

Academy Instructor Development Course – 4 Day Format Expanded Course Outline

Day 1

- I. Introduction
 - A. Opening Remarks
 - 1. Welcome
 - 2. Housekeeping
 - B. Introductions (ice breaker/learning activity)
 - 1. Student Introductions
 - 2. Instructor Introductions
 - C. Purpose
 - 1. Course goals/outcomes (facilitated discussion)
 - 2. Pre-thinking (Facilitated Discussion, reading, journaling)
 - a. What do you know about learning?
 - b. Self-assessment and reflection
 - D. Learning and Leading (Facilitated discussion, reading, case study, teach back) – [Roles and Responsibilities of Law Enforcement Training Instructors \(2\)](#)
 - 1. The educator as leader
 - 2. The leader as educator
 - 3. Lifelong learning
 - 4. The role of the law enforcement educator
 - a. Safety protocols – [Safety Protocols \(10\)](#)
 - b. Legal and ethical responsibilities – [Legal Issues \(9\)](#)
 - c. Advanced officer training v. Academy training – [Basic Course Instructional System \(1\)](#)
- II. Facilitation Skills (Demonstration/modeling, case study, practice) – [Presentation Skills \(5\)](#), [Facilitation Skills \(6\)](#), [Written, Oral, and/or Demonstration Assessment \(11\)](#)
 - A. The visual you
 - 1. Posture
 - 2. Gesturing
 - 3. Movements
 - B. Classroom management
 - 1. Voice
 - 2. Use of questions
 - 3. Positioning
 - C. Facilitation Strategies
 - 1. Thinking questions
 - 2. SEE-I

Day 2

- III. Adult Learning Concepts – [Adult Learning Concepts \(3\)](#), [Presentation Skills \(5\)](#), [Facilitation Skills \(6\)](#), and [Use of Learning Resources and Training Aids \(7\)](#)
 - A. The Embodied Brain (facilitated discussion, reading, case studies, learning activities/teach back?)
 1. The anxious brain
 2. The curious brain
 3. What is knowledge?
 4. How is it constructed?
 - B. Domains of Learning (reading, facilitated discussion, case studies, learning activities)
 1. Cognitive
 2. Affective
 3. Psychomotor
 - C. Learning Modalities (Assessment, reading, facilitated discussion, learning activity)
 1. Visual
 2. Auditory
 3. Tactile
 4. Kinesthetic
 - D. Experiential Learning (reading, facilitated discussion, learning activity) – [Written, Oral, and/or Demonstration Assessment \(11\)](#)
 1. Working in groups
 2. The visual classroom
 3. Deliberate practice

Day 3

- IV. Thinking About Design – [Lesson Planning \(4\)](#) and [Use of Learning Resources and Training Aids \(7\)](#)
 - A. Course Objectives (facilitated discussion, case study, learning activity)
 1. Begin with the end in mind
 2. Objectives v. outcomes
 3. My student will be able to...
 - B. Assessment (facilitated discussion, case study?) – [Evaluation Techniques \(8\)](#)
 1. Rubrics
 2. Tests
 3. Scenarios
 4. Gots and needs

- C. Diagramming the Design Process (reading, learning activity) – [Lesson Planning \(4\)](#)
 - 1. Mapping it out
 - 2. Lesson planning
 - 3. Path to achieving student learning objectives and outcomes
- D. Sustained Reflection and Revision
 - 1. Content
 - 2. Process
- E. Final Assessment Preparation – [Written, Oral, and/or Demonstration Assessment \(11\)](#)
 - 1. Learning Lab
 - 2. Review and approval of final assessment

Day 4

- V. Final Assessment – [Written, Oral, and/or Demonstration Assessment \(11\)](#)
 - A. Evaluation
 - 1. Basic lesson plan
 - 2. Facilitated learning activity
 - B. Rubric-based Assessment
 - 1. Self-assessment
 - 2. Peer-assessment
 - C. Review and Transference
 - 1. Capturing key takeaways (Journaling and group/discussion)
 - a. What was the most important point?
 - b. What will be discarded and why?
 - c. What will be transferred home and why?
 - 2. Next steps