

Indiana Law Enforcement Academy

COURSE SYLLABUS

1. **Registration and Student Assignments** - Students will complete the required administrative activities during this time. Concurrently, students will also be asked to present "rough drafts" of their copies of instructional assignments and lesson plan(s).
2. **Student Introductions/Impromptu Exercise** - Students will be presented with a word and asked to speak for three (3) minutes about that word. They will be given NO time to prepare. Students will also be required to introduce themselves to the group.
3. **Developing Lesson Plans** - Students will be exposed to at least three (3) different formats for lesson plans. They will be instructed in how to develop the appropriate format for our needs (outline style). They will be required to develop lesson plans for both class presentations as a critical part of their evaluation.
4. **Performance Objectives** - During the first hour students will receive lecture on what makes good performance objectives. They will be instructed on construction, key words and what to avoid when developing these objectives. The second hour will be a training practical exercise, which will require them to construct three (3) training objectives. To accomplish this, students will be provided with a lesson plan and divided into groups. They will then construct their training objectives from this outline. A discussion of each group's training objectives will conclude this block of instruction.
5. **Training Aids** - This block of instruction will provide students with information regarding the use and construction of training aids. Discussion will cover typical aids such as overhead; videotapes and chalkboard as well as more complicated ones, such as video show and power point. The role of training aids will also be presented.
6. **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. **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.
8. **10 Minute Presentation** - Students will present a ten (10) minute presentation following the prescribed guidelines. This is a crucial stage of the program. Students must complete this phase successfully.
9. **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.
10. **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.
11. **50 Minute Presentations** - Students will prepare a **fifty - (50) - minute** lecture following the prescribed guidelines. This, too, is a critical component of the course and must be

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successfully completed to graduate from the course. Students will be required to present at least 20 minutes of the prepared 50-minute presentation.

12. **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.
13. **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.
14. **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.
15. **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.
16. **Student Evaluation Process** - Using the student/instructor evaluation form, instructor will explain how the evaluation process will be conducted during the 10 minute and 50 minute presentations. Each line on the form will be explained to the student so they know to what standard they will be held.
17. **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.
18. **Legal Considerations** - Students will recognize the importance of legal considerations that will affect their training, students, courses and instructions.
19. **Researching**- In this block 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.
20. **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

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body language, voice expressions and appearance that will bolster the success of new instructor.

22. **Instructor Classroom Demeanor** - During this block 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.
23. **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.
24. **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.
25. **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.
26. **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.

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Instructor Development

Course No.

OIC:

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
0800 ~ 0850	Registration/Welcome Assignments Class Brief ILEA	Adult Learning ILEA	Motivation ILEA	Test and Review ILEA	Student Presentations 50 min ILEA
0900 ~ 0950	Student Introductions Impromptu Exercise ILEA	Instructor Classroom Demeanor ILEA	Analysis ILEA	Role of the Instructor ILEA	Student Presentations 50 min ILEA
1000 ~ 1050	Performance Objectives ILEA	Public Speaking ILEA	Question Techniques ILEA	Classroom Management ILEA	Student Presentations 50 min ILEA
1100 ~ 1150	Cover Sheet ILEA	Researching ILEA	Legal Considerations ILEA	Training Aids ILEA	Student Presentations 50 min ILEA
1150-1300	Lunch	Lunch	Lunch	Lunch	Lunch
1300 ~ 1350	Lesson Plans ILEA	Student Evaluation ILEA	Student Presentations 10 min ILEA	Tips for Trainers ILEA	Student Presentations 50 min ILEA
1400 ~ 1450	Lesson Plans ILEA	Records and Certifications ILEA	Student Presentations 10 min ILEA	Construction of Evaluations ILEA	Student Presentations 50 min ILEA
1500 ~ 1550	Lesson Plan Template ILEA	Learning Styles ILEA	Student Presentations 10 min ILEA	Review of 50 Minute Presentations Cover-Lesson Plans ILEA	Class Summary Graduation ILEA
1600 ~ 1650	Review of 10 Minute Presentations Cover-Introduction ILEA	Review of 10 Minute Presentations Body-Summary ILEA	Student Presentations 10 min ILEA	Review of 50 Minute Presentations Cover-Lesson Plans ILEA	Reviewed/Updated 09/2019