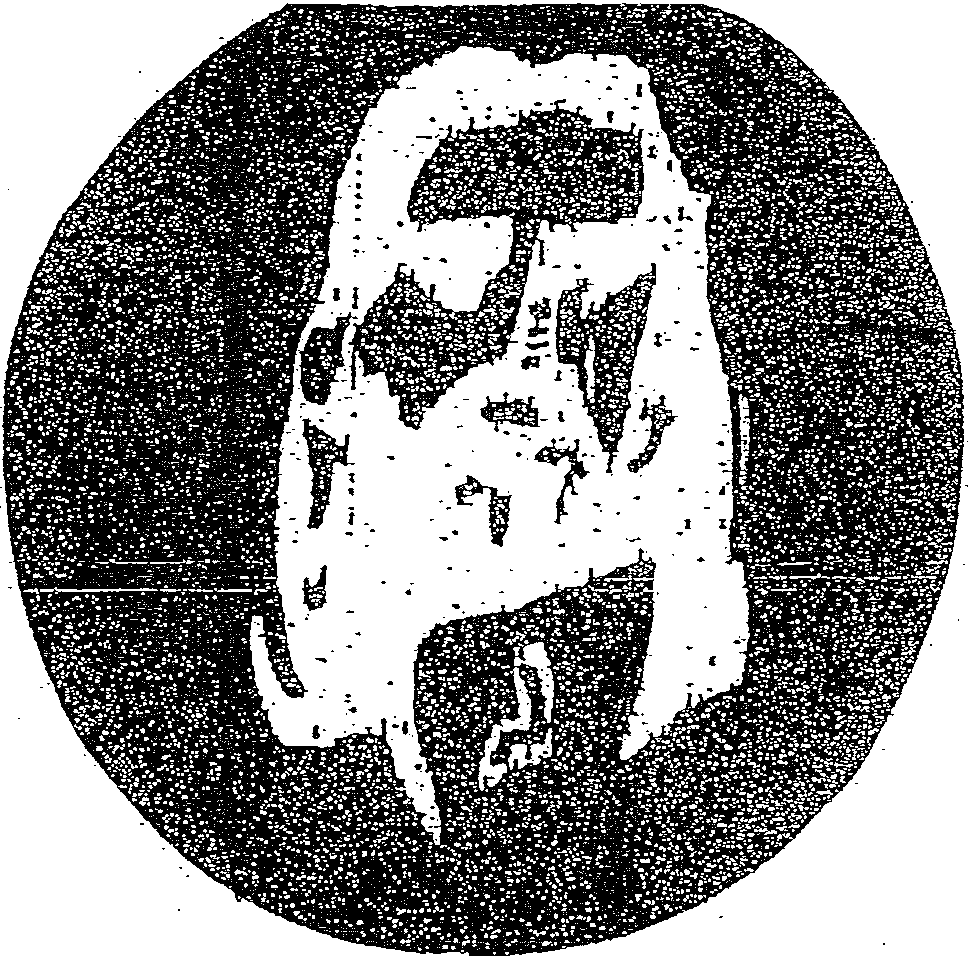
* **Find a mentor.** Older adults advice offers a head start in the pursuit of wisdom.
* **Marry someone smarter than you.** Over time, your abilities will tend to improve to match your mate’s.
* **Take adult coursed, but don’t cram.** Two months of daily Russian will be forgotten

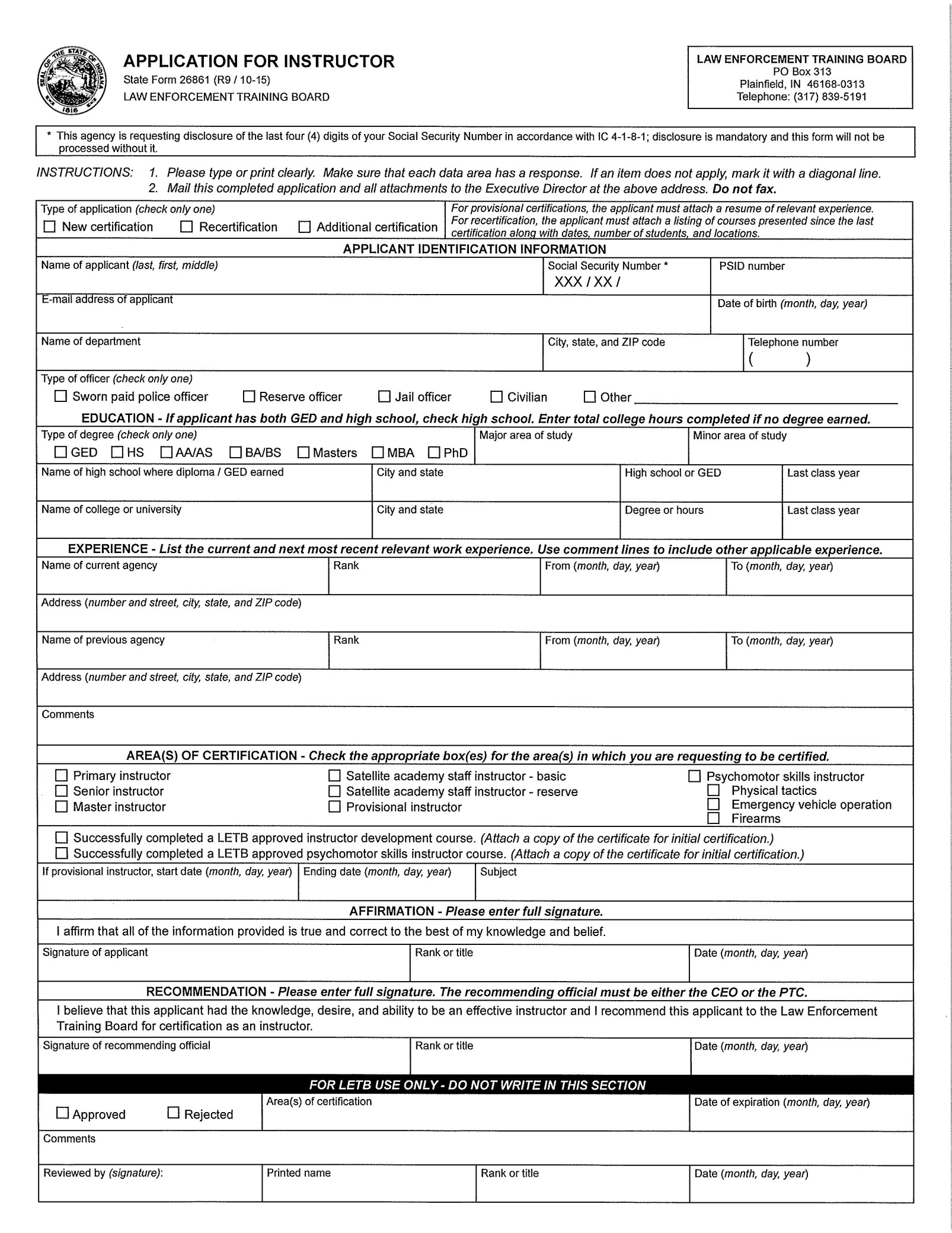
Impair mental functions.

* **Get loss of stimulation.** Con-nections between brain cells grow by as much as 25 percent in enriched environments, and they fall off by similar percent-ages in bland environs.
* **Stay in school.** Education boots late-life skills ranging from memory to math.

**YOUNG ADULTHOOD**

* **Make many friends.** Those with the most frequently score







SPEAKER EVALUATION FORM

1. Take one to two minutes to evaluate a speech. Praise the speaker for good points-appearance, voice, subject, ect.

2. Point out specific destractons: Not looking at audience, hands in pockets, chewing gum, incorrect grammer, voice too loud or low, ect..

3. Be sure you point out: what’s good, what’s bad, and what’s needed!

Speakers name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Delivery | Poor | Fair | Good | Excellent | Superior |
| Appearance……………. | 1 | 2 | 3 | 4 | 5 |
| Voice…………………… | 1 | 2 | 3 | 4 | 5 |
| Gestures………………… | 1 | 2 | 3 | 4 | 5 |
| Eye Contact…………….. | 1 | 2 | 3 | 4 | 5 |
| Preparation: |  |  |  |  |  |
| Originality……………… | 1 | 2 | 3 | 4 | 5 |
| Facts……………………. | 1 | 2 | 3 | 4 | 5 |
| Word Choice-Phrasing… | 1 | 2 | 3 | 4 | 5 |
| Continuity: |  |  |  |  |  |
| Opening……………….. | 1 | 2 | 3 | 4 | 5 |
| Main Theme…………… | 1 | 2 | 3 | 4 | 5 |
| Closing………………… | 1 | 2 | 3 | 4 | 5 |
| Visual Aids: |  |  |  |  |  |
| Appropriateness…………. | 1 | 2 | 3 | 4 | 5 |
| Adequate Number………. | 1 | 2 | 3 | 4 | 5 |

Remarks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This form is used to evaluate the ten (10) minute student presentation and will be given to each student after.their presenfation as an indicator of how they are perceived by an audience and also to give them a sense of what will be expected when they give their fifty (50) minute presentation.

**INSTRUCTOR DEVELOPMENT**

INSTRUCTOR ASSESSMENT

Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Presentation Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. INTRODUCTION**

1. Establish credibility? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Gained class attention? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Stated purpose & need to learn? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Establish rapport with class? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Course objectives in prestentation? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Course objectives in lesson plan? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**II. BODY**

1. Used lesson pouline or notes? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Established a clear need for training? Yes □ No □\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Smooth topic transition? Yes □ No □\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Employ problem solving experiences? Yes □ No □\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sustained interest throughout the lesson? Yes □ No □\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**TRAINING AIDS**

1. Contributed to the stated cource objectives? Yes □ No □­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Training aids effectives? Yes □ No □\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Training aids visible to all students? Yes □ No □\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**VOICE TECHNIQES**

1. Emphasized words to make a point? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Adequate rate of speech? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Good voice pitch & volume? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Distractive word usage (o.k ah ,er, etc.) Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **BODY MOVEMENT**

1. Maintained eye contact with class? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Used natural, conversational movements? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Distracting body movements? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. REVIEW & SUMMARY**

1. Restated courses main points? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Restated course objectives? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Asked and answered questions? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_

4. Coped with any unexpected events? Yes □ No □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Finished on time? Yes □ No □ (If No) Over-Under Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Comments**:

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 formed 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. 'Vas 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- (Redefme"mandatory") Establish Rapport With Class ·

1. Has 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

**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 tosolve 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

**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 o·r 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-formuia followed?

2. Did they finish under time

3. Did the instructor have enough material to cover the instructional time frame

Indiana Law Enforcement Academy

Course Evaluation

INSTRUCTOR DEVELOPMENT COURSE#

Please complete the following evaluation. It will be used asa tool to better serve the law enforcement community. Take the time to make a written response to each class and especially any instructor or class that receives a "no" response.

1. Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Class well organized Y N \* Had thourough knowledge of subject Y N

\* Material was pertinent to the subject Y N \* Was well prepared Y N

\* Class was pertinent to my job Y N \* Displayed enthusiasm Y N

\* Class provided me with knowledge in this area Y N \* Treated students with respect Y N

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Indiana Law Enforcement Academy

Course Evaluation

INSTRUCTOR DEVELOPMENT COURSE#

5. Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Instructor Development Cource #\_\_\_\_\_\_\_

Indiana Law Enforcement Academy

Course Evaluation

INSTRUCTOR DEVELOPMENT COURSE#

9. Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Instructor Development Cource #\_\_\_\_\_\_\_

Indiana Law Enforcement Academy

Course Evaluation

INSTRUCTOR DEVELOPMENT COURSE#

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Instructor Development Cource #\_\_\_\_\_\_\_

Indiana Law Enforcement Academy

Course Evaluation

ADDIITONAL COMMENTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name ID# Date

Indiana Law Enforcement Academy

**Student Evaluation**

**In - Service**

Not Applicable

Slightly Disagree

Slightly Agree

Strongly Disagree

Strongly Agree

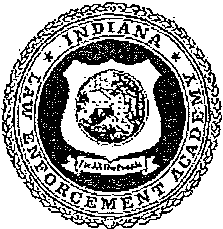
**Course**\_\_\_\_\_\_\_\_\_

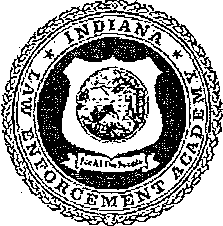
**Date**\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| 1. Classroom/Practical Skills site was conducive to learning | A | B | C | D | E |
| 2. Course objectives were clearly defined. | A | B | C | D | E |
| 3. Course was pertinent to my job/duties. | A | B | C | D | E |
| 4. Handout material was helpfut. | A | B | C | D | E |
| 5. Course was well-organized. | A | B | C | D | E |
| 6. Length of course was adequate. | A | B | C | D | E |
| 7. Instructors were well prepared and had thorough knowledge of subjects. | A | B | C | D | E |
| Facility |  |  |  |  |  |
| 8. Donns were comfortable, clean, etc. | A | B | C | D | E |
| 9. Cafeteria: service, food and portion size were appropriate. | A | B | C | D | E |
| 10. Ancillary Facilities were available and in good condition (pool1 fitness center, gym, c. *D* E  etc.) | A | B | C | D | E |

COMMENTS:

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Affidavit of Understanding

ILEA Instructor Development

It is important the following information be read and clear to each student so they may receive their Instructor Certificate in a timely manner. This information is provided to assure student do not allow their “student instructor” status to expire.

1. Application for instructor certification must be made within **365 days** of the course completion.

2. The “Instructors Application” must be completed with original signatures affixed and required

documents attached.

3. Certificate of completion for Instructor Development (only an ILEA/LETB certificate will be accepted)

4. The student instructor must teach a minimum of two (2) of lecture in front of a ILEA/LETB certified

instructor before sending in his/her paperwork.

5. Letter or letters of evaluation from a current ILEA/LETB certified instructor on **department letterhead**

which should contain.

a. Topic of instruction

b. Location/s of instruction

c. Hours of instruction

d. Date/s of instruction

e. Number of students instructed

f. Signature of evaluating instructor and his/her **“Instructors PSID number”**

6. **ILEA 50 minute critique form** - Evaluate the student instructor by using this form.

7. A Cover sheet and lesson plan the “student instructor” used for their (minimum) two (2) hours of

evaluated instruction.

8. These documents **(application with original signatures, copy of ILEA/LETB Instructor Development**

**Course Certificate, copy of the ILEA certificate of Instructor letter of evaluation, *on department***

***letterhead*, ILEA 50 minute critique form and Lesson Plan and Cover Sheet)** must be

mailed together and sent to the address indicated on the application.

9. If you are clear on these requirements for certification, please sign below. If not ask the instructor for

clarification.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your e-mail address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_