Basic Instructor Course

Course Number 1014

Texas Commission on Law Enforcement

Reviewed 2015

ABSTRACT
BASIC INSTRUCTOR CERTIFICATION COURSE

This Basic Instructor Certification course is designed to provide the basic concepts of instruction and to increase the quality of professional law enforcement training. This course introduces the student to the teaching-learning process, phases of the teaching-learning process, factors affecting learning, needs assessment, task analysis, developing learning objectives, preparing a lesson plan, and methods of instruction. The students will be taught how to develop and use instructional media to enhance their presentations. In addition, the fundamental techniques of developing testing and evaluation procedures will be presented. Each trainee must demonstrate the basic knowledge and skills required to effectively instruct a lesson during two teaching exercises which will be evaluated by two instructors.

Note to Training Providers:
This instructor guide is designed as a standardized outline for all training providers; however instructors are expected to develop detailed lesson plans that supplement this outline. The incorporation of scenarios is recommended to facilitate learning of the material.

It is the responsibility of the coordinator to ensure individual copies of the course are up to date. This may be done by checking the Commission website, www.tcleose.state.tx.us.

Target Population: Individuals desiring to qualify for an instructor proficiency certification.

Student Pre-Requisites: Two years' experience as a peace officer, telecommunicator, or jailer; or a bachelor's degree and two years of teaching experience; or a graduate degree.

Instructor Pre-Requisites: TCOLE Instructor or Documented Subject Matter Expert

Certification Requirements: Individuals must meet proficiency certification requirements as set out in TCLEOSE Rule §221.27; submit completed application on currently prescribed format, and application fee.

Length of Course: Minimum 40 hours

Facility Requirements: Standard classroom environment.

Evaluation Process and Procedures:

Classroom interaction with instructors and other students. Preparation and presentation of two approved topic lessons (minimum). Evaluation of presentation and related course material by two instructors.

Reference Materials:

See course bibliography.

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9.4   LEARNING OBJECTIVE: The student will be able to compare and contrast at least three types of evaluative testing methods.

9.5   LEARNING OBJECTIVE The student will be able to discuss the four (4) basic considerations utilized when writing a test question.

9.6   LEARNING OBJECTIVE: The student will be able to discuss how learning objectives apply to constructing test questions.

10.0   INTRODUCTION TO INSTRUCTIONAL MEDIA

10.1   LEARNING OBJECTIVE: The student will be able to define the term, "instructional media".

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12.1   **LEARNING OBJECTIVE**:   The student will discuss a topic selected by the instructor.

12.2   **LEARNING OBJECTIVE**:   The student will extemporaneously discuss the topic within a specified time limit.

12.3   **LEARNING OBJECTIVE**:   The student will implement all five (5) phases of instruction during the presentation.

13.0   **STUDENT TEACHING EXERCISE II**

12.1   **LEARNING OBJECTIVE:**   The student will select a topic subject to instructor approval.

13.2   **LEARNING OBJECTIVE:**   The student will present a lesson from a prepared lesson plan with a specified time limit.

13.3   **LEARNING OBJECTIVE:**   The student will implement all five (5) phases of instruction during the presentation.

13.4   **LEARNING OBJECTIVE:**   The student will prepare and use at least one (1) instructional aid during the presentation.

13.5   **LEARNING OBJECTIVE:**   The student will develop an evaluation based on the learning objectives of the lesson.

14.0   STUDENT TEACHING EXERCISE III

14.1   LEARNING OBJECTIVE: The student will select a criminal justice related topic subject to instructor approval.

14.2   LEARNING OBJECTIVE: The student will present a lesson from a prepared lesson plan with the specific time limit.

14.3   LEARNING OBJECTIVE: The student will prepare and use at least two (2) types of instructional aids during this presentation.

14.4   LEARNING OBJECTIVE: The student will implement all five (5) phases of instruction during the presentation.

14.5   LEARNING OBJECTIVE: The student will develop an evaluation based on the learning objectives of the lesson.

LESSON GUIDE NUMBER ONE

1.0   COURSE OVERVIEW

FUNCTIONAL AREA: During this unit of instruction, the student will obtain a basic understanding and working knowledge of what must be done in order to complete and pass this course, and will be able to describe the current eligibility requirements for instructor certification.

The following learning objectives are directed to this functional area. Each student will be able to demonstrate an understanding of this area to a specified percentage on an objective test.

1.1   LEARNING OBJECTIVE: The student will be able to list the information needed for self introduction to the class and will conduct an extemporaneous exercise.

   A.   Name

   B.   Position

   C.   Organization

   D.   Years in Profession

   E.   Hobby

   F.   Teaching Experience

   G.   Reason for Attending this Course

   H.   How this Course Will Help in Student's Career

   I.   Extemporaneous exercise

1.2   LEARNING OBJECTIVE: The student will be able to list the teaching performance requirements for successful completion of this course.

Two prepared teaching exercises.

   A.   Exercise II

      1.   Select a topic and prepare a lesson plan with instructor approval.

2.	Instruct a lesson using that lesson plan within a specified time limit.

3.	Implement all four phases of instruction during presentation.

4.	Develop an evaluation based on the learning objectives of the lesson.

5.	Be critiqued by two course instructors using the instructor evaluation form enclosed in this lesson guide.

(a)	Students should be provided a copy of the evaluation form during this unit of instruction.

6.	Student must provide course instructors with a copy of the lesson plan for grading.

B.	Exercise III

1.	Select a criminal justice related topic and prepare a lesson plan subject to instructor approval.

2.	Prepare and use at least two types of instructional aids during the presentation.

3.	Instruct a lesson using that lesson plan within a specified time limit.

4.	Implement all four phases of instruction during presentation.

5.	Develop an evaluation based on the learning objectives of the lesson.

6.	Be critiqued by two course instructors.

(a)	Achieve a minimum standard of three (3) or better in each item in the Instructor Evaluation.

(b)	Achieve a minimum standard of three (3) on lesson plan.

(1)	Student must provide course instructors with a copy of the lesson plan for grading.

**1.3	LEARNING OBJECTIVE:**	The student will be able to list the course requirements for attendance and participation.

A.	Attend all class sessions according to attendance requirements.

B.   Successfully complete student teaching Exercises I and II.

C.   If a written exam is required by the instructor, the student must obtain a minimum score of 70 on the test.

1.4   LEARNING OBJECTIVE: List potential liability factors associated with instructor responsibilities.

1.4.1. Instructor Ethics

A. Instructor Qualification and preparation

B. Accuracy of the Information

C. Teaching the Stated Objectives

D. Testing the Stated Objectives

1.4.2   Vicarious Liability

A. Failure to properly research topic resulting in presentation of faulty, incorrect, or incomplete information.

B. Failure to document materials presented in lesson plan, handout materials, or reference sources.

C. An instructor cannot prevent all liability, but proper preparation can minimize liability.

NOTE: Re-emphasize ethics and vicarious liability at end of course.

UNIT TWO

2.0   THE ADULT TEACHING-LEARNING PROCESS

FUNCTIONAL AREA: The purpose of this unit of instruction is to acquaint the student with the differences between "education" and "learning"; the differences between adult learning and child or youth learning; identify the characteristics of the teaching/learning process; define the term instructor; and describe the optimum conditions for efficient adult learning.

Class Exercise: Ask students the following questions.

1. Why did you come to this class?
2. Have you ever taught anyone anything in or out of a formal classroom?
3. Write a characteristic of your favorite/best teacher.

2.1   LEARNING OBJECTIVE: Define the term "education" and "learning".

2.1.1   Education is an activity undertaken or initiated to effect changes in knowledge, attitude, skill, and/or behavior of individuals.

   A. The educator is the agent of change.

   B. The educator provides the stimulus and reinforcing for learning

   C. The educator designs activities to stimulate change and reinforce learning.

2.1.2   Learning is the act or process by which knowledge, attitudes, skills and/or behavioral change is acquired.

   A. Learning emphasizes the person in whom the change occurs or is expected to occur.

   B. This result may be brought about through purposefully educational or training efforts on his part, purposefully educational effort on the part of an instructor, a by-product of a random activity, or through an activity designed to achieve essentially non-educational purposes.

   C. A person who is learning is shaped and led.

   D. Learning is a process of discovery
      1. Learners learn best when "learning by doing"
      2. Instructors should utilize interactive procedures, such as dialogues

Example:

> *Knowledge: Research shows that cigarettes are harmful to your health.*
> *Attitude: As a result of this knowledge, we may change our attitude about smoking.*
> *Skills: Using problem-solving skills, we may develop methods to help give-up smoking.*
>
> *Behavioral Change: Short Term – Chew nicotine gum in place of smoking*
> *   Long Term – Completely give up smoking*

2.1.3   In the adult classroom environment, both the instructor and the learner are actively and interactively accountable for the education/learning process.

2.2   LEARNING OBJECTIVE: Compare and contrast the adult learner with the youth learner.

2.2.1   Until the early 20th Century**,** the organization of education systems was based on a teacher-directed theory called "pedagogy."

   A. Pedagogy comes from the Greek "*paid*" meaning child and "*agogus*" meaning leader of.
       1. Leader of children, or
       2. Teaching of children

   B. Theory of teaching and learning based on model that evolved in European church schools between the seventh and twelfth centuries.

   C. Pedagogical Model assigns the teacher full responsibility for all decisions on what is taught, and how and when it will be taught

   D. The learner has a submissive role, following the teacher's instructions

   E. Youth learners are more dependent on the structure of the teaching process

2.2.2   Shortly after World War I, the exploration of adults viewed as uniquely different types of learners began

   A. The theory of teaching adults was termed "*andragogy*"

   B. It is believed a German teacher first used this term to describe the teaching method of the Greek philosopher, Plato.
       1. Plato was known to ask questions of, rather than lecture his students
       2. This required the students to participate more actively in the learning process

   C. Adults began to be viewed as active participants in a problem-solving process rather than passive receivers of information.
       1. The outcome of the problem solving was applied to specific learning and task-oriented needs.

2. Andragogical, based on the learner's current needs, the classroom is a democracy where the responsibility of learning is shared by the instructor and the learner

D. Adult learners are more self-directed and need to be interdependent
   1. Define themselves more in terms of life experiences than youth
   2. Expect their experiences to be respected and considered by the instructor in the learning process
   3. Self concept has changed dramatically since adolescence
   4. Resistance and resentment may occur if not permitted to function as an adult during the learning process

ASSUMPTIONS MADE ABOUT LEARNERS

	PEDAGOGY (Teacher-directed)	ANDRAGOGY (Self-directed)
Concept of Learner	Dependent	Interdependent
Learner Experience	Needs to be built on	A rich resource
Readiness to Learn	Varies with levels of Maturity	Develops from life tasks and problems
Direction of Learning	Subject-centered	Task/problem centered
Motivation to Learn	External rewards/punishments	Internal incentives, curiosity

2.2.3 Adult learning is a means to an end, a way to solve problems

2.2.4 Youth learning is a compilation of general information

2.3   LEARNING OBJECTIVE: Identify the characteristics of the teaching-learning process.

2.3.1 Identifying training needs

A. In planning training programs, a need for that training must be present
   1. Need is the difference between how things are and how we want them to be

B. Perform needs analysis

C. Determine performance or learning objective standard

D. Compare what is going on now to what should be going on now or in the future

E. Determining if the gap is a skill deficiency or management deficiency

F. The gap provides information to the kind and amount of training needed

G. If the employee does not have the knowledge or skill to do the job, training need is indicated

2.3.2   Deciding to begin

    A. Setting a goal

    B. Assessing interests

    C. Seeking information about opportunities for learning the same topic or skill in several settings

    D. Choosing the most appropriate knowledge and skill

    E. Establishing a desired level

    F. Estimating costs/benefits

2.3.3   Choosing the planner

    A. The learner himself

    B. An individual (consultant, instructor, resource person)

    C. Group (peers, other experts)

    D. An object (workbook, programmed text, video program)

2.3.4   Engaging in learning episodes at the required levels of knowledge and skill

    A. Actual participation in activities identified during the planning process

2.4   **LEARNING OBJECTIVE:**   Define the term "instructor".

2.4.1   An instructor is an individual who is an expert in a specific topic area and who has developed the skills needed to structure and sequence his knowledge to an audience in an instructional setting.

2.4.2   The instructor "manages" the learning environment.

    A. Manage – to dominate or take charge of; to control

    B. Keeps class discussion on topic or ensures relevance

2.4.3   The instructor facilitates the learning process

    A. Facilitate – to act as a resource; to assist in the process

B. Provides opportunity for learners to make use of their own experiences

2.4.4 Function of the instructor is to guide the learning process and act as a resource

A. Classroom leader that manages the learners

B. Uses highly non-directive instructional delivery rather than classic pedagogical approach

2.5 LEARNING OBJECTIVE: List three (3) situations when it is appropriate for the instructor to direct and/or control the activities of the learner.

2.5.1 When a step-by-step process, with no deviation from the process, is critical to the outcome. Example: CPR, First Aid

2.5.2 When the safety and security of all participants in the learning process are at stake. Example: firearms instruction, pursuit driving

2.5.3 When a class discussion gets out of hand, gets off the topic and it is important to return the discussion to the original topic

2.6 LEARNING OBJECTIVE: Describe optimum conditions for efficient adult learning.

2.6.1 An efficient learning environment is one in which the learner feels confident and non-threatened

2.6.2 Adults should have a positive attitude toward learning

A. Let learners know you will accommodate their needs and limitations as much as possible

2.6.3 Adults should be inspired to learn

A. Give opportunity to understand the direct benefits of the training

2.6.4 Adult learners should understand how they can use what they learn

A. Understand how to apply the learning to their own work or life situation

B. Provide relevant examples and opportunity for application

2.6.5 Environment should provide optimum learning opportunities

A. Setting should be convenient and comfortable

B. Setting should accommodate your mode of content delivery

2.6.6 Learners need to participate during each class session

A. Psychological environment should be as comfortable as the physical environment

B. Ensures that the learner gets the most return from instruction

2.6.7   Provide learning options

A. Teaching method should be based on learning objective

B. If learning objective states demonstrate, teach at that level

2.6.8   Give adults opportunities to communicate

A. Allow time for questions, discussion, periodic feedback, and follow-up

B. Provides instructor with opportunity to observe student progress

2.6.9   Keep anxiety (yours and theirs) to a minimum

A. Conditions that make anxiety
   a. Importance of learning sought
   b. Classroom filled with peers/colleagues
   c. Classroom with managers and supervisors
   d. Previous classroom learning experiences

UNIT THREE

3.0 THE DOMAINS OF LEARNING

FUNCTIONAL AREA: During this unit of instruction the student will obtain a working knowledge of the three (3) domains or modes of learning and their impact on the learning process.

3.1 LEARNING OBJECTIVE: Define the term "cognitive learning".

3.1.1 Cognitive learning deals with the recall or recognition of knowledge and the development of intellectual abilities and skills.

Examples: Math, science, biology, history of law enforcement

3.1.2 Gestalt theory describes cognitive learning as the "click of understanding" or "insight"

3.2 LEARNING OBJECTIVE: Define the term "psychomotor skill".

3.2.1 Also known as kinesthetic learning.

3.2.2 Psychomotor skills deal with those learning objectives that involve physical activities (such as body movements, hand-eye coordination) in the learning process.

Examples: Word processing, drafting, auto mechanics, defensive tactics, firearms

3.3 LEARNING OBJECTIVE: Define the term "affective learning".

3.3.1 Affective learning deals with changes in interest, attitudes, values, and the development of appreciations and adequate adjustment.

Examples: Ethics, sociology, communicative skills, police officer's role in society, human relations training.

3.3.2 The affective domain includes the following issues or concepts

A. Sensitivity to human factor in the classroom (Classroom climate)

B. Human values

C. Human relations

D. Emotional conduct and expression

E. Interests

F. Social attitudes

G. Values

3.3.3 Affective predispositions

    A. Likes and dislikes directed towards the topic/subject

    B. Likes and dislikes directed toward the instructor, including positive or negative preconceptions about that instructor

    C. Positive or negative preconceived notions about the subject

    D. Circumstances surrounding presence in the class

    E. Awareness of hidden agenda of social and affective climate created by interaction between teacher and student (example: difference in rank between instructor and student)

3.3.4 Language used in the classroom has an effect upon affect and personality (language that reflects the instructor's attitude toward the students)

3.4 **LEARNING OBJECTIVE**: List at least two (2) examples of topics that are more effective in the cognitive mode.

    <u>Examples:</u> Penal Code, Code of Criminal Procedure

3.5 **LEARNING OBJECTIVE:** Discuss the interrelationship among the three (3) modes of learning.

3.5.1 In most cases in a learning situation the most effective learning takes place when there is a positive relationship between the cognitive domain and the affective domain

3.5.2 In that situation, the instructor is not only a content expert, or specialist in a particular field of instruction, but is also acutely aware of the climate in the classroom and takes positive steps to assure that the entire environment is conducive to the learning process

3.5.3 When psychomotor activities are added to both the cognitive process and the affective domain, then the learning is reinforced and, usually, retained for a long period of time

UNIT FOUR

4.0 FACTORS AFFECTING LEARNING

FUNCTIONAL AREA: During this unit of instruction the student will obtain a working knowledge of the factors affecting learning. These factors include student factors, instructor factors and environmental factors.

NOTE: A video tape, "Speaking Effectively: To One or One Thousand", produced by CRM Business Films has been recommended as a training aid for this functional area. (800-421-0833; www.crmlearning.com)

4.1   LEARNING OBJECTIVE: List the instructor factors that affect the learning process.

4.1.1   Personal qualities:

   A. Personal appearance and hygiene

   B. Courtesy

   C. Self-control

   D. Tact

   E. Voice

   F. Enthusiasm

   G. Appreciation of subject

4.1.2   Communicative skills:

   A. Appropriate language

   B. Where applicable, correct use of punctuation, grammar and spelling

4.1.3   Knowledge of subject

4.1.4   Thorough preparation

4.1.5   Professionalism

4.1.6   Instructor/student interaction

4.2   **LEARNING OBJECTIVE:**   List the physiological factors that affect the learning process.

4.2.1   Amount of sleep

4.2.2   Diet and nutrition

4.2.3   Health

4.3   **LEARNING OBJECTIVE:**   List the psychological factors that affect the learning process.

4.3.1   Stress level of student

4.3.2   Emotional state of student

4.3.3   Self-confidence

4.3.4   Well being

4.4   **LEARNING OBJECTIVE:**   List two (2) experiential factors of the learner.

4.4.1   Prior knowledge

4.4.2   Prior training

4.5   **LEARNING OBJECTIVE:**   List four (4) readiness factors of the learner.

4.5.1   Prior learning

4.5.2   Motivation

4.5.3   Ability to concentrate

4.5.5   Barriers

4.6   **LEARNING OBJECTIVE**:   List six (6) environmental factors that affect the learning process.

4.6.1   Temperature

4.6.2   Lighting

4.6.3   Sound quality

4.6.4   Instructional aids

4.6.5   Distractions

4.6.6   Room arrangement

UNIT FIVE

5.0   PHASES OF THE TEACHING-LEARNING PROCESS

FUNCTIONAL AREA: During this unit of instruction, the student will obtain a working knowledge of the four phases of the teaching-learning process: Preparation, presentation, application and evaluation.

5.1   LEARNING OBJECTIVE: The student will be able to identify the three (3) elements of the preparation phase.

5.1.1   Preparation of instructor

   A. Review objectives of entire learning activity.

   B. Consult and study all reference material available

   C. Evaluate factors affecting instruction. These include:

      1. Time available
      2. Training conditions
      3. Availability of assistant instructors.
      4. Equipment and facilities

   D. Rehearse the lesson

5.1.2. Preparation of the student

   A. Motivate the student

   B. Create a desire to learn

   C. Develop understanding of material

   D. Stimulate student appreciation of material

5.1.3   Preparation of Classroom Environment

   A. Secure instructional media and facilities needed.

   B. Check lesson plan and facilities prior to class.

5.2   LEARNING OBJECTIVE: The student will be able to identify the three (3) elements of the presentation phase.

5.2.1. Introduction phase

5.2.2 Body of material or presentation of teaching points phase

5.2.3 Conclusion phase

5.3   LEARNING OBJECTIVE: The student will be able to define the application phase.

5.3.1 The application phase of instruction is defined as:

A. "Developing skills or techniques and applying knowledge to problem solving in a way that allows a student to learn while doing".

5.4   LEARNING OBJECTIVE: The student will be able to explain how the application phase is used to reinforce cognitive learning.

5.4.1 The application phase reinforces the cognitive learning process by:

A.   Allowing for the support of trial and error thinking.

B.   Allowing the student to learn new material by associating new information with one's experiential background.

5.5   LEARNING OBJECTIVE: The student will be able to explain how the application phase is used to reinforce psychomotor/skill learning.

5.5.1 The application phase reinforces the psychomotor/skill learning process by:

A. Gaining a skill concept

B. Developing the skill

C. Practicing the skill for accuracy and speed

5.5.2 Skills are best developed by:

A. Spending 10% of teaching time telling the student about the skill,

B. 25% of the teaching time demonstrating skill correctly,

C. 65% of the remaining teaching time in proper guided practice.

5.6   **LEARNING OBJECTIVE:**   The student will be able to define the evaluation phase.

5.6.1   The evaluation phase is the measurement of a student's level of retention and understanding of training material.

5.6.2   In other words, the instructor is determining how much learning has taken place.

5.7   **LEARNING OBJECTIVE**:   The student will be able to list the three (3) elements of the evaluation phase.

5.7.1   The three elements of the evaluation phase are:

A.   Preparing an evaluation instrument.

B.   Administering an examination or performance review.

C.   Evaluating the results.

UNIT SIX

6.0   LEARNING OBJECTIVES

FUNCTIONAL AREA: During this unit of instruction the student will obtain a working knowledge of difference between a learning goal and a learning objective. Students will be able define a learning objective and its proper use. Students will be able to list the parts of a proper prepared learning objective.

6.1   LEARNING OBJECTIVE: Define the term "learning goal".

6.1.1   A Learning Goal is a broad imprecise description of what is to be learned.

    A. Tells students what they will learn during a particular block of instruction.

    B. Tells what the instruction is about.

    C. The student uses the Learning Objective to accomplish the Learning Goal.

6.2   LEARNING OBJECTIVE: Define the term "learning objective". (definitions and sources)

6.2.1   Learning objectives are a description of specific performances that the learners should be able to exhibit before they are considered competent in the area.

6.2.2   Learning objectives are guides for both the instructor and the student to use to determine whether or not the goal has been reached.

6.2.3   Learning objectives are statements that describe specific steps required to reach the goal of a particular lesson or course.

6.2.4   Each objective must be precisely stated, clearly defined, observable and measurable.

6.2.5   Learning objectives must include a description of the procedures needed to achieve predetermined levels of proficiency and should include any operational behavior which must be achieved to complete the training.

6.2.6   A learning objective is an outcome of instruction; it is not a description of the instructional process.

    A. "In the usual situation, a performance objective consists of three elements: the task (action); the conditions under which the action is to be performed; and the standards of criteria of performance." (Criminal Justice Instructional Techniques, Klotter, Rosenfeld, Charles C. Thomas, Springfield, IL. 1979.)

B. "Statements of operational behavior required for satisfactory performance of a task, the conditions under which the behavior is usually performed, and the criteria for satisfactory performance." (Nystrom, Bobbs-Merrill Education Publishing, 1977.)

6.2.7 A Learning Objective is:

A. An exact description of:

1. A measurable student **performance** (visible or audible)
2. to a precise **standard**
3. under well-defined **conditions**

B. Provides the foundation upon which the lesson plan is built.

C. Learning Objectives tell the student exactly:

1. *What* they must do to pass the course.
2. *How* well they must do it.
3. Under what *conditions*.

6.3 LEARNING OBJECTIVE: The student will be able to identify at least three (3) reasons for using learning objectives.

6.3.1 Students can use Learning Objectives to know what they can expect from a block of instruction, and what is expected from them.

6.3.2 Instructors can use Learning objectives to:

A. Show job relevance to the training

B. Help motivate students to learn (what is needed to pass course)

C. Keep themselves on track while teaching

D. Evaluate student progress

E. Indicate changes needed in future classes

6.3.3. Provide a solid foundation for the selection or design of instructional materials, content and methods.

6.3.4. Provide a set of guidelines or direction. (If you do not know where you are going, it is difficult to decide the best way to get there.)

6.3.5. Assist the trainer in evaluating whether or not the objective has been achieved.

6.3.6. Provide students with a means to organize their own efforts toward achieving the objectives.

6.4   **LEARNING OBJECTIVE**:   Define the three (3) components of a learning objective and properly use them in developing a valid learning objective.

6.4.1. Learning objectives have three (3) main components.

    A. The *performance*

        1. The <u>key</u> element to a well written learning objective
        2. Must be definitive.

    B.   The *standard*, and

    C. *Special conditions*

6.4.2   Performance.

    A. Simply *what* you want the students to do to show they have learned.

    B. Must be able to measure the performance or the results.

        1. Must be able to see or hear it

            a. driving
            b. writing

            c. talking (explanation)

        2. Or, must be able to see the results if performance is mental or too fast to see.

            a. mathematical computations

            b. shooting

Example: The student will run.

    C. Should come as close as possible to what they will actually be doing on the job.

    D. Must use *precise* words that describe something *measurable*.

        1. Cannot use vague terms or verbs.

        Examples: know, understand, agree, appreciate, enjoy, believe

        2. Use terms or verbs that can measure performance.

            a. Action verbs that require something to be done.

b. Define performance you expect from student.

Examples: write, recite, identify, demonstrate, sort, solve

E. Many levels of performance exist.

1. Choose level that allows you to determine if the student learned well enough to perform as you expect.
2. In 1956, Benjamin Bloom created the **Taxonomy of the Cognitive Domain.**
    a. Labeled six (6) level of performance.
        1. *Knowledge*: remembering previously learned material, from specific facts to complete theories (*you remember*)
        2. *Comprehension*: grasping the meaning of the material *(you understand).*
        3. *Application*: using learned material in new situations *(you use).*
        4. *Analysis*: breaking ideas/concepts down into component parts *(you se the important parts).*
        5. *Synthesis*: putting parts together to form a new whole *(you put it all together).*
        6. *Evaluation*: judging the value of material for a given purpose *(you judge).*
    b. Bloom suggests action verbs to be used in Learning Objectives that fall under each level of performance.

Students should be given a copy of Blooms "Taxonomy of the Cognitive Domain" or referenced in student handouts

TABLE 1

Learning Objectives for REPORT WRITING using each level of the cognitive domain

Report Writing

Knowledge (you remember)	*Comprehension (you understand)*	*Application (you use)*	*Analysis (you see the important parts)*	*Synthesis (you put it all together)*	*Evaluation (you judge)*
List the parts of a report you must always complete.	**Explain why you must complete report sections 1-10 and 20-23.**	**Given a set of facts, complete a report.**	**Given information from a witness, distinguish fact from opinion.**	**Given a completed report form, reorganize it to make it correct.**	**Given a completed report, prepare a written critique of it.**

Simple --Complex

Using a dictionary, the student will be able to correctly define 7 out of 10 words on a list.

Action Verb: define
Condition: **using a dictionary**
Standard: **7 out of 10 words on a list**

Working in groups, participants will be able to identify the 4 parts of a speech.

Action Verb: identify
Condition: **working in groups**
Standard: **4 parts of a speech**

After listening to the presentation, students will be able to list 3 community resources that provide service to alcohol and drug abusers

Action Verb: list
Condition: **after listening to the presentation**
Standard: **3 community resources**

6.4.3   Standard. How well the learner must perform in order to be considered acceptable.

    A. The Standard is the minimum level of acceptable performance.

    B. Tells the student *how well, how much, how far, how long,* etc.

    C. This is the pass/fail line; anything below this level means the student fails.

    D. **YOU MUST DEFINE A STANDARD SO STUDENTS KNOW WHAT IS EXPECTED OF THEM.**

        1. Without a standard, students may assume they must perform error free.
        2. The standard sets the bar for the student.

    Example: The student will run *one and one half miles in 15 minutes or less.*

    B. Standard Modifier

        1. Clarifies the Standard or limits it to ensure the student fully understands the pass/fail criteria.

        2. Restricts the student's idea of what will be the correct answer.

        3. Usually sets forth the source of the standard.
            a. Documents (Penal Code, Department Policy)
            b. Class instruction (5 levels of use of force, 3 types of recognized enforcement action)

4. The modifier and the correct answer can both be part of the Learning Objective.

Example: Name the 5 levels of the use of force continuum as 1) command presence, 2) verbal commands, 3) physical contact, 4) impact weapons, and 5) deadly force.

6.4.4. Conditions. The important conditions under which the performance is to occur.

A. Anything, other than the norm than could effect the student's performance or ability to meet the standard.

B. These can be environmental, physical, or mental

C. Can be omitted from Learning Objective is student will only be performing under normal conditions.

Example: The student will run one and one half miles in 15 minutes or less carrying a shotgun and wearing combat boots.

Given a set of field notes from an accident (including measurements, photographs, evidence log, subject and witness interviews, etc.), the student will write a complete accident report.

NOTE: Students should be provided examples of well written objectives, which contain these characteristics.

6.5   LEARNING OBJECTIVE: The student will be able to write at least three properly developed learning objectives using the three components.

NOTE: Prior to the student developing the first lesson plan for this course, the instructor should require the student to demonstrate proficiency in this area, while the instructor critiques performance.

6.5.1   Learning Objectives

A. A well written Learning objective will contain:

1. Measurable **performances**
2. Precise **standards**
3. Well defined **conditions**

B. Answer the question: **"What should the student learn, be able to do, or what new behavior should be evident as the result of the training?"**

Performance Quiz

Which of the following Learning Objectives use valid action verbs?

1. Understand the principles of defensive tactics.
2. Name the five levels of the use of force continuum found in department policy 01.20.05.25.
3. Analyze the facts of an internal affairs investigation and recommend a disposition.
4. Completely disassemble, clean, and re-assemble the Colt Government Model pistol.
5. Appreciate the environment factors that lead to high crime areas.

Only 2,3, and 4 are valid

C. Tips for writing Learning Objectives:

1. Be brief and to the point; include only one major item in each learning objective.
2. Use an action verb to describe the expected result of the training.
3. Specify a time frame or target date for completion.
4. Specify limits in the use of resources (manuals, people, equipment, etc.).
5. Make Learning objectives realistic in terms of previous performance, total responsibilities, and existing resources.
6. Include enough challenge in an improvement or change objective to make it worth formulating.
7. Write learning objectives that are supportive and consistent with the overall lesson or material taught.
8. Choose areas over which the student has control or influence.

D. Learning objectives provide the ***foundation and framework*** upon which you build your lesson plans.

E. Learning Objectives keep you organized.

F. Learning Objectives avoid unnecessary information and exercises

G. Defines the level you must teach to in order for the student to meet the goal set out in the Learning Objective adding relevance and necessity to the lesson.

B. It is a map to guide you.

C. It forces you to prepare because it requires you to think about what and how you are going to teach.

D. It is documentation of what was taught

E. It can be shared with others who may need to teach the material.

F.   Will not omit important facts or material or forget important instructional data.

G.   Can be used to obtain feedback from others without actually teaching the lesson.

UNIT SEVEN

7.0   PREPARING A LESSON PLAN

FUNCTIONAL AREA: During this unit of instruction, the student will obtain a working knowledge of lesson plans and lesson plan construction, in order to structure and improve teaching activities.

7.1   LEARNING OBJECTIVE: The student will be able to define the importance and purpose of a lesson plan.

7.1.1   Lesson plans are important to the organization and presentation of the material to be taught.

A.   Have you attended a training course where the instructor seemed unorganized?

B.   Was there something missing from the presentation?

C.   Was the instructor hard to follow?

   1. Learning objectives were not covered.
   2. Examination failure rate was high.

D.   If so, the instructor did not have a lesson plan or had a poorly developed lesson plan.

E. A lesson plan is a critical part of any effective training program.

F. When correctly written, the lesson plan will have all the information the instructor needs to conduct a quality training program.

   1. It will contain details about students.
   2. It will list supplies and materials needed to conduct the training.
   3. Most importantly, it will contain lesson content.

7.1.2   A lesson plan is a document that sets forth specific information the instructor is to teach and the student is to learn.

A. The lesson plan sets forth the objectives the student is to obtain.

B. The lesson plan sets forth the content the student will learn.

C. The lesson plan sets forth the means or methods by which the student will achieve the objectives and learn the content of the course.

7.1.3   The purpose of the lesson plan is to allow the instructor to design and develop the course.

    A. It forces the instructor to think.

    B. It helps guide the instructor in the presentation of the course content and key points.

    C. It ensures that the students receive the information they need to meet the learning objectives of the training course.

    D. It ensures the instructor plans the lesson in advance.

    E. A well developed lesson plan makes it easier for another instructor to present the course.

    F. It documents the classroom activities and materials taught for legal purposes.

7.2   LEARNING OBJECTIVE: The student will be able to discuss the components of a properly prepared lesson plan.

7.2.1. There are various things the instructor must do in preparing the Lesson Plan.

    A. Review the task analysis and needs assessment.

    B. Begin to develop learning objectives for the lesson to be taught.

    C. Identify resource information on the lesson topic.

7.2.2. A properly prepared lesson plan has many components. Each serves a specific purpose.

    A   Course Title – identifies the course to be taught.

    B. Lesson Title – identifies the specific lesson that is to be taught.

    C. Instructor – identifies the person or persons who will instruct the course.

    D. Prepared By – identifies the person or persons who prepared the lesson plan.

    E. Date – identifies the date the lesson plan was developed and written. It serves as a baseline for lesson plan updates. This is important to include.

F. Time Allotted – identifies the amount of time required to adequately present the lesson. It may also indicate where the particular lesson fits into the overall curriculum.

G. Target Population – identifies the general description of the students for whom the lesson was designed. It may include a description of job duties, work facilities, or job experience.

H. Number of Students – indicates the maximum or minimum number of students for which the lesson can be effectively presented.

I. Space Requirements – Indicates the size of the room, number of rooms, and/or seating arrangements necessary to effectively teach the lesson.

J. Performance Objectives – a statement describing the intended outcome(s) of the lesson in terms of the performance expected from the student.

K. Evaluation Procedure – states how the student's progress toward the learning objectives will be measured (written test, oral test, demonstration, etc.). Evaluation procedure should provide documentation for all learning objectives.

L. Method/Techniques – lists all training methods/techniques (lecture, group discussion, role play, etc.) that will be used in the lesson delivery.

M. Training Material – lists all the training aids (overheads, PowerPoint presentation, transparencies, videos, student handouts, etc.) that will be needed to instruct the lesson.

N. Equipment and Supplies – lists any and all equipment (computer, flip charts, dry erase board, markers, projectors, sound system, etc.) needed to instruct the lesson.

O. Student Materials – lists any materials the student will need to bring with them or will need to be supplied to the student for the course.

P. References – this is a very important area. It documents the resources used in the research for the course. This documentation can be useful in litigation or justification of the lesson and material to your agency.

Q. Presentation Guide – where you write the body of your lesson plan.

R. Notes to Trainer – where you write any instructional notes for the delivery of information during the lesson.

7.3   LEARNING OBJECTIVE: The student will be able to list the general stages in lesson plan development.

7.3.1   There are five general stages in the development of a lesson plan.

   A. Introduction

   B. Presentation

   C. Application

   D. Summary

   E. Evaluation

7.3.2   The Introduction Stage – how will the lesson be introduced to the student.

   A. Grabs the attention of the student for the course material.

   B. Prepares the student for the lesson material and puts them at ease.

   C. Explains the lesson material and its importance to the student.

   D. It helps motivate the student and create an interest in the course.

   E. It identifies and explains the learning objectives to the student in order that they know what will be expected.

   F. The introduction sets the tone for the class and the lesson.

   G. It ties the lesson topic to the student and their on-the-job tasks and performance.

7.3.3   The Presentation Stage – knowledge of adult learning theories should be incorporated into the lesson plan.

   A. Explains, demonstrates, and instructs the student one step at a time. Use simple language. Explain, demonstrate, or instruct one step at a time.

   B. Do not include too much information at one time. Give students time to digest what was taught.

   C. Don't do all the talking. Develop questions for student input. Get student participation.

D. Have students tell "how" and "why".

E. Follows organized topics that are knowledge or information based lessons.

F. Sets a high standard, but make on that is attainable for the student.

G. Gives reasons or examples for using the methods or procedures taught.

H. Gives everything you will want back, nothing more.

I. Stresses the main points of the lesson, giving opportunity for student feedback.

J. Gives feedback to the student. Tells them what you are going to tell them, and then tells them what you told them.

K. Transfer of knowledge takes place in this stage. REMEMBER: Lecture is the least effective way to transfer information.

L. There are several steps that can assist in developing the presentation.

    1. Gather information and conduct research on the lesson topic.

    2. Develop the learning objectives for the course.

    3.   Generate the topic headings that will be used in the delivery of the course information.

    4.   Prepare the course outline and topic sentences.

    5. Review the course outline for logical sequence, timing, possible student activities, and test questions.

    6. Develop the full lesson plan and try it out.

    7. Submit for management review/approval if necessary.

    8. Rework if necessary.

7.3.4   The Application Stage – students are given the chance to use the information they have been given.

A. Encourage the student to ask questions.

B. Develop activities that allow the student to apply the information learned in a safe, real environment.

C. Correct errors and omissions as the student makes them.

D. Have the students tell you "how" and "why", stressing the main points taught.

E. Give the student feedback and check progress frequently.

F. Continue application stage until you are certain the students understand the information taught in the lesson.

G. The application stage can occur at the end of the lesson or throughout the lesson at appropriate times.

7.3.5   The Summary Stage – gives students time to gather information they may have missed.

A. Be flexible about the timing.

B. Review the learning objectives.

C. Review and summarize the main points of the lesson.

D. Let students summarize when possible.

E. Do not introduce new material or re-teach the lesson.

F. End with a statement to motivate the student to use the information or skills to improve their performance.

7.3.6   The Evaluation Stage – how will the student's performance be judged.

A. Gives feedback to the student in the form of their performance.

B. Put the student on their own to do the job or apply the information through written or performance tests.

C. Consider evaluating students on the participation in course activities.

7.3.7   The introduction stage will always come at the beginning of the lesson. The summary stage will always come at near the end of the lesson. The presentation, application, and evaluation stages can happen at any time during the lesson.

A. The various stages may overlap.

B. The instructor should design the lesson so that activities occur throughout the course.

7.4   LEARNING OBJECTIVE: The student will be able to name the types of lesson plan formats.

7.4.1   There are four major types of lesson plan formats.

A. Outline.

B. Sentence Outline.

C. Narrative Outline.

D. Narrative.

7.4.2   When deciding on the format to be used, the instructor should consider two factors:

A. The instructor's experience level.

B. The instructor's knowledge of the subject matter.

C. The instructor's experience level and knowledge of the subject helps determine the type format to use.

A. Outline and Sentence outlines are suitable for experienced instructors who are knowledgeable in the subject to be taught.

B. Narrative Outline and Narrative are for inexperienced instructors or instructors who are not knowledgeable of the subject matter.

7.4.3   The Outline Format.

A. The outline format uses key words of the information to be presented.

B. Follows outline format.

Example: 1. What is stress?

A. personal perception of stress
B. what stress means
C. the stress response
D. positive and negative stress

7.4.4   The Sentence Outline.

A. The sentence outline uses sentences around the key words.

B. Follows outline format.
Example:

1. What is stress?

A. Personal perception of stress, "*Stress is <u>pressure</u>*".

B. What stress means. *Few people define the concept of stress in exactly the same way.*

C. The stress response. *Everything that lives responds to stimuli.*

D. Positive and negative stress. *We encounter stress every day, how we deal with the stress decides if it is positive or negative.*

7.4.5   The Narrative Outline format.

  A. The narrative outline has more detail.

  B. It includes a paragraph around the key words.

  C. Continues to follow outline format.

Example:

1. What is stress?

  A. Personal perception of stress. *As a class/group activity, have the students complete the following sentence; "Stress is _____" on a piece of paper. Have students or groups give their responses.*

  B. What stress means. *As we can see from the class exercise, few people define the concept of stress in exactly the same way. The word "stress"- like "success", "failure", or "happiness"- means different things to different people.*

7.4.6   The Narrative Format.

  A. The narrative format is written in complete detail.

  B. It is more like a script than an outline.

Example:

C. The stress response. *Everything that lives responds to stimuli. Plants respond to sunlight by growing in that direction. A dog responds to its owner's voice or scent by wagging its tail and perhaps barking. Similarly, people respond to various stimuli. One important group of stimuli to which they respond is stressors. A performance review, an angry offender, and a disagreement with a family member are all stimuli or stressors to which we respond.*

7.5 **LEARNING OBJECTIVE:** The student will be able to list the four types of sequencing structures that help in organizing and planning the lesson.

7.5.1 There are four types of sequencing structures that can be used in preparing a lesson plan.

    A. It is important that information in the lesson plan be properly sequenced.

    B. Improper sequencing can lead to confusion for the student and instructor

    C. Improper sequencing can also hinder the instructor's ability to evaluate the student's performance.

    D. There are four types of sequencing structures that help in lesson plan preparation.

        1. Simple to complex.
          a. This style requires basic course content to be provided before moving to more advanced course content.
          b. This style is also used when simple tasks must be learned before moving to more difficult tasks.
        2. General to specific.
          a. This sequence is used when a general framework must be provided before specific information can be related to the topic.
          b. The framework gives the student an understanding of the basic concepts of the lesson without having to memorize a number of specific items.
          c. This sequence arranges content from general concepts to specific skills, tasks, or meanings.
        3. Concrete to abstract.
          a. Concrete experiences are those events that happen to us each day.
            1. We bump our knees on chairs.
            2. We receive mail from friends and family.
          b. Those events generally cause us to have some type of feeling, pain, joy, anger, etc.
            1. The feeling caused by the vents is abstract.
            2. We cannot touch or see them.
            3. These feeling are an expression generated by the event.
          c. The instructor must provide concrete experiences for the student before the student can apply that information to an abstract concept.
        4. Chronological.
          a. This sequence shows how one event relates to another.
          b. This method is very useful in teaching steps in a procedure.
            1. Relationship of each step can be stressed.
            2. This sequence allows students to see and understand the importance of performing the steps in a specific order, such as CPR.

    E. The type of sequence use is based upon the content of the lesson to be taught.

7.5.2   All lesson plans should follow one of sequencing approaches.

A. Instructor should think about learning objectives of the course when selecting the sequence approach.
B. The instructor should select a sequence approach that will be the most effective in presenting the learning objectives to the student.

7.6   **LEARNING OBJECTIVE:**   Summarize the major points of lesson plan development and function.

7.6.1   The lesson plan is the foundation for ensuring a successful training experience for the student and instructor.

7.6.2   The lesson plan can be written in a variety of formats and organized in different ways.

7.6.3   Lesson plans must be developed and written according to generally accepted principles.

Properly constructed lesson plans ensure a successful training experience..

<center>**UNIT EIGHT**</center>

8.0   METHODS OF INSTRUCTION

FUNCTIONAL AREA: During this unit of instruction, the student will obtain a working knowledge of the basic methods of instruction and factors to consider when choosing the appropriate instructional method.

8.1   LEARNING OBJECTIVE: The student will be able to discuss at least three methods of instruction.

8.1.1   Each method has advantages and disadvantages**.** A combination of methods is usually most effective.

8.1.2   Instructor Led

    A. Most commonly used method of instruction

    B. Instructor is sole disseminator of information

    C. The instructor presents segments of information, questions students frequently and provides periodic summaries of points.

8.1.3   Lecture

    A. Instructor sole disseminator of information

    B. Interaction with students is very limited

8.1.4   Demonstration

    A. The student observes while the instructor shows how to do a procedure or technique.

    B. This method shows how to do something or how something works

8.1.5   Practical Exercises

    A. Student participates individually or in groups

    B. Application of previously learned knowledge

8.1.6   Practice

    A. Students alone or in a group repeatedly perform previously learned procedures

8.1.7 Team Practice

    A. Students perform as a member of a group to find a team solution to a problem

8.1.8 Role-play

    A. Learning by doing

    B. Assume roles of others

8.1.9 Independent

    A. Work on solutions/skills by self

    B. Asking instructor for direction or questions

8.1.10 Discussion

    A. Usually used in combination with other methods

8.1.11 Additional methods and devises

    A. Apprenticeship

    B. Correspondence Course

    C. Directed Individual Study

    D. Brainstorming

    E. Panel

    F. PowerPoint

    G. Video

    H. Flip Chart

    I. Overhead Projector

8.2 LEARNING OBJECTIVE: The student will be able to list five facts to consider when choosing a method of instruction

8.2.1 Match method with objectives, subject matter etc. and know your audience.

8.2.2 The key to improving our instruction is to know what methods of instruction to use when.

    A. Pertinence

    B. Effectiveness

    C. Familiarity with the method

    D. Time and physical facilities

    E. Cost

    F. Size of group

    G. Type of Training

    H. Attitudes of participants

    I. Participant motivation

    J. Your personality

8.3 LEARNING OBJECTIVE: The student will be able to discuss the techniques used to reinforce learning**.**

8.3.1 Question/answer

8.3.2 Illustration

8.3.3 Practice and drill

8.3.4 Role playing

8.3.5 Conference

UNIT NINE

9.0   TESTING AND EVALUATION

FUNCTIONAL AREA: During this unit of instruction, the student will obtain a working knowledge of the basic techniques of developing tests and evaluations. The student will be able to differentiate between objective and subjective testing. The student will be able to discuss the basic considerations when writing a test question and how to apply the learning objectives to testing.

9.1   LEARNING OBJECTIVE: The student will be able to define the purpose of evaluation.

9.1.1   In an instructional setting there are two purposes for evaluation:

A. To appraise instructor performance

B. To assess student performance.

9.1.2   The reasons for appraising instructor performance are:

A. To improve the quality of instruction

B. To validate quality instruction

C. To identify less than quality instruction

9.1.3   The reasons for assessing student performance are:

A. To determine mastery. Reinforce learning by providing indicators (feedback) for continued coverage.

B.   To measure students understanding of material. Are students learning what you expected them to learn? Reveals areas of weakness.

C. To motivate students and structure academic efforts.

   1. Knowing that their knowledge and/or skills will be assessed in some manner will inspire some students to learn more effectively.
   2. Discovering exactly what they know and do not know will help them to decide what they have to concentrate their efforts on.

D.   To satisfy instructional or post-accreditation criteria.

9.2 **LEARNING OBJECTIVE:** The student will be able to define learning evaluations (tests).

9.2.1 Devises of many kinds that determine the amount and quality of learning that has taken place during a block of instruction.

9.2.2 Tests evaluate whether the student has learned the information.

9.2.3 Tests do not evaluate that learning has actually changed behavior or attitudes.

9.3 **LEARNING OBJECTIVE:** The student will be able to differentiate between objective and subjective testing.

9.3.1 An objective test is one that measures recall and understanding of materials.

A. An objective test asks the students to recall specific facts or information that is then evaluated based upon a predetermined set of responses.

B. Use when highly reliable test scores must be obtained efficiently.

C. They relate a more impartial evaluation as well as a quicker method for the reporting of test scores.

D. Types of objective tests include:

1. Short answer
2. True/false
3. Matching
4. Multiple choice

9.3.2 A subjective test is one that the answers are subject to the evaluation of the grader.

A. The grader decides if the answer approximates a specific answer.

B. Can have several different answers.

C. Requires employment of different cognitive levels in formulating the answer

1. Written communication skills
2. Original answers
3. Exploration of student's attitude vs. information recall

D. An example of a subjective test would be an essay test format.

9.4 **LEARNING OBJECTIVE:** The student will be able to compare and contrast at least three types of evaluative testing methods

9.4.1   True/False.

A. This test is composed of complete statements, which the student then identifies as either true or false.

B. They cover more material in a shorter length of time and are easy to construct and score.

C. They do however, concentrate on rote memory and presume an answer is absolutely true or false.

   1. Test items must be statements that are <u>ABSOLUTELY</u> <u>TRUE</u> <u>OR</u> <u>FALSE</u> without qualification or exception.
   2. Avoid <u>NEGATIVELY</u> stated items and all <u>DOUBLE</u> <u>NEGATIVES</u>.
   3. Avoid <u>COMPLEX</u> sentence structure. Each item should test the student on one point.
   4. Avoid the use of <u>SPECIFIC</u> <u>DETERMINERS</u>. Words like only, all, none, always, never, etcetera, usually indicate the item is false. Words like could, might, can, may, and generally, usually indicate the item is false.

9.4.2   Multiple-Choice.

A. This test is composed of questions, which include stems and alternatives.

B. The stem is an incomplete statement or question.

C. The student reads the stem and selects the correct response from among a list of several alternatives.

D. The most frequently used multiple-choice test is a stem with one correct item and three distracters.

E. This test can be written on many cognitive levels but it is time consuming to write as well as difficult finding one correct answer.

F. Scoring is easy.

   1. Test only <u>ONE</u> <u>SPECIFIC</u> <u>POINT</u> in each item.
   2. Use <u>CONCISE</u> wording in all components of the test item. Whenever it will not cause confusion, it is advisable to include in the stem, any words which would otherwise be repeated in each alternative.
   3. Avoid words in the stem, which might prevent <u>GRAMMATICALLY</u> <u>CORRECT</u> linkage with any response.

4. Exercise caution in the use of <u>ALL</u> <u>THE</u> <u>ABOVE,</u> <u>NONE</u> <u>OF</u> <u>THE</u> <u>ABOVE</u> <u>ETCETERA</u> answers. Incorrect use may make the desired response incorrect.
5. All alternatives should be plausible alternatives. The guess factor improves with the number of alternatives, which are not plausible; therefore each alternative should be attractive to the uniformed student.
6. Randomly arrange the correct response among the alternatives. DO NOT establish a pattern of answers.

9.4.3   Completion items (often called Fill-In-Blank or Short Answer).

A. This type of test requires rote memory to recall the exact word or phrase missing from a sentence but in turn reduces the "guess factor".

B. These tests are frequently used in classroom settings because they are relatively easy to construct.

C. However, they are often difficult to score and can be problematic if the instructor does not make allowances for all possible alternative choices which could be used to complete the blanks.

1. <u>WORD</u> <u>items</u> <u>CAREFULLY</u>, being aware that many fill-in-items may be answered correctly by using words other than the desired answers of the instructor.
2. Limit the number of <u>BLANKS</u> required.
3. Use a direct question or incomplete statement with the blank(s) at or near the end.

D. Use fill in the blank items only when the student's ability to provide the word for the blank is essential.

9.4.4   Matching

A. A test that involves a list of statements on the left and a list of responses on the right.

B. Matching tests can test on a lot of factual information quickly and reduce guessing at the same time.

C. Items are usually interdependent which can lead to more than one error at a time.

1. Each of the matches should be a logical response to the statement so a student would have to be knowledgeable in the subject to choose the correct match.
2. Each matching exercise should contain only homogeneous material. If heterogeneous material is used it reduces the need for direct subject knowledge to answer correctly.
3. Put the answers in alphabetical order and on one page to make it easier to follow and less time consuming to complete.
4. The best number of items is between 10-15, but also have at least five additional answers than you have questions.

9.4.5   Essay

A. These type of tests allow you to judge the students' ability to organize, integrate, interpret and communicate in their own words.

B. Research shows that students study more efficiently for essay exams than for selection type tests.

C. Students concentrate on broader issues when studying for an essay test.

D. Such general concepts and their interrelationships result in better student performance on any test format.

1. Due to limited questions posed, content validity may be low.
2. Reliability of essay tests is compromised by subjectivity or inconsistencies in grading.
3. Essay tests do give the instructor the opportunity to comment on student's progress, quality of thinking, depth of understanding and viewed difficulties.

9.4.6   Performance tests

A. Ask students to demonstrate proficiency in a predetermined task or situation.

B. They can be administered individually or in a group as appropriate.

C. This test type is process oriented versus content oriented and tends to be difficult to set up and hard to score.

1. State the problem or situation to be demonstrated in clear, concise terms. Conditions should mirror real-life situations.
2. Specify the criteria that will be used for rating or scoring and level of accuracy expected.
3. Give the student a chance to perform the task more than once or to perform several task samples.

9.4.7   General suggestions for construction of test questions

A. Devote adequate time to preparation of test items.

B. Closely examine each point of the objective and devise an appropriate item to measure it.

C. More time spent in test item construction will save time when the test is administered and will provide more reliable information whether the student learned what was expected.

9.4.8   Remember, the purpose of the test is to measure the student's knowledge of the course objectives. It should test no more or no less.

9.5   LEARNING OBJECTIVE: The student will be able to discuss the four basic considerations

utilized when writing a test question.

9.5.1   Relevance: Logically relate to course objectives.

9.5.2   Reliability: Consistency and accuracy over time.

9.5.3   Validity: The interpretations of the results are appropriate for making decisions about achievement.

9.5.4   Balance: Test covers main ideas and important concepts in proportion to emphasis they received in class.

9.6 LEARNING OBJECTIVE: Discuss how learning objectives apply to constructing test questions.

9.6.1   Ideally, a variety of cognitive levels are represented in the objectives.

9.6.2   With test questions pulled from the objectives, your test questions will also address a variety of cognitive levels.

9.6.3   Bloom's Taxonomy will assist in addressing the cognitive levels and how they relate to writing test questions.

9.6.4   Bloom's taxonomy is made up of six levels:

A. Knowledge: Test of memory, recall facts, details and concepts.

   1. Knowledge questions can be identified by key verbs such as define, identify, list, and name.
   2. Example: "List the four parts of an objective."

B. Comprehension: Understanding the purpose or meaning of something.

   1. Tests understanding of facts and ideas.
   2. Asking students to explain in their own words.
   3. Comprehension questions can be identified with keywords such as convert, explain and summarize.
   4. Example: Restate in your own words the definition of an objective.

C. Application: Use of concepts to solve a problem.

   1. Tests ability to use information learned in new, concrete situations.
   2. Asks students to solve a problem.
   3. Application questions can be identified with key verbs such as compute, determine and solve.
   4. Example: Demonstrate how to write an objective.

D. Analysis: Taking something apart.

    1. Breaking down large pieces of information in order to examine the structure and interrelationships among its component parts.
    2. Analysis questions can be identified by key verbs such as analyze, differentiate and relate.
    3. Example: Differentiate between a goal and an objective.

E. Synthesis: Combining various elements or parts into a structured whole.

    1. Tests ability to assemble and put together what was learned.
    2. Synthesis questions can be identified by key words such as design, devise, formulate and plan.
    3. Example: Construct a lesson plan.

F. Evaluation: Understanding all the details to make a judgment decision based upon reasoning.

    1. Tests ability to judge the value of material for a given purpose.
    2. Ask students to measure the value of information presented.
    3. Evaluation questions can be identified by key verbs such as compare, critique, evaluate and judge.
    4. Example: Teach and evaluate a two-hour block of instruction.

10.0   INTRODUCTION TO INSTRUCTIONAL MEDIA

FUNCTIONAL AREA: During this unit of instruction, the student will obtain a working knowledge of the development and use of instructional media in order to make the most effective presentation.

10.1   LEARNING OBJECTIVE: The student will be able to define the term, "instructional media".

10.1.1 Instructional media is any materials or graphic, photographic, electronic or mechanical aids that assist the instructor in presenting his/her subject.

10.1.2 Instructional media makes the subject matter more understandable.

10.1.3 Instructional media helps the student to learn more effectively.

10.2   LEARNING OBJECTIVE: The student will be able to state at least three (3) reasons for using instructional media.

10.2.1 Students learn more effectively and quickly

10.2.2 Students use more of their five senses

10.2.3 It is easier for the student to comprehend

10.2.4 Students retain material longer

10.2.5 Clarifies the written or spoken word

10.2.6 Emphasis is added to the points the instructor is making

10.2.7 Provides uniformity of learning by description or means of demonstration

10.2.8 Develops continuity of thought

10.2.9 Assists the instructor in class management

10.2.10 Provides a more clear understanding of the oral presentation.

10.3   LEARNING OBJECTIVE: The student will be able to list at least three (3) characteristics of effective instructional media.

10.3.1 Effective instructional media should be:

    A. Appropriate for the subject and teaching points

    B. Able to be seen by the whole class

    C. Neat, understandable and accurate

    D. Simple to comprehend and include only specific points that do not confuse the student

    E. Easy to use by the instructor

    F. Portable and durable

10.3.2 Instructional media should enhance both the delivery of the subject matter and understanding of the learner.

10.4   LEARNING OBJECTIVE: The student will be able to identify the basic instructional aids and equipment used in training.

10.4.1 Basic instructional aids and equipment:

    A. Overhead projector

    B. Overhead transparencies

    C. VHF video recorder/player

    D. Video monitor

    E. Flip chart

    F. Chalkboard (colored chalk)

    G. Handouts

    H. Marker boards

10.4.2 Advanced instructional aids and equipment

    A. Computer with PowerPoint software

B. LCD projection unit

C. Video visualizer (ELMO)

D. Dazzle or moviemaker

NOTE: Each course instructor will make available the instructional aids that are available for the students to use in their presentations. These media may vary at different academies or locations.

NOTE: Instructor will demonstrate proper use of instructional aids and equipment.

NOTE: This class should be taught by using the individual instructional media operations manual from the manufacturer. Instruction in this area varies from product to product.

NOTE: This class should be taught that as instructors they will be responsible to determine what instructional aids and equipment will be available for use in their presentation.

10.5   LEARNING OBJECTIVE: The student will be able to discuss the advantages and disadvantages of instructional aids and equipment.

10.5.1 Overhead projector and transparencies

A. Advantages

1. Can be used in a lighted room
2. Allows instructor to see transparency and still face the group
3. Can be written on
4. Can be pre-prepared

B. Disadvantages

1. Cost
2. Requires instructor to remain in one place
3. Can be distracting

10.5.2 Chalkboard or Marker Board

A. Advantages

1. Inexpensive
2. Easy to update
3. Permits spontaneity
4. Versatile

B. Disadvantages

1. Once material is erased, it is gone
2. Requires time for student to copy

10.5.3 Flip Chart

    A. Advantages

        1. Portable
        2. Inexpensive

    B. Disadvantages

        1. Not reusable
        2. Visibility

10.6   **LEARNING OBJECTIVE:**   The student will be able to demonstrate proper usage techniques for instructional aids in their presentation (Refer to instructional manuals for individual pieces of equipment)

10.7   **LEARNING OBJECTIVE:**   The student will be able to list at least two (2) misuses of instructional media.

10.7.1 As a filler for class time

10.7.2 If it is not relevant to the topic and serves no learning purpose.

10.7.3 When it is unclear, misleading and not understandable.

10.8   **LEARNING OBJECTIVE:**   The student will be able to prepare and use at least two (2) types of instructional aids.

UNIT ELEVEN

11.0   STUDENT DEVELOPMENT

11.1   Students will be allotted 16 hours, either in or out of the classroom, to prepare learning objectives, lesson plans, media programs, and presentations for required student teaching exercises.

12.0 **STUDENT TEACHING EXERCISE I**

FUNCTIONAL AREA: During this unit of instruction, the student will demonstrate the basic knowledge and skills required to compose thoughts and effectively present them to the class.

12.1 **LEARNING OBJECTIVE:** The instructor will select a topic for the student.

12.2 **LEARNING OBJECTIVE:**   The student will extemporaneously discuss the topic within a specified time limit.

12.2.1 The established time limit in Exercise I is not less than 3 minutes or more than 5 minutes.

12.2.2 The course instructor should advise each student of the established time limit, stop the student if he goes over the time limit and advise him if he is short of time.

12.3 **LEARNING OBJECTIVE:**   The instructor will document which of the five phases of instruction the student used during the presentation.

12.3.1 Introduction

12.3.2 Presentation

12.3.3 Application

12.3.4 Summary

12.3.5 Evaluation

UNIT THIRTEEN

13.0   STUDENT TEACHING EXERCISE II

FUNCTIONAL AREA: During this unit of instruction, the student will demonstrate the basic knowledge and skills required to effectively instruct a lesson.

Each student will prepare a lesson plan and instruct a lesson using the five phases of instruction in not less than 10 minutes or more than 15 minutes.

13.1   LEARNING OBJECTIVE: The student will select a topic, subject to instructor approval.

13.2   LEARNING OBJECTIVE: The student will present a lesson from a prepared lesson plan within a specified time limit.

13.2.1 The established time limit in Exercise II is not less than 10 minutes or more than 15 minutes.

13.2.2 The course instructor should advise each student of the established time limit, stop the student if he goes over the time limit and advise him if he is short of time.

13.3   LEARNING OBJECTIVE: The student will implement all five phases of instruction during the presentation.

13.3.1 Introduction

13.3.2 Presentation

13.3.3 Application

13.3.4 Summary

13.3.5 Evaluation

13.4   LEARNING OBJECTIVE: The student will prepare and use at least one instructional aid in the presentation.

13.5   LEARNING OBJECTIVE: The student will develop an evaluation based on the learning objective(s) of his lesson.

UNIT FOURTEEN

14.0 **STUDENT TEACHING EXERCISE III**

FUNCTIONAL AREA: During this unit of instruction, the student will demonstrate the basic knowledge and skills required to effectively instruct a lesson.

Each student will prepare a lesson plan and instruct a lesson using the five phases of instruction in not less than 25 minutes or more than 30 minutes.

14.1 **LEARNING OBJECTIVE**: The student will select a criminal justice related topic, subject to instructor approval.

14.2 **LEARNING OBJECTIVE**: The student will present a lesson from a prepared lesson plan within the specified time limit.

14.2.1 The established time limit in Exercise III is not less than 25 minutes or more than 30 minutes.

14.2.2 The course instructor should advise each student of the established time limit, stop the student if he goes over the time limit and advise him if he is short of time.

14.3 **LEARNING OBJECTIVE:** The student will prepare and use at least two (2) types of instructional aids during this presentation.

14.4 **LEARNING OBJECTIVE**: The student will implement all five phases of instruction during the presentation.

14.4.1 Introduction

14.1.2 Presentation

14.1.3 Application

14.1.4 Summary

14.1.5 Evaluation

14.5 **LEARNING OBJECTIVE:** The student will develop an evaluation based on the learning objective(s) of his lesson.

14.5.1 Pre or Post Test

14.5.2 Practical application or demonstration

GLOSSARY OF TERMS FOR LESSON PLAN

COURSE: A prescribed number of related instructional units dealing with the same topic (Example: Basic Instructors Certification Course, Basic Peace Officer Certification Course.)

INSTRUCTIONAL UNIT: A Sub-section of a course.   (Example: Introduction to the Teaching/Learning Process, Introduction to the Penal Code.)

LESSON TYPE: The method of instruction that will be used to teach the course.

DEMO: A style of instruction that primarily uses demonstrations for teaching.

GOAL STATEMENT: An explanation of the overall aim of the instructional unit.

TARGET AUDIENCE: The type of students the course is directed towards

PREREQUISITE EXPERIENCE: An explanation of any prior requirements a student must have in order to attend or complete a course.

LEARNING OBJECTIVES: A description of a specific performance that the learners should be able to exhibit before they are considered competent in the area. Learning objectives are guides for both the instructor and the student to use to determine whether or not the goal has been reached. Learning objectives are statements that describe specific steps required to reach the goal of a particular lesson or course. Each objective must be precisely stated, clearly defined, observable and measurable. Learning objectives must include a description of the procedures needed to achieve predetermined levels of proficiency and should include any operational behavior which must be achieved to complete the training. A learning objective

is an <u>outcome</u> of instruction, it is <u>not</u> a description of the instructional process.

ELABORATION AND APPLICATION: Detailed explanation of instructions that provides the information needed to comprehend the instructional unit objectives. This is the process of instruction.

IMPACT STATEMENT: A statement that clearly relays the message that the instructional unit is coming to a conclusion.

RECAP MAIN POINTS: A summation of the main points taught during the instructional unit. The main points can be reviewed:

1. Throughout the instructional phase,
    or
2. At the end of each objective,
    or
3. At the end of each class hour,
    or
4. At the end of the complete instructional unit.

An instructor usually reviews the main points at the end of the instructional unit, however, the listed suggestions are effective.

SAMPLE

LESSON PLAN COVER SHEET

SUBJECT: UNIT:

INSTRUCTOR(S):   PHONE:
                                                          PHONE:

TIME ALLOTTED:

INSTRUCTIONAL AIDS:

STUDENT MATERIALS:

PREREQUISITE EXPERIENCE OF THE LEARNERS:

GOAL (PURPOSE OF THE COURSE)

DATE PREPARED: DATE REVISED:

PREPARED BY: REVISED BY:

INSTRUCTOR LESSON PLAN

SUBJECT: UNIT:

LESSON OBJECTIVES   (Specific points of information to complete the goal statement):

INSTRUCTOR'S LESSON PLAN

I.   PREPARATION   (Student Motivation / Opening Statement)

II.   PRESENTATION   (Implementation of Instruction)

KEY TOPIC POINTS	ELABORATION ON KEY POINTS

III.   APPLICATION: Planning for student to practice or apply new knowledge
(where applicable)

IV.   EVALUATION: Final check of student's comprehension of material
presented

V.   REFERENCES:

SAMPLE TWENTY-FIVE MINUTE LESSON PLAN

LESSON PLAN COVER SHEET

SUBJECT: Types of Reports   UNIT: Report Writing

INSTRUCTOR(S):   John Doe   PHONE: 512/450-0188
                      Jane Doe   PHONE: 512/450-0188

TIME ALLOTTED: 25 Minutes

INSTRUCTIONAL AIDS: Overhead projector, lesson plan

STUDENT MATERIALS: Pen and paper

PREREQUISITE EXPERIENCE OF THE LEARNERS: None required

GOAL (PURPOSE OF THE COURSE):   The purpose of this course is to acquaint the student with the four common types of reports recognized by the State of Texas.

DATE PREPARED: June 19, 1989   DATE REVISED:

PREPARED BY: John Doe   REVISED BY:

INSTRUCTOR LESSON PLAN

SUBJECT: Types of Reports   UNIT: Report Writing

LESSON OBJECTIVES   (Specific points of information to complete the goal statement):

1.   The student will be able to define the purposes of the arrest report.

2.   The student will be able to define the purposes of the incident report.

3.   The student will be able to define the purposes of the offense report.

4.   The student will be able to define the purposes of the supplemental report.

INSTRUCTOR'S LESSON PLAN

I   PREPARATION (Student motivation / Opening Statement)

In order for you to become an effective Peace Officer you must become a competent report writer.   Before completing this course you must be able to recognize and use the four common types of reports recognized and used across the state.   Upon completion of this course you will be able to recognize and define the uses of the arrest, incident, offense, and supplemental reports

II.   PRESENTATION (Implementation of Instruction)

KEY TOPIC POINTS	ELABORATION ON KEY POINTS

I.   Arrest Report

      A.   Referred to as booking report

      B.   Specific to circumstances of:

            1.   Arrest

            2.   Subsequent booking and enforcement.

II.   Incident Report

      A.   Refers to circumstances with:

            1.   Minor criminal activity

            2.   Non-criminal activity

            3.   Indeterminate activity

      B.   May be used as intra-departmental communication as required by policy or order.

            1.   Equipment report

            2.   Damage report

3.   Activity report

KEY TOPIC POINTS	ELABORATION ON KEY POINTS

III.   Offense Report

A.   Refers to criminal activity or investigative matters relative to criminal activity.

B.   Must contain all relative factual information from discovery of crime through disposition of persons.

1.   Suspects

2.   Witnesses

3.   Property

C.   Serves as investigative plan or guide.

D.   Serves as prosecution plan.

E.   Information need not be duplicated.

IV.   Supplemental Report

A.   Used to continue or add to any of the other report

B.   Written as new information or additional information relative specific offense is received or detected.

III.   APPLICATION: Planning for student to practice or apply new knowledge
                        (where applicable)

The student will have planned answer and question during course of instruction.

IV.   EVALUATION: Final check of student's comprehension of material
                            presented

The student's final comprehension of the material will be evaluated by written examination

V.   REFERENCES:

1.   Basic Peace Officer Licensing Course prepared by Texas Commission on Law
      Enforcement Officer Standards and Education

ACTION VERBS FOR
INSTRUCTIONAL OBJECTIVES

OBSERVING

The student detects and records (behaviors) attributes (object during experiments) (condition)

BEHAVIORS

	(covert)		(covert)
detects	observes	cites	records
distinguishes	perceives	describes	relates
finds	picks	expresses	reports
identifies	selects	indicates	shares
isolates	separates	lists	states
locates	_____	names	
notes	_____	points out	_____
notices	_____	points to	_____

REMEMBERING

The student describes or reproduces recalled or recognized information.

	(covert)		(covert)
associates	remembers	chooses	reports
distinguishes	selects	cities	reproduces
identifies	_____	describes	restates
recalls	_____	lists	states
recognizes	_____	matches	tells
reconstructs	_____	names	writes
		points out	_____
		relates	_____
		repeats	_____

INTERPRETING

The student explains the meaning or significance of data observed or remembered.

BEHAVIORS

	(covert)		(covert)
composes	transforms	demonstrates	renders
concocts	translates	depicts	rephrases
defines	_____	dramatizes	restates
defines	_____	draws	retells
estimates	_____	enacts	role plays
interprets	_____	explains	simulates
summarizes	_____	expresses	sketches
		graphs	states in
		illustrates	own words
		pantomimes	tells
		paraphrases	writes
		_____	

INFERRING

The student uses appropriate generalizations to reach conclusions that go beyond the data studied

BEHAVIORS

	(covert)		(covert)
deduces	fills in	expresses	states
develops	formulates	identifies	writes
derives	generates	presents	_____
draws	_____	proposes	_____
extends	_____	relates	_____
extrapolates	_____		

ANALYZING

	(covert)		(covert)
analyzing	examines	cities	relates
break down	extracts	describes	states
deduces	identifies	expresses	writes
detects	points out	illustrates	_____

differentiates	separates	lists	_____
discriminates	_____	outlines	_____
distinguishes	_____	points out	_____
divides	_____		

SYNTHESIZING

The student combines parts into a meaningful whole, integrates them, creates a new product, rule, or theory

	(covert)		(covert)
composes	integrates	assembles	proposes
creates	organizes	constructs	puts together
derives	originates	depicts	relates
designs	plans	explains	reports
develops	synthesizes	expresses	tells
devises	_____	illustrates	writes
formulates	_____	males	_____
		presents	_____
		produces	_____

FOR STATING OBJECTIVES ON THE KNOWLEDGE LEVEL

Acquire	Indicate	Outline	Recite	Select
Count	Label	Point	Recognize	State
Define	List	Quote	Record	Tabulate
Distinguish	Match	Read	Repeat	Trace
Draw	Name	Recall	Reproduce	Write
Identify				

FOR STATING OBJECTIVES ON THE COMPREHENSION LEVEL

Associate	Differentiate	Extrapolate	Illustrate	Reorder
Change	Discuss	Fill In	Interpret	Represent
Conclude	Distinguish	Generalize	Paraphrase	Restate
Compare	Draw	Give in own	Predict	Rewrite
Contrast	Estimate	words	Prepare	Summarize
Convert	Explain	Give examples	Read	Transform
Describe	Extend	Infer	Rearrange	Translate
Determine		Interpolate		

FOR STATING OBJECTIVES ON THE APPLICATION LEVEL

Apply	Demonstrate	Illustrate	Predict	Show
Calculate	Develop	Manipulate	Prepare	Solve
Choose	Discover	Modify	Produce	Transfer
Classify	Employ	Operate	Relate	Use
Complete	Examine	Organize	Restructure	Utilize
Compute	Generalize	Practice		

FOR STATING OBJECTIVES ON THE ANALYSIS LEVEL

Analyze	Contrast	Discriminate	Infer	Relate
Breakdown	Deduce	Distinguish	Order	Select
Categorize	Detect	Group	Outline	Separate
Classify	Diagram	Identify	Point out	Subdivide
Compare	Differentiate	Illustrate	Recognize	Transform

FOR STATING OBJECTIVES AT THE SYNTHESIS LEVEL

Arrange	Deduce	Generalize	Prescribe	Rewrite
Categorize	Derive	Generate	Produce	Specify
Combine	Design	Integrate	Propose	Summarize
Compile	Devise	Modify	Rearrange	Synthesize
Compose	Develop	Originate	Reconstruct	Tell
Constitute	Document	Organize	Relate	Transmit
Construct	Explain	Plan	Reorganize	Write
Create	Formulate	Prepare	Revise	

FOR STATING OBJECTIVES AT THE EVALUATION LEVEL

Appraise	Criticize	Distinguish	Measure	Standardize
Argue	Critique	Evaluate	Rank	Summarize
Assess	Decide	Grade	Rate	Support
Compare	Describe	Judge	Recommend	Test
	Determine	Justify	Relate	Validate

EVALUATION OF STUDENT'S
TEACHING EXERCISES

The following are techniques that may prove useful for providing feedback to each student following his/her teaching exercises Both strengths and weaknesses of the student should be conveyed

A.   Course instructors provide student with their written evaluations (for- provided)

B.   Other members of the class provide the student with their written evaluations (form provided)

C.   Course instructors provide each student with verbal comments on his/her performance in the presence of the entire class following each teaching exercise

D.   Course instructors solicit verbal comments from the class regarding each student's performance following each teaching exercise

E.   Course instructors conduct a private. individual conference with each student to discuss student's performance

F.   Provide student with a video recording of his/her performance for self-assessment or review with course instructor

TEACHING EXERCISE EVALUATION FORM
BASIC INSTRUCTOR TRAINING COURSE

Student:_____   Title of Presentation:_____

Use the following scale to evaluate the student's performance during each teaching exercise.

5 - Needs No Improvement; 4 - Exceeds Standards; 3 - Meets Standards; 2 - Below Standards, improvement needed; 1 - Not Acceptable, does not meet course standards.

PREPARATION

Instructor	5	4	3	2	1
Instructor had classroom, equipment & materials ready.	5	4	3	2	1
Instructor's lesson plan was properly prepared.	5	4	3	2	1
Instructor properly introduced self and topic.	5	4	3	2	1
Instructor stated objective(s).	5	4	3	2	1
Instructor established contact with class.	5	4	3	2	1
Instructor motivated audience to listen.	5	4	3	2	1
Remarks	5	4	3	2	1

PRESENTATION

Instructor's demeanor and mannerisms-s were positive and effective.	5	4	3	2	1
Key points were presented in a logical order.	5	4	3	2	1
Key points were presented clearly and given emphasis.	5	4	3	2	1
Instructor used a variety of methods of instruction.	5	4	3	2	1

Instructor involved students in the lesson.	5	4	3	2	1
Instructor prepared and used specified number of instructional aids.	5	4	3	2	1
Instructional aids were relevant.	5	4	3	2	1
Instructional aids were neat. clear and visible to all students.	5	4	3	2	1
Instructional aids were used effectively. (Emphasis on key points)	5	4	3	2	1
Instructor met specified time limit.	5	4	3	2	1
Remarks	5	4	3	2	1

APPLICATION

Instructor defined the application phase.	5	4	3	2	1
Instructor used effective review and questioning techniques to determine if information was learned.	5	4	3	2	1
Instructor involved students in applying their new knowledge.	5	4	3	2	1
Remarks	5	4	3	2	1

EVALUATION

Instructor met the lesson objective(s).   5   4   3   2   1

Evaluation was based on the lesson objective(s).   5   4   3   2   1

Evaluation instrument was properly structured.   5   4   3   2   1

Instructor's evaluation was comprehensive.   5   4   3   2   1

Remarks   5   4   3   2   1

Signature of Evaluator: _____   Date: _____

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