Instructor Resource Guide

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Basic Instructor Course

Course ID# 1014

Continuing Education Requirement

Revised: May 2025

ABSTRACT

This course is designed to meet the legislative mandate established by TCOLE Rule 221.27, in accordance with Chapter 1701 of the Texas Occupations Code. It provides the basic concepts of instruction and to increase the quality of professional law enforcement training. The Basic Instructor Course introduces knowledge and resources in adult learning theory, lesson plan development, classroom management, training standards, and instructor liability. Learners will engage in discussions and hands-on activities focused on developing and delivering training aligned with instructional best practices. By the end of the course, learners must demonstrate their ability to create a complete lesson plan and facilitate a clear and object-driven teaching exercise.

Instructor Resource Guide:

This is an Instructor Resource Guide (IRG), not a lesson plan. The purpose of the IRG is to outline the minimum state requirements of what must be taught for a course to be considered compliant and receive TCOLE credit. The learning objectives provided in this IRG are the minimum state requirements for the training and must not be changed or altered.

- A qualified instructor **shall** develop the IRG into a lesson plan that meets their organization and student needs and must be kept in a training file for auditing purposes.

Please note: It is the responsibility of the Academy and/or Contractual Training Provider to ensure the IRG is developed into a complete lesson plan based on the requirements outlined in the IRG for a particular topic.

Lesson Plan:

Each organization is charged with creating their own lesson plan for how the organization will disseminate the information in the IRG.

- The IRG is designed to assist the instructor/subject matter expert in developing comprehensive lesson plans. The use of current statistics, best practice models, and scenario-based training should also be included in the lesson plan development. Instructors are encouraged to add additional activities.
- The institutions and instructors will determine how much time is spent on each topic/module, how many/what kind of examples or exercises are used during their presentation, and how in-depth they review each topic in the course they present.
- Any activity that is **suggested** is just that, an example or suggestion, and is not mandated for inclusion.
- Anything that is **required** must be included in the instructor's lesson plan.

Note to Trainers: This curriculum must be implemented by (date pending).

It is the responsibility of the Academy and/or Training Coordinator to ensure this curriculum and its materials are kept up to date. Refer to curriculum and legal resources for changes in

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subject matter or laws relating to this topic as well as the Texas Commission on Law Enforcement website at www.tcole.texas.gov for edits due to course review. Training providers must keep a complete training file on all courses reported for TCOLE credit.

Student Prerequisites:

- Any individual seeking to enhance their instructional skillset may enroll in this course.
- However, to apply for the TCOLE Instructor Proficiency Certificate, students must meet the eligibility requirements outlined in TCOLE Rule §221.27 after completing this course successfully.
    - The certificate does not automatically qualify an individual to teach any topic. Likewise, the lack of a certificate does not automatically disqualify an individual from teaching a specific topic. Always refer to the course IRG for instructor requirements and alternative qualifications for subject matter experts.

Instructor Prerequisites:

An instructor must be a subject matter expert in the topic and must have documented knowledge/training/education and provide an instructor's biography that documents subject matter expertise. It is the responsibility of the training academy/training coordinator to select qualified instructors. A TCOLE instructor certification does not certify someone to teach any topic.

- This course may be instructed by a licensed law enforcement professional with at least three (3) years instructing law enforcement personnel.
- This course may be instructed by a documented subject matter expert with at least three (3) years of experience and is actively involved in instructing law enforcement personnel.
- If a documented subject matter expert does not hold a TCOLE instructor certification, the instructor must be approved in writing by the department's training coordinator or chief administrative officer and kept in the training file for the course.

Facility Requirements:

- Standard classroom environment with a maximum of 20 students per instructor.

Length of Course:

It is the training coordinator's responsibility to ensure the minimum hours are met. Students are required to attend all classroom hours as listed in this instructor resource guide, there is no 10% attendance rule. TCOLE Rule 218.1 (C)(4) states that failure to meet the minimum course length may be grounds for denial of training. This course shall be taught the minimum hours that are listed in this guide and the student shall attend the entire class to receive credit.

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- 40 hours, minimum.

Assessment:

- Training providers are responsible for documenting the mastery of student assessment.
- Instructors are responsible for evaluating the mastery of all course learning objectives using the final assessment scoring rubrics found at the end of the instructor resource guide.
    - The guidelines and rubrics provided must be followed.
- The final assessment consists of two components.
    - Learners must successfully create a complete lesson plan.
    - Learners must successfully demonstrate a live teaching exercise.
    - The minimum passing score shall be 70%.The maximum score for each rubric is 20 points. To pass, learners must achieve at least 70%, which equates to a minimum of 14 points.

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Unit 1 Training Standards & Instructor Liability

INSTRUCTOR NOTE:

Introduce the guidelines and requirements for the final assessment, outlined under learning objectives 4.11 and 4.12. The assessment consists of two components: a complete lesson plan and a teaching exercise, both centered on a topic chosen by the learner. Instructors may assign a common theme if desired. A list of suggested topics is available in Appendix A. Topics must be selected before instruction on course content begins.

INSTRUCTOR NOTE:

Always refer to TCOLE's official website for the most up-to-date version of the TCOLE Statutes and Rules Handbook.

1.1 Identify the Commission requirements for instructors.

A. TCOLE Statues and Rules Handbook, Rule 215.10

B. Reminders regarding the proficiency certificate:

i. Individuals may attend this course to enhance their instructional skillset, even if they do not qualify for the certificate.

ii. The certificate does not automatically qualify an individual to teach any topic.

iii. The lack of a certificate does not automatically disqualify an individual from teaching a specific topic.

iv. Always refer to the Commission's IRG for specific instructor requirements or alternative qualifications for subject matter experts.

1.2 Identify the Commission standards regarding instructor responsibility.

A. The instructor shall promote a professional and disciplined training environment.

B. The instructor shall distribute a current version of Chapter 1701 of the Texas Occupations Code and the Commission Rules to all learners at the time of admission.

i. This applies to any course that may result in the issuance of a license.

C. The instructor shall distribute a list with the learning objectives to all learners at the beginning of each course.

D. The instructor shall ensure all learning objectives are taught and evaluated.

E. The instructor shall proctor or supervise all examinations to ensure fair, honest results.

F. The instructor shall maintain accurate course schedules and training files.

i. Training files must be kept for a period of five years.

ii. Training files will vary in size depending on the length and complexity of the course.

iii. At a minimum, training files shall contain:

1. A complete lesson plan

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a. A PowerPoint presentation does not replace a lesson plan.
b. Must be developed by a documented subject matter expert that details how content will be presented.

2. Clear learning objectives
3. An instructor biography indicating subject matter expertise and teaching experience.
   a. Must be kept up to date.
   b. May be in the format deemed most appropriate by the training coordinator.
   c. Guest speakers who do not teach any learning objectives are not required to submit an instructor biography.
4. An approved TCLEDDS class roster and original sign-in sheet
   a. Must be legibly written and include the PID number.
5. A course evaluation
   a. Must pose questions about the instruction of the course and how the content was presented.
6. Assessment Tools
   a. A copy of all exams and keys must be included.

REQUIRED ACTIVITY:

For this activity, instructors must be prepared with a sample policy regarding the use of AI (Artificial Intelligence) tools in training environments. Have learners review the policy, then discuss the following prompts:

A. What are examples of current AI tools and their capabilities?
B. What are the benefits and risks of using AI tools to develop course content?
C. How can instructors ensure accountability and verify mastery when learners use AI tools for assignments?
D. What liability might arise from instructors using AI-generated material, such as lesson plans or presentation slides, without prior verification?

1.3 Identify key legal principles contributing to instructor liability.

A. The growing scrutiny of law enforcement emphasizes the need for training grounded in solid legal principles.
B. U.S. Supreme Court, City of Canton, Ohio v Harris (1989)
   i. Established a government entity can be held liable for failing to train its employees when the failure reflects “deliberate indifference" to individuals’ constitutional rights.

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1. Deliberate indifference refers to a conscious or reckless disregard of a training need, where the lack of training is likely to result in constitutional violations.

ii. Since this ruling, inadequate training claims have become a common foundation in litigation against law enforcement agencies.

C. U.S. Supreme Court, Connick v. Thompson (2011):

i. Ruled that there must be a pattern of similar violations to establish that a municipality was deliberately indifferent to the need for training.

D. An instructor may be held liable, either in addition to or in place of the agency, if court findings determine individual deliberate indifference or a pattern of training negligence.

E. Civil litigation involving law enforcement officers and/or agencies can result in significant financial costs and lasting damage to the department's public reputation.

i. A review of publicly reported settlements between 2006 and 2025 identified 217 cases resulting in policy changes and more than $2.3 billion in monetary compensation to plaintiffs.

1.4 Define common areas of instructor liability.

A. Failure to train

i. Examples: Not meeting stated objectives, failing to provide essential or available training, or replacing necessary training with handouts or manuals.

B. Improper training

i. Examples: Delivering incorrect or outdated information, or relying on personal opinions over established standards, laws, or policies.

C. Negligent evaluation or retention

i. Examples: Passing a learner who failed to meet the standards, or falsifying training records to show completed instruction that did not occur.

D. Negligent supervision

i. Examples: Failing to properly monitor or prepare learners during training, especially in high-risk activities.

E. Negligent entrustment

i. Allowing or certifying a learner to use equipment without ensuring they are adequately trained.

SUGGESTED ACTIVITY:

Facilitate a discussion focused on liticaphobia, the excessive fear of litigation, using the prompts provided below. The purpose of this activity is to transition into the next learning objective, as well as encourage reflection on how fear of litigation can influence instructional choices and behaviors.

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A. How can excessive fear of litigation influence an instructor's ability to effectively train?

B. What are the potential risks of allowing fear of liability to override instructional practices?

1.5 List best practices to minimize instructor liability.

A. Maintain accurate and legally sound documentation.

i. Never falsify training records or assessments.

ii. Follow the course lesson plan and teach the stated learning objectives.

iii. Ensure course content is accurate, factual, and current.

B. Stay within the scope of expertise.

i. Limit instruction to subject areas supported by appropriate certification or expertise.

ii. Refer to subject matter experts when needed.

C. Use professional and inclusive language in both spoken instruction and written materials.

D. Ensure safe learning environments.

i. Conduct risk assessments for high-liability training.

ii. Monitor learners closely during practical exercises to prevent injury.

E. Engage in continuous professional development.

i. Keep current with changes in laws, instructional methods, and liability standards.

ii. Attend instructor refresher courses and legal updates regularly.

F. Abide by the Americans with Disabilities Act (ADA).

i. ADA, a federal law, requires reasonable accommodations to be made to qualified individuals to ensure equal access to education.

ii. Keep a record of accommodation requests and how they were addressed.

iii. Maintain confidentiality when discussing or implementing accommodations.

G. Abide by copyright fair use laws.

i. Fair use is a legal doctrine that protects instructors from liability by allowing limited use of copyrighted material without the rights holder's permission for teaching purposes.

ii. When using materials published by others, provide proper attribution.

1.6 Recall the purpose of TCOLE's Instructor Resource Guides (IRGs).

A. An IRG is not the same as a lesson plan.

i. It outlines the minimum state requirements of what must be taught for a course to be considered compliant to receive TCOLE credit.

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ii. It is designed to assist the instructor and/or subject matter expert in developing their own comprehensive lesson plan.

iii. It empowers developers to determine how much time is allocated to each module, the depth of topic coverage, and the types of examples, exercises, and assessments best suited for their classroom environment.

B. The learning objectives provided in an IRG are the minimum state requirements for the training and cannot be changed or altered.

i. However, the content under each learning objective may be adapted to meet the needs of the target audience.

ii. Instructors may move content around based on the most effective delivery.

iii. Instructors may add learning objectives and content to meet the needs of their learners or Agency.

C. All IRGs are listed on TCOLE's official website, under the "Licensing and Training" tab, then "Course Curriculum Materials and Updates."

i. If there is an instructor resource guide attached to the course, its use is mandatory.

ii. If no IRG is associated with the course, instructors and/or subject matter experts may develop course content to meet the needs of the agency, department, and learners.

REQUIRED ACTIVITY:

Reinforce the training standards introduced in Unit 1 by facilitating ungraded knowledge checks. These may take the form of an open discussion, a verbal quiz, or another informal assessment determined as appropriate by the instructor.

A. Does an instructor proficiency certificate automatically qualify an individual to teach any topic? (LO 1.1)

B. Where should instructors look for specific instructor requirements or exceptions for subject matter experts? (LO 1.1)

C. What required items must be included in a training file, at a minimum? (LO 1.2)

D. What does "deliberate indifference" mean in the context of training liability, and why is it important for instructors to understand this legal concept? (LO 1.3)

E. Which of the following would most likely be considered negligent supervision during a training session? (LO 1.4)

i. Skipping a slide due to time.

ii. Letting a learner conduct a high-risk simulation unsupervised. (correct option)

iii. Giving out an optional handout.

iv. Showing a video instead of lecturing.

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F. Which of the following is an example of failure to train in a law enforcement context? (LO 1.4)
    i. Teaching incorrect information about proper use of force during a simulated scenario.
    ii. Not providing necessary training materials or resources to cover key course objectives. (correct option)
    iii. Passing a learner who has not successfully demonstrated the required skills or knowledge.
G. List three ways instructors can minimize liability related to course content. (LO 1.5)

Unit 2 Adult Training Basics

REQUIRED ACTIVITY:

Ask learners to identify how they learn best and compile their answers. If they mention specific learning styles (e.g., visual, auditory), do not address these concepts yet. Instead, use their responses to transition into the video, which debunks the myth that learning styles determine how effectively adults learn. Be mindful that since this is a widely held belief, the discussion must be presented in a professional and thought-provoking manner.

The video is entitled, “Learning Styles - A Complete Myth,” published by Memorize Academy and available via the link below: https://www.youtube.com/watch?v=o_SQrRa73U0. Instructors may choose an alternative resource provided it effectively supports the discussion.

2.1 Discuss research findings regarding learning styles.

A. It is a myth that individuals learn better if instruction matches their "learning style."
    i. Over 71 learning-style models claim to identify how people learn, e.g. visual, kinesthetic, interpersonal, linguistic, etc.
    ii. However, research found no evidence supporting distinct learning types, only preferences for how content is presented.
    iii. While learners may have personal preferences for how they receive information, research shows these preferences do not lead to improved learning outcomes.
B. Labeling individuals as a specific type of learner can create barriers, discouraging both instructors and learners from engaging with content in different ways.
C. Instead, research shows it is more effective to:
    i. Match the way information is presented to the nature of the subject rather than individual preferences.
        1. For instance, in a radio systems class, a module on internal components is best taught using visual aids, such as diagrams and images, instead of hands-on practice - even if learners believe they learn best “by doing.”
    ii. Engage learners through a variety of techniques and instruction modes.

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2.2 Recognize key principles of adult learning.

INSTRUCTOR NOTE:

A handout with the six key assumptions has been included in Appendix B: The Six Principles of Andragogy.

A. The foundational framework for adult learning design is based on the Adult Learning Theory, developed by Malcom Knowles in the 1970s.

B. Adults need to know why they should learn.

   i. Example: Before starting a lesson on financial literacy, explain how budgeting skills can help learners save money and avoid debt.

C. Adults have valuable life experience and can contribute to problem solving and aiding peers.

   i. Example: In a leadership training session, ask learners to share past experiences managing teams and discuss what worked and what did not.

D. Adults are responsible for their actions, decide their own direction, and want to be treated accordingly.

   i. Example: Offer a choice of project topics, allowing learners to select one that aligns with their interests or experience.

E. Adults want learning to be immediately relevant to their lives or jobs.

   i. Example: When teaching communication skills, use realistic workplace scenarios as examples or practice exercises.

F. Adults center learning around life issues and challenges (task-oriented) rather than an isolated subject matter (information-oriented).

   i. Example: Break down a lecture on policy writing, so it is centered around learners creating a policy for an actual task they need to complete.

G. Adults are motivated more effectively by internal factors, such as job satisfaction, self-esteem, and quality of life – instead of grades.

   i. Example: Encourage learners to set personal learning goals, such as improving public speaking confidence, rather than focusing solely on passing a test.

REQUIRED ACTIVITY:

Divide learners into groups and assign each one a key principle of adult learning. Provide each group with a large sheet of paper to record their responses to the questions below. After the discussion, have groups debrief their findings with the class.

A. Explain this principle in one's own words.

B. What are other examples of teaching strategies that promote this principle?

C. What is a potential challenge to implementing this principle?

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2.3 List factors that promote adult learning.

A. Gagné (1965) defines teaching as the strategic arrangement of events to promote learning.

B. Promote a positive learning environment.

   i. Ensure the classroom setting is appropriate, to include lighting, audio, sitting arrangement, HVAC, and access to restrooms and exits.

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

   iii. Emphasize that it is okay to make mistakes, so learners feel less anxious about answering questions out loud or trying something new.

   iv. Respect their professional experience and use it to enhance the class.

C. Adopt a learner-centered approach.

   i. Understand and adjust to the target audience.

      1. Who are the learners?

      2. What do they already know?

      3. What motivates them to engage?

   ii. Learners bring a wealth of knowledge and experience to the classroom, but they need help connecting it to new information.

      1. Always be clear about how they can use the training to improve their job duties.

   iii. Do not feel trapped by the classroom's configuration. If possible, rearrange the classroom to meet the needs of the learners.

   iv. Stimulate dialogue and use the scaffolding approach.

      1. Scaffolding occurs when the instructor provides more support in the early stages of the course and gradually removes it until learners become self-reliant.

D. Engage learners through a variety of techniques and instruction modes.

   i. Because the attention capacity of adults generally declines after 15–20 minutes, it can be challenging for them to recall key information from longer passive activities, such as long lectures or videos.

2.4 Describe how stimuli influence learners' cognitive load in the learning process.

A. Cognitive Load Theory (CLT) explains that working memory has a limited capacity to process new information and promote learning.

   i. Working memory can typically hold between five (5) and seven (7) stimuli, and only for a short time.

B. In a learning environment, multiple stimuli compete for attention, including:

   i. Training content

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ii. Instructor's presence and delivery

iii. Text, visuals, and other media

C. Environmental distractions

D. Every stimulus unnecessary to achieving the learning objective increases cognitive load and depletes the learner of processing power.

E. To maintain learners' attention, instructors must avoid overcompensating and providing too much stimulus, such as:

i. Using slides or handouts overloaded with text, images, and animations.

ii. Speaking too fast or without pauses for silence or reflection.

iii. Incorporating frequent, unrelated anecdotes, or tangents.

iv. Talking over a video while also asking learners to take notes.

F. Effective instruction uses clear visuals and avoids distracting information.

REQUIRED ACTIVITY:

Divide the class into small groups, assign each group one of the prompts below, then facilitate a short class discussion to share key takeaways.

A. What is cognitive overload, and why is it a concern in training?

B. How can instructors gauge whether learners are experiencing cognitive overload during a lesson?

C. How can instructors reduce environmental distractions in the classroom?

D. How can instructors avoid redundancy when presenting content?

E. How can instructors use multimedia (slides, videos, etc.) to support, rather than distract from, the lesson?

Unit 3 Classroom Management

REQUIRED ACTIVITY:

Ask learners to think of an educator who had a significant impact on their learning. Have volunteers describe what made them great, compiling their responses on a board or flip chart. Throughout this unit, refer back to this list, linking course content to these characteristics. Alternatively, encourage learners to make connections themselves by identifying when a topic aligns with a listed quality, checking off items as they are covered.

3.1 Define the role of the instructor in an adult learning environment.

A. An instructor is an individual that has subject matter expertise and the skills to structure and present information in a way that promotes learning.

B. In workplace training, a learner-centered approach redefines the instructor's role as a facilitator of the learning process.

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i. This shift does not indicate a reduction in expertise, but rather a change in how that expertise is shared and applied.

C. Instructors view learning as a partnership in which both the instructor and the learners contribute to, and share responsibility for, the success of the learning experience.

D. Instructors encourage learners to actively engage with the material, reflect on their progress, seek out additional resources, and take ownership of their learning outcomes.

E. Instructors balance lectures with instructional methods that promote interaction, collaboration, and open dialogue.

F. Instructors value knowledge retention and real-world application, not only memorization and exam performance.

G. While some learners may prefer traditional teaching methods, instructors must gradually guide them toward more active and participatory learning approaches.

3.2 Explain the impact of proper preparation for classroom success.

A. It ensures the necessary resources to conduct a successful training session will be available, and the classroom environment will be conducive to learning.

B. It also increases instructor confidence, preventing stage freight and allowing room to handle contingencies.

C. Instructor preparation

i. Review the lesson plan and presentation.

ii. Double check information.

iii. Rehearse the lesson.

iv. Arrive early.

v. Verify the availability and readiness of other instructors and/or co-presenters, if applicable.

D. Environment preparation

i. Confirm space will be available and ready.

ii. Confirm the necessary items requested for the class will be available with the local training coordinator.

iii. Test all equipment, digital files, and online links that will be used in class.

iv. Ensure all printed materials and supplies for hands-on activities and demonstrations are prepared before class begins.

E. Learner preparation

i. Provide ground rules, facility information, and other appropriate information in advance.

ii. When appropriate, assign pre-readings, videos, or discussion questions to activate prior knowledge before class.

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SUGGESTED ACTIVITY:

Review Appendix C: Instructor Checklist Template with learners and have them brainstorm edits or additions to tailor this tool to their future teaching practice.

3.3 Identify techniques to cope with stage fright.

A. Stage fright, also known as performance anxiety, is the nervousness or fear of performing or speaking in front of an audience.
   i. It happens when the brain interprets public speaking as a potential threat, activating the body's stress response and releasing hormones that affect normal functioning.

B. Stage fright can occur in anticipation of or during a presentation, in response to unexpected events such as technical issues or audience reactions.

C. Common symptoms include:
   i. Altered heart rate
   ii. Sweating
   iii. Shaky voice, hands, or knees
   iv. Dry mouth
   v. Difficulty concentrating
   vi. Fidgeting

D. An individual may not be aware they suffer from stage fright.

E. Helpful techniques to cope with stage fright are:
   i. Breath and voice control
      1. Take deep slow breaths and maintain a steady voice.
      2. Speak at an appropriate volume, with clear enunciation and a controlled pace.
   ii. Confidence building
      1. A solid lesson plan, knowing the subject matter, and preparation are key.
      2. Peer feedback and consistent practice can help polish both content and delivery.
   iii. Focus shift
      1. Move around the room, smile, and make eye contact to connect with learners.
      2. Remember the audience is interested in the course topic, not critiquing the instructor personally.
   iv. Helpful notes
      1. Print the lesson plan and highlight key parts or notes in a bright color.

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2. An outline format, rather than narrative style, is easier to skim during a presentation.

3.4 List conditions necessary to establish a classroom routine.

INSTRUCTOR NOTE:

Examples of ground rules have been included in Appendix D: Example of Ground Rules for reference.

A. Routine fosters trust and confidence with the audience, which is paramount for a great "first impression" and will set the tone for the rest of the instructor-learner relationship.

B. Be fair and consistent.

C. Begin the course by explaining:

   i. Course goal

   ii. The WIIFM ("What's In It For Me?") to build learners' interest.

   iii. Course structure and schedule

   iv. Instructor qualifications for that particular topic.

   v. Facility information

   vi. Ground rules

   vii. Learner expectations

   viii. Assessments

D. By the beginning of each course day:

   i. Explain the learning objectives, schedule and WIIFM for that day.

   ii. Provide learners with an opportunity to share comments or ask questions pertaining to the content from the day prior that may have come up after class.

E. Always start on time, keep exercises within their time limits, and end discussions when they cease to be productive.

3.5 Identify key elements of an instructor class introduction.

A. A strong introduction sets the tone, boosts confidence, and builds engagement.

B. When learners believe the instructor has the appropriate credentials or experience, they are more motivated to learn and apply what is being taught.

C. Basic elements of an introduction often include:

   i. Name

   ii. Position

   iii. Organization

   iv. Years of overall experience

   v. Relevant topic experience

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vi. Teaching experience

vii. Course goal and WIIFM

D. To establish the WIIFM, one can:

i. Use statistics, online surveys, or word cloud generators.

ii. Share a case study, an example, or a story from their own field experience.

iii. Link the training to more advanced professional opportunities.

iv. Ask for their expectations to connect them to learning objectives.

v. Create an anticipation guide, where learners are provided 3-5 sentences in advance, asked to determine if they are true or false, then check their answers as content is covered.

REQUIRED ACTIVITY:

Provide learners with a copy of Appendix E: Instructor Introduction Worksheet. With their teaching exercise in mind, have them draft their own introduction and present it to the class. It is recommended to limit each presentation to five (5) minutes. If time allows, it is suggested learners first practice in pairs. Provide feedback as needed, keeping the following learner performance expectations in mind:

A. Did the learner clearly explain why they are qualified to teach their specific topic?

B. Did the learner clearly present the course goal?

C. Did the learner connect the course goal to the learners' needs (establish WIIFM)?

3.6 Apply constructive feedback to adult learning scenarios.

A. Feedback provides learners with an explanation of what they are doing correctly, as well as areas for improvement.

i. Providing feedback only focused on areas for improvement will discourage learners from participating and erode the learner-instructor relationship.

B. The sandwich method for feedback helps adult learners feel respected and motivated, while also addressing learning gaps.

i. Begin with a positive comment to acknowledge what the learner did well.

ii. Secondly, provide constructive feedback on one or two areas of improvement.

iii. Thirdly, end with a positive comment to reinforce the learner's potential.

C. Feedback must be objective, timely, and accurate.

D. Feedback must focus on how well learners have achieved the learning objective at hand.

i. For instance, if the learning objective is to write a persuasive email, feedback should address the content, structure, tone, and style of the email, rather than formatting styles and accuracy of the e-mail addresses.

E. Feedback must focus on the behavior or action, not the person.

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REQUIRED ACTIVITY:

In this activity, learners must practice delivering constructive feedback using five (5) common training scenarios. A list with suggestions has been included below for reference. Divide the class into pairs and present one scenario at a time. Learners must first read the scenario and individually write their feedback. Learners must take turns role-playing their responses with each other, then compare their approaches. After completing all scenarios, facilitate a brief group discussion on the following:

A. Identify aspects of providing constructive feedback that were effective.
B. Identify aspects that presented challenges.
C. Consider strategies to apply in future teaching practice.

Sample scenarios:

A. During a group discussion, a student actively participated by sharing their thoughts and asking relevant questions. However, they dominated the conversation, not allowing other group members enough time to contribute. The student seemed unaware of this and continued speaking even when others tried to add to the discussion.
B. A student submitted their assignment on time and followed most of the guidelines. While the content was generally well-researched, there were several grammatical errors, and the paper lacked clarity in some sections. The student also did not cite sources consistently and missed a few key points from the assignment prompt.
C. In a class activity, a student was eager to contribute but seemed to misinterpret the instructions. They went off track, attempting a different approach that was not aligned with the task's goals. Other students in the group became confused, and the student seemed frustrated when their contributions were not well received.
D. During a role-playing exercise, a student demonstrated strong confidence and a clear understanding of the task. They communicated effectively with their partner and stayed focused throughout the activity. However, they occasionally spoke too quickly, making it difficult for their partner to follow and respond at the appropriate pace.
E. A student was consistently on time and prepared for class, but during group activities, they showed little engagement with their peers. They seemed distracted and rarely contributed to group discussions or tasks. When asked to share their thoughts, the student often gave very brief responses or deferred to others without offering much input.

3.7 Discuss common challenges faced by new instructors.

INSTRUCTOR NOTE:

As the common challenges are covered, have learners share strategies that have been successful in their own experience, either as an instructor or as a learner. This will enrich the discussion and model expectations for the next activity.

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A. Time management
    i. Instructors may struggle to balance the pace of lessons with the depth of content.
    ii. Instructors may overload a session with too much information, rushing through discussions and activities.
B. Classroom management
    i. Learners may have varied educational experiences, learning preferences, and cognitive abilities.
    ii. Learners may voice they are attending training solely because they were told to.
    iii. Learners may request to end the class early or return late from breaks
    iv. The instructor may rely too heavily on the PowerPoint presentation (PPT).
C. Balancing responsibilities
    i. Instructors may struggle to balance teaching duties with administrative tasks.
    ii. Instructors may find it challenging to maintain authority while fostering an open and inclusive environment.
D. Evaluating student performance
    i. Providing constructive feedback consistently for diverse learners may be time-consuming.
    ii. Instructors may lack the tools to assess learners objectively and consistently.
E. Overreliance on instructional aids.
    i. Instructors may read the instructional aid instead of contextualizing and teaching the content.
    ii. Instructors may add media that is not relevant to the learning objective in an attempt to retain students' attention.

REQUIRED ACTIVITY:

In this activity, learners are presented with common instructional challenges and asked to provide suggestions, based on the adult learning theory covered throughout this unit. A list has been compiled and included as a suggestion in Appendix F: New Instructor Challenges, which can also be distributed to learners once the activity has been concluded.

Unit 4 Lesson Plans

4.1 Identify the structure of a lesson plan template.

REQUIRED ACTIVITY:

Divide the class into groups and ask learners to brainstorm what they would need to plan if they had to teach someone how to do something, from tying a knot to issuing a citation. Have each group write their ideas on sticky notes or index cards. Bring the class together and ask

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each group to share their ideas, posting their notes on a whiteboard or chart paper. As learners share their findings, group similar ideas and highlight patterns. Use their input to introduce the basic components of a lesson plan.

INSTRUCTOR NOTE:

Lesson plan templates have been included in Appendix G: Lesson Plans for reference. These examples are intended as samples and do not restrict the use of alternative formats.

A. A lesson plan is a critical part of any effective training program because:
   i. It guides the instructor in the presentation of the course content and key points.
   ii. It ensures learners receive the information they need to perform their job duties.
   iii. It standardizes what learners learn regardless of the instructor.
   iv. It makes it easier for another instructor to present the course.
   v. It documents what and how content was taught for legal purposes.
B. A PowerPoint presentation is not a replacement for a lesson plan.
C. The lesson plan must have all the information the instructor needs to conduct a quality training program. It answers the following questions:
   i. What do learners need to know or do by the end of the training?
   ii. Course goal, learning objectives, etc.
   iii. Who are the learners?
   iv. Target audience, prior knowledge, and skills, etc.
   v. What resources are needed?
   vi. Materials, tools, facilities, references, etc.
   vii. How is the information organized and presented?
   viii. Order of content, activities, time allocation, etc.
   ix. How are the learners assessed?
   x. Tests, discussions, demonstrations, etc.

4.2 Describe the workflow for developing a lesson plan.

INSTRUCTOR NOTE:

The workflow below has been included in Appendix H: Infographic on Lesson Plan Writing.

A. Determine the course goal(s).
B. Choose the content sequence/structure.
C. Write measurable learning objectives.
D. Create and develop content.
   i. Includes materials, handouts, activities, and assessments.

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E. Periodically evaluate and review for updates and improvements.

F. At times, the development process may not follow a strictly linear progression, as one can revisit earlier steps to refine or adjust the final project.

   i. However, a structured workflow is a helpful guide to save time and stay on track.

REQUIRED ACTIVITY:

Have learners work in small groups to draft course goals that align with the topic chosen for their final assessment. Begin by providing sample course goals to model the expected structure, as well as the guiding questions below. Then, have volunteers share their course goal with the class for feedback.

A. What is the overall purpose of the lesson?

B. What is the target audience's experience level with the topic?

C. What key content or skills can be effectively taught within a 15–20-minute lesson?

4.3 Identify common types of content sequences for training curriculum.

INSTRUCTOR NOTE:

A handout summarizing the sequence styles has been included in Appendix I: Infographic on Types of Content Sequences.

A. Sequence is the order in which skills or information are taught.

   i. Instructors and subject matter experts are required to develop a lesson plan using the learning objectives outlined in the Instructor Resource Guide (IRG) but may adapt the sequence of the content.

B. Sequencing is important because it makes content easier for learners to follow, allows for logical transitions, and builds upon prior knowledge.

C. When considering what content to include, keep in mind that working adults have limited working memory, and can only process some information at a time.

   i. As a subject matter expert, it is normal to want to provide a lot of value to learners on a topic but consider that one does not acquire knowledge all at once.

D. Common types of sequences include:

   i. Simple to complex

      1. Ideal for topics requiring foundational knowledge before advancing to more challenging skills.

      2. For instance, teaching firearm safety, grip, and stance, then progressing to advanced techniques such as moving and shooting or engaging multiple targets.

   ii. Chronological

      1. Ideal for topics that follow a timeline or a step-by-step process.

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2. For instance, teaching the sequence of responding to a burglary call, from receiving the dispatch, securing the scene, conducting a search, and filing a report.

iii. General to specific

1. Ideal for topics that benefit from providing context before diving into details, or broad concepts that need to be broken down into actionable components.
2. For instance, teaching the Fourth Amendment, then covering warrant requirements, exigent circumstances, and case law.

iv. Specific to general

1. Ideal for topics where practical examples or case studies can help learners infer broader or abstract concepts.
2. For instance, starting with a successful hostage negotiation case study, then teaching tactical empathy.

v. Problem and solution

1. Ideal for topics that focus on developing critical thinking, decision-making, or applying knowledge in practical contexts.
2. For instance, introducing a news article about police bias, then exploring legal considerations to develop a strategy.

E. When choosing the most efficient sequence for course content, consider:

i. What is the nature of the training?

ii. What are the learners' prior knowledge and experience?

iii. What are the training course goals? How will learners be expected to apply it on the job?

REQUIRED ACTIVITY:

Have learners brainstorm the overall content and sequence structure for their final presentation, using their course goal and the guiding questions provided above. Remind them they will practice writing learning objectives and classroom activities in the next unit, and to focus on the overall content that can be presented in the time allotted for their lesson plan and teaching exercise.

4.4 Define learning objectives.

A. Learning objectives are clear statements that describe what learners will be expected to know or do by the end of a lesson or course.

B. Learning objectives must be developed first so they can serve as the blueprint for selecting content, planning activities, and designing assessments.

C. Legally defensible learning objectives are specific, measurable, achievable, relevant, and timely.

i. Specific: Focused on one clear outcome.

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1. Example: "Demonstrate proper protocol for answering emergency calls." instead of "Demonstrate how to answer emergency calls, dispatch the appropriate units, and document the incident."

ii. Measurable: Observable actions or behaviors can be consistently assessed.
   1. Use specific and observable verbs, such as describe, analyze, demonstrate.
   2. Avoid vague or ambiguous words, such as “some”, “know”, or “be aware of.”

iii. Achievable: Realistic given the learners’ level and available resources.
   1. Match the objective to the learner’s current experience level and training context.
   2. Do not overestimate what learners can realistically do in a single session.

iv. Relevant: Aligned with the purpose and overall goals of the course.
   1. Connect objectives to real-world job tasks, prior knowledge, or skills that support future learning.
   2. Do not include “nice-to-know" or filler content.

v. Timely: Appropriate for what learners can accomplish within the given timeframe.
   1. Ensure objectives fit the available time for both instruction and practice.

D. Have another instructor or subject matter expert (SME) review the objectives for clarity, professionalism, and alignment.

REQUIRED ACTIVITY:

Facilitate a group activity to help learners evaluate learning objectives using the criteria under learning objective 4.4. Divide the class into pairs and provide sample learning objectives, mixing effective and ineffective examples. Ask learners to label each as “effective” or “needs improvement.” For objectives needing improvement, have them suggest one way to improve each. After that, bring the class together for a debrief. Have groups share their reasoning and emphasize what makes a learning objective legally defensible.

Sample objectives are provided below as suggestions and can be modified by the instructor as needed.

A. Be aware of emergency response protocols.
   i. Issue: The verb is not measurable or specific.

B. List the seven steps in the report writing process.
   i. No issue.

C. Explain the various policies impacting the duties of first line supervisors.
   i. Issue: It combines multiple outcomes.

D. Demonstrate proper conflict resolution skills in work-related scenarios.
   i. No issue.

E. Describe how to respond to a mental health crisis using approved guidelines.

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i. No issue.

F. Create a complete training manual by the end of a one-hour training block.
   i. Issue: Not achievable, the timeframe is too short for the depth of work required.

G. Demonstrate and explain radio procedures, write a report, and evaluate a peer's performance.
   i. Issue: Too many tasks in one objective.

4.5 Write clear and measurable learning objectives using Bloom's Taxonomy.

INSTRUCTOR NOTE:

Two learner resources have been included in Appendix J: Bloom's Taxonomy and Appendix K: Bloom's Taxonomy Action Verbs.

SUGGESTED ACTIVITY:

Facilitate a video activity to explain Bloom's Taxonomy in a guided group discussion. Ask learners what they know about Bloom's Taxonomy from their own experience as instructors, then have them watch the video. After that, facilitate a discussion to summarize key points. The suggested video, entitled "Bloom's Taxonomy: Structuring The Learning Journey" and posted by Sprouts, is available via the following link: https://www.youtube.com/watch?v=ayefSTAnCR8.

A. Bloom's Taxonomy is a widely applied framework for writing learning objectives and structuring on-the-job training.

B. The tool is divided into six (6) levels of learning, organized from basic to advanced.
   i. Each level of learning uses specific and measurable action verbs.

C. When determining what level is needed for a learning block, consider:
   i. What are learners expected to know or do by the end of this course?
   ii. What do learners already know or can already do?
   iii. What level do they need to master to proceed to the next learning objective?

D. The six (6) levels are organized as follows:
   i. Level One: Remember
      1. The ability to recall previously learned materials essentially in the same form as taught.
      2. Example: List the ingredients needed to make a peanut butter sandwich.
   ii. Level Two: Understand
      1. The ability to explain relationships, concepts, and abstractions using their own words.
      2. Example: Describe the steps involved in making a peanut butter sandwich.
   iii. Level Three: Apply
      1. The ability to use the appropriate learned material in new situations.

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2. Example: Demonstrate how to make a peanut butter sandwich following the steps provided in a recipe.

iv. Level Four: Analyze

1. The ability to break down material into its fundamental parts and reflect on its importance or purpose.
2. Example: Compare different methods of making a peanut butter sandwich.

v. Level Five: Evaluate

1. The ability to make judgements based on criteria or standards.
2. Example: Select the highest quality of peanut butter sandwich based on taste, texture, and presentation.

vi. Level Six: Create

1. The ability to form a new structure, pattern, or concept by reorganizing or merging elements.
2. Example: Develop a peanut butter sandwich recipe in out of the ordinary conditions, e.g. an ingredient is missing, equipment is malfunctioning, there is a concern for specific food allergens.

REQUIRED ACTIVITY:

Provide learners with time to write three (3) learning objectives for their final presentation individually. Learners must use action verbs from Bloom's Taxonomy. The objectives must be organized in a logical order, specific, measurable, achievable, relevant, and time bound. Have volunteers share their work with the class for feedback. Feedback must be based on whether the objectives:

A. Are clear and measurable?
B. Are achievable within the timeframe provided?
C. Are relevant to the topic?
D. Align with the learners' level of prior knowledge?

4.6 Demonstrate interactive instructional activities.

INSTRUCTOR NOTE:

This learning objective presents a curated list of interactive instructional activities, compiled from contributions by subject matter experts in the field. While comprehensive, the list is not exhaustive and may be adapted at the instructor's discretion. Due to the volume of content, it is not intended to be covered in full during class. A printable version is included in Appendix L: Instructional Activities. Learners may receive this content in advance to review before the session, allowing class time to focus on key highlights, discussion, and the upcoming activity.

A. When selecting instructional techniques for a lesson plan, consider the following:

i. Group size

ii. Classroom layout

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iii. Familiarity with the method

iv. Time available

v. Cost

B. Activity instructions must be clear, logical, and easy to follow.

i. Clear instructions reduce confusion, keep learners focused on the task, and support successful engagement, especially in time-limited training environments.

ii. Always check for understanding prior to starting an activity.

C. Interactive discussions

i. Approach, don't solve.

1. Divide learners into small groups and present them with a problem through a short case, video, or news piece.
2. Have learners decide how to approach the analysis of the problem, rather than solve it.
3. Ask different questions of each group, such as how they would start this problem, what they already, what the next step is, what seems out of place, etc.

ii. Brainstorming

1. Introduce learners with a challenge, such as generating a list, coming up with solutions, correcting steps, etc.
2. After a set amount of time, have learners share their ideas and record them on the board for discussion.
3. Alternatively, provide learners with a stack of sticky notes or note cards and ask them to write down their ideas. Then, have groups move around, refine the sticky notes, and read the new product to the group.

iii. Jigsaw

1. Divide learners into small groups and assign each group a question or topic to discuss for a set amount of time.
2. When finished, regroup learners to include one member from each original group.
3. Have learners teach their classmates what they discussed in their first group and identify connections or questions.

iv. Online polls and word clouds

1. Online apps can be anonymous and allow results to be displayed to the class in real time.
2. Create and share a survey link using a free online survey app that learners can access, such as Mentimeter or Poll Everywhere, and discuss results with the class.

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3. For word cloud generators, create and share the link, posing a prompt to the learners. As they submit a response, the words appear on the screen. Then, discuss the results with the class.

v. Think-Pair-Share

1. Ask a question and give learners a set amount of time to think or write about it individually.
2. Then, have them pair up and discuss the answer with a partner.
3. Ask a few pairs to share their answer with the whole group.

D. Interactive writing

i. Action plans

1. Ask learners to begin an action plan on how they will implement what they have learned in class when they return to their workplace.
2. Ask learners to identify two (2) or three (3) changes they want to make, any resources they will need, people who can assist, and deadlines.
3. Providing a template can facilitate this activity, but it is not required.

ii. Entry tickets

1. Give learners a paper slip as they enter the classroom.
2. Write a prompt on the board or a slide and ask learners to write down their answers. This could be timed or done at their best convenience during that day.
3. Collect the slips of paper and compile results to present and discuss in class.

iii. Journaling

1. Distribute several large sticky notes to each learner.
2. Ask learners to take 2-3 minutes to record any “ah-ha” moments or questions after a lesson and place the notes on a board or flip chart.
3. Either group learners and distribute notes for discussion or have volunteers select and read some for a whole class debate.

iv. Rephrase

1. Have learners rephrase an idea or definition in their own words and to a specific audience, such as public health workers, high school students, an 8-year-old, etc.
2. After learners submit their answers, the class chooses the best answer or drafts an improved version that combines all submissions.

E. Interactive practice

i. Case studies

1. Present one or more short case studies that focus on a single aspect or problem.

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a. Distribute the case study and give learners 5–10 minutes to read and reflect individually.
b. Ask small groups to discuss possible responses or solutions, then share key takeaways with the class.

2. Introduce a complex case study that is revisited throughout the course.
   a. Provide an overview of the scenario early in the course, then revisit and expand on it as new concepts are introduced.
   b. Use the case as a framework for applied activities, such as role play, decision making, or written analysis, aligned with course objectives.

ii. Demonstrations
1. Demonstrations need to be carefully planned and practiced several times in advance.
2. Explain the demonstration and ask learners to predict the result or next step.
3. Then, ask learners to reflect on what they saw and identify the differences between what occurred and their predictions.
4. If class size or space does not allow for a demonstration, consider conducting the demonstration outside or recording in advance and playing the video instead.

iii. Four corners
1. Ask a question and designate a different answer in the four corners of the room.
2. Have learners go to the corner of their choosing and discuss their thoughts.
3. Have learners share their findings with the whole class.

iv. Gallery walks
1. Post open-ended questions around the room or digitally on a shared document.
2. Split learners into groups and assign each group a different question to answer.
3. After a set time, have groups rotate and answer the next question.
4. At the last rotation, have the groups summarize or choose the most relevant points to present to the whole class.

v. Role plays
1. Depending on the size of the group or the classroom layout, either conduct one role play activity for the whole group to observe or conduct several roles play activities concurrently.
2. To run more than one role play at a time, assign acting and observing roles to small groups of participants. Set a time limit for the first round, then ask the

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observers to provide feedback before the groups switch the acting and observing roles. After all learners have had a chance to participate, facilitate a whole group discussion on what they learned.

3. Always ensure workplace scenarios have enough detail to be realistic.

vi. Teach-backs

1. After demonstrating a process or technique, learners try it until they can perform it correctly.
2. To ensure its legal defensibility, better than a simple skills demonstration, have volunteers teach it (or a portion of it) back to the entire class.

REQUIRED ACTIVITY:

This activity includes a pre-work assignment, previously referenced in the Instructor Note under this learning objective. To optimize in-class time, instruct learners to review Appendix L prior to the session. Appendix L provides an overview of various instructional activities learners will work during class.

Divide the class into small groups and assign each group at least one (1) activity from the list. Alternatively, each group may be allowed to select their own activities. Task each group with the following:

A. Select a training topic to use with their activity.
B. Prepare the activity, including gathering any necessary resources.
C. Provide clear and logical instructions to their peers.
D. Demonstrate the activity to the whole class.
E. Based on their demonstration, identify any pros and cons of using this activity in a training setting.

After all groups have completed their demonstration, ask volunteers to share which activity they are considering using for their teaching exercise and why.

4.7 Define assessments.

A. An assessment is any method or tool used to measure and document the learner's mastery of the learning objectives.
B. In addition, assessments serve the following purposes:
   i. Appraise instructor performance.
   ii. Increase the legal defensibility of the training.
   iii. Motivate students and structure academic efforts.
C. Regardless of the type of assessment, it must specifically evaluate what is outlined in the learning objectives.
D. Assessments cannot be an afterthought in course design and delivery.
E. Per Texas Administrative Code, Chapter 211, successful completion is defined as a minimum of:

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i. 70 percent or better; or

ii. C or better; or

iii. Pass, if offered as pass/fail.

4.8 Identify the two main types of assessments.

A. The two main types of assessments, formative and summative, have a distinct role in the learning process.

B. Formative assessments are conducted throughout the course, give immediate feedback, and help identify learning gaps prior to the conclusion of the course.

i. They can be informal and ungraded.

C. Summative assessments are conducted at the conclusion of a unit or course and provide formal documentation of a learner's performance.

i. They are structured and have a definitive pass or fail criteria.

D. Examples of assessments include:

i. Discussions

ii. Group work

iii. Knowledge checks

iv. Performance tasks

v. Presentations

vi. Projects

vii. Standardized tests

viii. Written assignments

4.9 Identify characteristics of legally defensible test questions.

A. A multiple-choice question is an assessment item that presents a question or problem, followed by a list of possible answers.

B. Multiple-choice questions allow instructors to sample a range of course materials, as well as implement and grade them with relative ease.

C. Legally defensible test questions are evaluated by:

i. Relevance: Logically relate to course objectives.

ii. Reliability: Consistency and accuracy over time.

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

iv. Balance: Test covers main ideas and important concepts in proportion to emphasis they received in the course.

D. There must be a minimum of one (1) test question for each learning objective.

E. Best practices for developing test questions include:

i. Devote adequate time for preparation.

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ii. Write the prompt first, then the correct answer(s), then the incorrect option(s).
iii. Use clear and concise language.
iv. Ensure all answers are plausible and similar in complexity.
v. Avoid negative phrasing, double negatives, idioms and absolutes.
vi. Vary the location of the right answer according to the number of choices.
vii. Use correct grammar, punctuation, capitalization, and spelling.
viii. If available, ask a peer to review it.

REQUIRED ACTIVITY:

Provide learners with at least eight (8) multiple-choice test questions, including a mix of effective and ineffective items. Ask learners to classify each question as either effective or ineffective and justify their reasoning. For any item they identify as ineffective, they must also suggest specific improvements.

4.10 Identify characteristics of effective rubrics.

INSTRUCTOR NOTE:

Examples of rubrics have been included in Appendix M: Rubrics for reference.

A. A rubric is an explicit set of criteria for assessing a particular assignment or performance.
B. Rubrics define specific levels of performance for each criterion and help instructors grade objectively and consistently.
C. Rubrics also guide learners on what is expected and provide more specific feedback to support their professional development.
    i. Providing the rubric alongside the assignment prompt helps learners focus their efforts and can lead to improved performance.
D. There are two main types of rubrics:
    i. Analytic
        1. Breaks performance into multiple criteria with individual scores.
    ii. Holistic
        1. Gives a single score based on overall performance.
E. Rubrics are generally structured in tabular form and are composed of:
    i. A description of the task being evaluated.
        1. This must reflect the course goal and learning objectives.
    ii. The criteria being evaluated.
        1. These must be clear, relevant, and observable.
    iii. A rating scale with a descriptor for each level of performance.

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1. The scale may be numerical, descriptive (e.g. exceeds expectations, meets expectations, needs improvement, etc.), or both.
2. The descriptors must be clear and inambiguous, for example:
    a. “Demonstrates excellent presentation skills” can be a subjective determination.
        - Instead, the instructor must describe what the performance looks like, such as “engages audience with eye contact and questions” and "uses visual aids that enhance understanding without distracting.”

F. Best practices for developing rubrics include:
    i. Limit the rubric to a single page to ease reading and grading.
    ii. Start with the highest performance level, then scale down.
    iii. Adopt a standard structure when writing descriptions.
    iv. Consider including space to insert optional comments.
    v. Similarly to test questions, evaluate rubrics by their relevance, reliability, validity, and balance.
    vi. Pilot the rubric with a sample assignment or ask a peer to review it.
G. Questions that can help guide instructors in building a rubric include:
    i. Understanding the task
        1. What does a successful version of this task look like?
        2. What does a poor version of this task look like?
    ii. Identifying the criteria
        1. What are the most important parts of doing this task well?
        2. What would someone need to focus on or do right to be successful?
    iii. Describing performance levels
        1. Are the descriptions clear, specific, and measurable?
        2. Are the levels fair and realistic in what is expected?
        3. What are common issues that would lower the quality?

REQUIRED ACTIVITY:

Divide the class into groups and provide them with a blank rubric. Each rubric must have space for three (3) criteria, three (3) performance levels, and their respective descriptors. Assign each group a simple and common task, such as making a sandwich, giving directions, or creating a grocery list. Learners must develop a rubric to assess the performance of their assigned task, then briefly present it to the class for feedback. The presentation must address the following questions:

A. What was the thought process for these criteria?
B. How did you differentiate the performance levels?

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C. Were there any challenges in this process?

D. What about helpful strategies?

INSTRUCTOR NOTE:

Review the guidelines and requirements for the final assessment, detailed separately under learning objectives 4.11 and 4.12, then provide learners with in-class time to complete their lesson plan and prepare for their teaching exercise.

4.11 Develop a complete lesson plan.

INSTRUCTOR NOTE:

For the final assessment of this course, learners must demonstrate the ability to design and deliver structured instruction on a topic of their choice. The assessment includes two components:

A. A complete lesson plan

B. A teaching exercise

Each component has its own set of guidelines, requirements, and evaluation rubric, which are detailed separately under learning objectives 4.11 and 4.12.

Lesson Plan Guidelines

A. Learners must design, develop, and submit a complete lesson plan using a template approved by the instructor. Templates have been provided in Appendix G if needed.

B. Throughout the course, learners have developed portions of their lesson plan in preparation for this final activity.

C. The lesson plan must be designed to support lesson delivery, the second component of this assessment.

Lesson Plan Requirements

A. All fields in the lesson plan template must be completed.

B. The total class time must be between 15 and 20 minutes.

C. Must apply the adult learning concepts learned throughout the course.

D. Must be organized in chronological order, with clear time segments, and displaying clear instructional progression.

E. Must contain at least three (3) learning objectives.

   i. Must align with Bloom's Taxonomy.

F. Must apply at least two (2) instructional methods (e.g., lecture, discussion, video, activity).

   i. Methods must be appropriate for the selected topic.

G. Use of visual aids or technology is encouraged when relevant to the instructional design.

H. Must include a fully developed assessment tool that aligns with course goal and learning objectives.

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I. Must cite appropriate sources, following copyright fair use guidelines discussed earlier in the course.

Assessment

Refer to Appendix N: Lesson Plan Assessment Rubric for the specific evaluation criteria and performance levels. The maximum score for this assessment is 20 points. To pass, learners must achieve at least 70%, which equates to a minimum of 14 points.

4.12 Demonstrate a teaching exercise from a prepared lesson plan within the specified time limit.

INSTRUCTOR NOTE:

For this component of the final assessment, learners must demonstrate the ability to deliver their lesson in a clear and engaging manner within a specified time frame.

Teaching Exercise Guidelines

A. The exercise duration must be between 15 and 20 minutes.
   i. Instructors must monitor time and notify the presenters as they approach the time limit.
B. Learners must teach the lesson for which they prepared a lesson plan, with the exception of the assessment portion.
C. A critique must be provided after each presentation to support growth and reflection.
D. Learners acting as the students are expected to be professional and respectful at all times.

Teaching Exercise Requirements

A. Must follow the core content and structure outlined in the submitted lesson plan.
   i. Minor modifications may be made during delivery for clarity, pacing, or flow.
B. Must include at least two instructional methods (e.g., lecture, discussion, activity, demonstration, media).
C. Must show clear introduction, development, and conclusion of the course goal.
D. Must demonstrate clarity and professionalism in both verbal and non-verbal communication.
E. Instruction must be engaging, inclusive, and appropriate for the target audience.
F. Learners may use notes or prompts as support but must avoid reading directly from them.
G. Visual aids may be used to support instruction but may not dominate or replace the teaching exercise.
H. Time must be managed effectively to stay within the 15–20-minute requirement.

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Assessment

Refer to Appendix O: Teaching Exercise Rubric for the specific evaluation criteria and performance levels. The maximum score for this assessment is 20 points. To pass, learners must achieve at least 70%, which equates to a minimum of 14 points.

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APPENDIX

APPENDIX A: OPTIONAL LIST OF TOPICS FOR FINAL ASSESSMENT

A. The Role of Emotional Intelligence in Law Enforcement
B. Legal Updates: Recent Supreme Court Cases Impacting Law Enforcement
C. Ethical Decision-Making in High-Stress Situations
D. How to Build Trust within the Community
E. Effective Report Writing: Tips for Accuracy and Clarity
F. De-escalation Techniques for Crisis Situations
G. Common Pitfalls and Best Practices in a Practice in Law Enforcement
H. Handling Mental Health Calls: Practical Approaches for Field Officers
I. Maintaining Physical Fitness for Demands in Law Enforcement
J. Time Management Strategies for Shift Workers
K. Mental Health and Wellness: Coping with Stress and Trauma
L. Work-Life Balance: Thriving as a Peace Officer
M. Leadership Skills for Every Rank: How to Inspire and Motivate
N. Social media in the Workplace: Risk, Reach, and Responsibility
O. Building Skills for Career Advancement
P. Public Speaking Confidence: Tips for Professionals
Q. Navigating Ethical Dilemmas: Balancing Personal Values with Professional Duties
R. Building Rapport: Techniques for Gaining Trust During Interviews
S. The PEACE Model: A Structured Approach to Investigative Interviewing
T. Detecting Deception: Common Verbal and Non-Verbal Cues in Interviews
U. Open-Ended vs. Closed-Ended Questions: When and How to Use Them
V. Mirroring Techniques: Enhancing Communication with Interview Subjects
W. Trauma-Informed Approach to Professional Interactions
X. Interviewing Techniques for Non-Native Speakers: Overcoming Language Barriers
Y. A Hobby of the Learner's Choice
Z. How To's

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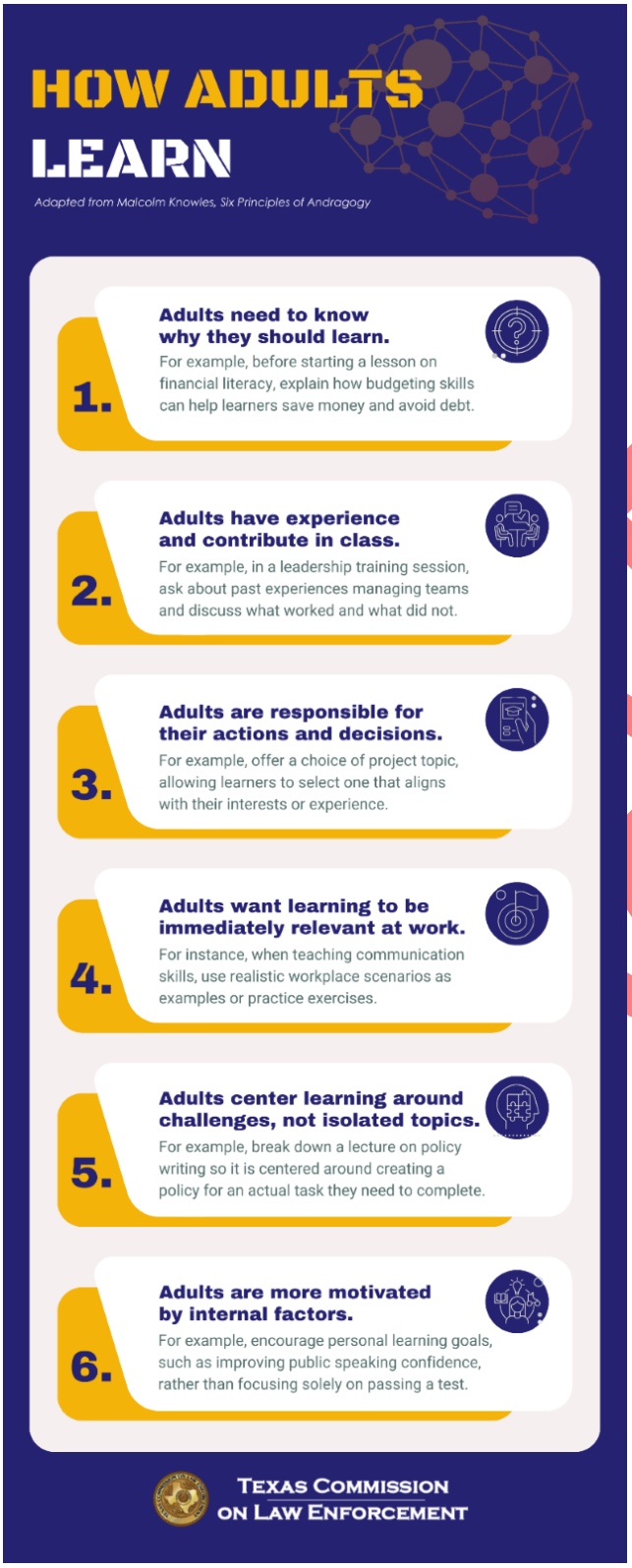
APPENDIX B: INFOGRAPHIC ON THE SIX PRINCIPLES OF ANDRAGOGY



APPENDIX C: INSTRUCTOR CHECKLIST TEMPLATE

INSTRUCTOR CHECKLIST TEMPLATE

- ☐ Confirm logistical information and make any final travel arrangements.
- ☐ Review course materials and prepare local examples.
- ☐ Ensure all necessary materials are complete, which may include:
  - ☐ Lesson plan
  - ☐ Thumb drive with PowerPoint presentation, videos, visual aids, etc.
  - ☐ Learner handouts
  - ☐ Rosters
  - ☐ Course evaluations
  - ☐ Flipchart and markers
  - ☐ Supplies for hands-on activities
- ☐ Arrive at least one hour before class starts to allow plenty of time to get organized.
- ☐ Set up the classroom.
- ☐ Test all the equipment that will be used in class that day.
- ☐ Test internet connection and all links to external websites.
- ☐ After the course, participants complete evaluations.
- ☐ Submit all class paperwork to your proper training chain-of-command.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

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APPENDIX D: EXAMPLE OF GROUND RULES

CLASSROOM CONDUCT GROUND RULES EXAMPLE

1. The learner shall attend all classroom hours to receive credit.
2. The learner shall be on time.
3. The learner shall remain for the entire session.
4. The learner shall be respectful to instructor(s) and colleague(s).
5. The learner shall avoid interruptions and respect different perspectives.
6. The learner shall keep comments relevant to the lesson to maximize learning time.
7. The learner shall abide by the dress code.
8. The learner shall engage in classroom discussions and activities.
9. The learner shall achieve a minimum score of 70% to successfully pass the final assessment.
10. _____
11. _____
12. _____
13. _____
14. _____

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APPENDIX E: EXAMPLE OF GROUND RULES

INSTRUCTOR INTRODUCTION WORKSHEET

A strong introduction sets the tone and builds engagement. Greet the audience with confidence and use WIIFM (What's In It For Me?) to connect the lesson to their needs.
Use this guide to prepare and refine the introduction for the teaching exercise at the end of this course. Please note that the elements, order, and example included below are suggestions. Follow agency guidelines and choose a flow that feels the most logical and natural.

Suggested elements:

a. Name
b. Position
c. Organization
d. Years of overall experience
e. Relevant topic experience
f. Teaching experience
g. Course goal and WIIFM

Example:
"Good morning, everyone! My name is [Your Name], and I'm a [Your Position] with [Your Organization]. I've spent [X years] in [relevant field experience, e.g., law enforcement, security, crisis intervention], and today we're going to dive into de-escalation techniques.
This course will give you practical tools to calm tense situations while still obtaining the information and compliance you need. You'll leave here with techniques that you can apply immediately to keep yourself and others safe.
Let me ask you: Have you ever found yourself in a situation where you felt things could have gotten worse if someone hadn't stepped in? That's what we're here to prevent. So let's get started."

Use this space to draft an instructor introduction for the teaching exercise:

_____

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APPENDIX F: NEW INSTRUCTOR CHALLENGES

Challenge 1: You have lots of slides, handouts, and the latest data on the topic you are presenting. Halfway through your presentation, you notice some learners are on their phone, engaging in side conversations, or nodding out. You did not expect this, after all you have been sharing a lot of great information. What could you do differently?

Possible solutions:

1. Maintain your role as a facilitator and avoid preaching and lecturing.
2. Do not top off discussions and reports with your own opinions.
3. Let learners share their knowledge and feel a sense of accomplishment through their own contributions.
4. Use techniques such as problem-solving activities, group-centered discussions, role-playing, or a quick exercise that requires movement.
5. Have learners break into teams and create a case study for another team to solve. This exercise allows learners to:
    a. Share knowledge.
    b. Gain a sense of ownership of the learning situation.
    c. Network among their peers.
    d. Face real-life situations.

Challenge 2: You are teaching a class at a new facility and learn most of your learners do not know each other. As the first morning goes by, you notice they seem generally uncomfortable, which is leading to low engagement. How could you improve the learning environment?

Possible solutions:

1. Consider the following regarding classroom setting:
    a. Ample lighting
    b. Good acoustics
    c. Adequate ventilation
2. Have music playing in your class pre-session and during breaks.
3. Greet learners personally as they come in.
4. If addressing a specific learner during class, call them by name.
5. Do an activity that allows learners to get to know each other or find things they have in common (e.g. hobbies, positions, prior experience, etc.).
6. Acknowledge effort as well as achievement. Never punish or ridicule a learner for taking a risk that did not work out.
7. Keep an open mind and stimulate small group discussions.

Challenge 3: During a lesson on ethical behavior at work, two learners begin arguing about a controversial topic that came up during a large class discussion. After a couple of back-and-forth remarks, you notice the situation is escalating and could disrupt the remainder of the course. What can you do?

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Possible solutions:

1. Ask both to reference policies, legal standards, or case studies rather than personal opinions to keep the discussion objective.
2. Acknowledge that their professional experiences are valid, then steer back by emphasizing the purpose of the lesson.
3. Focus on something they agree on, then steer the discussion back to the key learning points.
4. Let them know that differing viewpoints can lead to productive discussions, but the conversation must remain respectful and constructive.
5. If necessary, invite them to continue the discussion with you privately after the session or during the next break, preventing further disruption.

Challenge 4: You finish a one-hour lesson and begin asking learners some questions to review the material just presented. However, you are being met with silence and end up answering your own questions in order to move on. This pattern will not only keep learners from engaging, but also not give you an accurate assessment of their learning. What can you do?

Possible solutions:

1. Count to 10 before asking the question a second time. Silence is okay.
2. Give hints. This indicates that you sincerely want the participants to learn and that it is okay if they do not always have the answers.
3. Give credit for partial answers.
4. Try to find something positive about every answer that is given.
5. Ask more open-ended questions that encourage participant feedback.
6. Let participants know up front that you will be asking questions, that you expect them to provide answers, and that it is okay if their answers are sometimes incomplete or not on target.
7. Address your question to the entire class so that everyone can start thinking of answers. Then, pose the question to a group (for instance, someone with a particular position or with a certain range of years' work experience). Finally, if no one answers, select an individual.

Challenge 5: During a critical portion of the training, you attempt to play a video that demonstrates a real-life scenario. However, the file will not load, and the internet connection is unstable. The class was supposed to analyze the video and discuss it. How can you deliver the same learning experience without the video?

Possible solutions:

1. Provide a detailed verbal summary of the video's key points, describing the scenario, key actions, and intended learning outcomes. Engage learners by asking them what they expect would happen next or how they would respond as you take breaks from your summary.
2. If appropriate, organize a role-play exercise where learners act out the scenario.

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3. Ask learners to brainstorm what they think the video would have shown and how they would react in that situation.
4. Use a whiteboard or flip chart to sketch the scene, highlight important details, or illustrate the key takeaways from the video.
5. If possible, search for a similar video online or refer to relevant case studies, articles, or firsthand experiences that illustrate the same concepts.

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LESSON PLAN TEMPLATE I

NOTE: This document and format are not mandatory for TCOLE compliance, but suggested as a fully customizable template, if needed. It is adapted from the North Carolina Department of Public Safety.

Title:	Course Title (Number) Division/Agency Name Revision Date: mm/dd/yyyy
Duration:	# hours
Course Goal:	What is the overall purpose of the class?
Learning Objectives:	1. List them in order here. 2. List them in order here.
Instructor Qualifications:	List instructor requirements and qualifications.
Student prerequisites:	List any prerequisites, if any.
Number of Students:	Specify the minimum and maximum number of students.
Classroom Environment:	Specify the environments needed to teach this course, such as classroom, online, etc.
Materials Required:	List all materials the instructor will need here.
Instructional Materials:	List any attachments, slide decks, and handouts, if applicable.
Final Assessment:	Describe how the instructor will assess students. Include exams with key, group discussion topics, scoring rubrics, etc.
Lesson Plan Version:	List version number, developer name and date.
References:	List the sources used in developing this lesson plan.

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LESSON PLAN (cont.)

I. **Title of Section**

Learning Objective #: Learning Objective title

NOTE: Write notes to the instructor here. Copy and paste this section as needed.

Insert teaching steps and content here. Copy and paste this section as needed.

II. **Title of Section**

Learning Objective #: Learning Objective title

NOTE: Write notes to the instructor here. Copy and paste this section as needed.

Insert teaching steps and content here. Copy and paste this section as needed.

III. **Title of Section**

Learning Objective #: Learning Objective title

NOTE: Write notes to the instructor here. Copy and paste this section as needed.

Insert teaching steps and content here. Copy and paste this section as needed.

IV. **Title of Section**

Learning Objective #: Learning Objective title

NOTE: Write notes to the instructor here. Copy and paste this section as needed.

Insert teaching steps and content here. Copy and paste this section as needed.

FINAL ASSESSMENT

Insert information regarding the final assessment.

ATTACHMENTS/HANDOUTS

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LESSON PLAN TEMPLATE II

NOTE: This document and format are not mandatory for TCOLE compliance, but suggested as a fully customizable template, if needed. It is adapted from the Wisconsin Department of Public Instruction.

GENERAL INFORMATION		
Course Title *Course Title*	Course Number *123456*	Course Duration *4 hours*
	Training Environment *Classroom, online, etc.*	Number of Students *1-30*

COURSE GOAL AND OVERVIEW

Insert overall course goal statement and overview.

LEARNING OBJECTIVES

1. *Insert learning objective.*
2. *Insert learning objective.*
3. *Insert learning objective.*
4. *Insert learning objective.*
5. *Insert learning objective.*

FINAL ASSESSMENT

Insert how the instructor will assess students, including exams with key, group discussion topics, scoring rubrics, etc.

INSTRUCTOR QUALIFICATIONS

Insert the formal training or experience required to be an instructor for this class.

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STUDENT PREREQUISITES

Insert any formal training or experience students need to enroll in this course. If none, write "N/A".

MATERIALS NEEDED

Insert all equipment, instructional aids, and student materials needed to teach this course.

INSTRUCTOR CONTACT INFORMATION

Insert name, agency, position, phone number and email.

REFERENCES

Insert any references used to develop and instruct the course, if any.

LESSON PLAN VERSION INFORMATION

Insert applicable information, such as preparer name and date, version number and date, or reviewer name and contact information.

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LESSON PLAN	
Insert any introductory information here, if applicable. *In the 'Notes to Instructor' column, insert important information to help guide the instructor during the course, such as slide reference numbers, time allotted for this section, comments, helpful reminders, legal references, link to resources, etc.*	
Course Content	**Notes to Instructor**
A. Topic/Learning Objective *Insert teaching steps and content that needs to be covered on this subject.*	
A. Topic/Learning Objective *Insert teaching steps and content that needs to be covered on this subject.*	
A. Topic/Learning Objective *Insert teaching steps and content that needs to be covered on this subject.*	
A. Topic/Learning Objective *Insert teaching steps and content that needs to be covered on this subject.*	

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A. Topic/Learning Objective *Insert teaching steps and content that needs to be covered on this subject.*	
A. Topic/Learning Objective *Insert teaching steps and content that needs to be covered on this subject.*	
A. Topic/Learning Objective *Insert teaching steps and content that needs to be covered on this subject.*	

ATTACHMENTS/HANDOUTS

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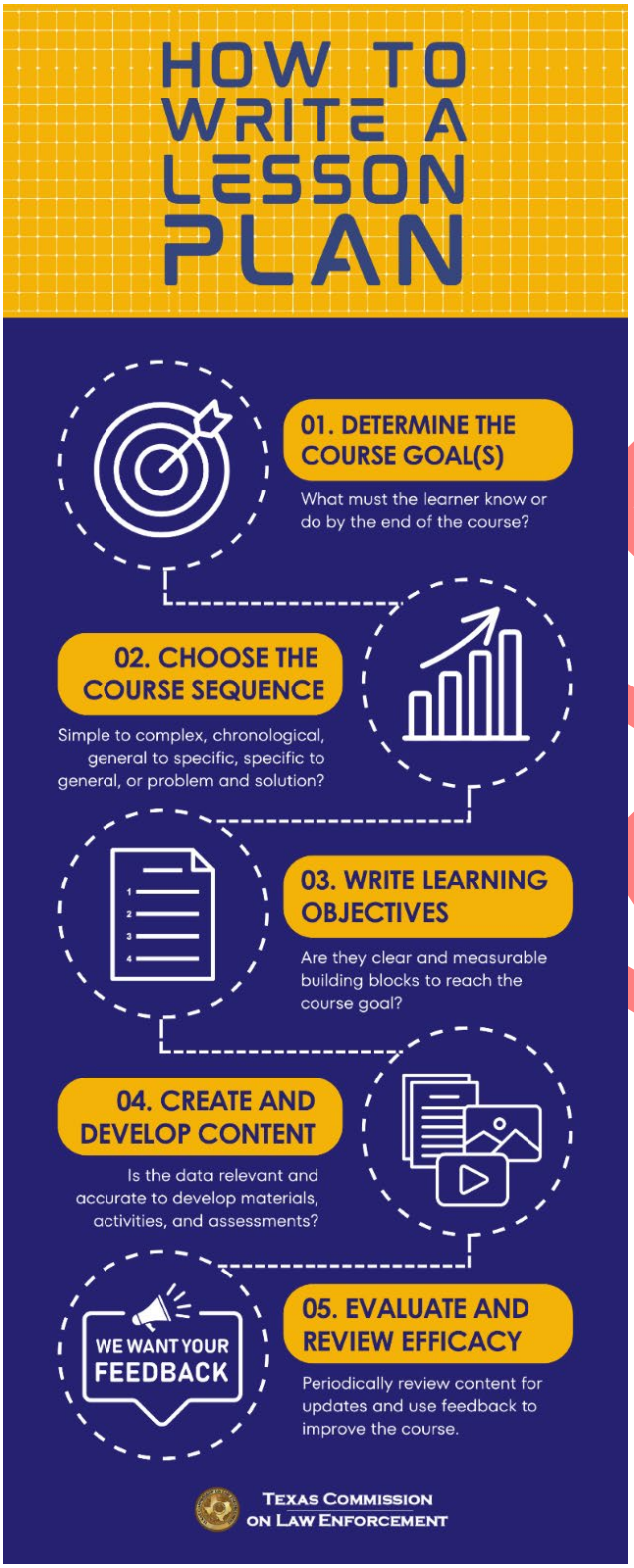
APPENDIX H: INFOGRAPHIC ON LESSON PLAN WRITING



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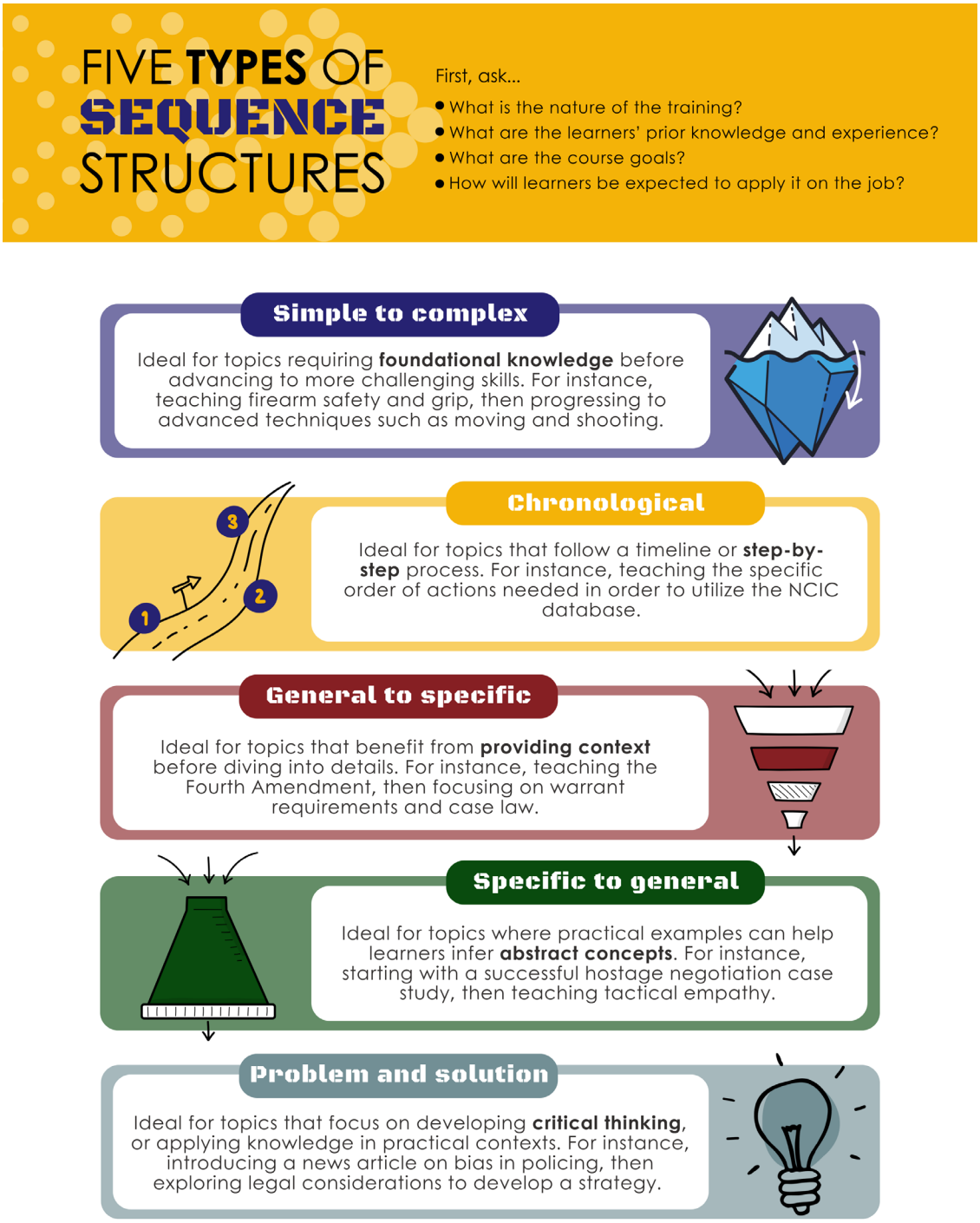
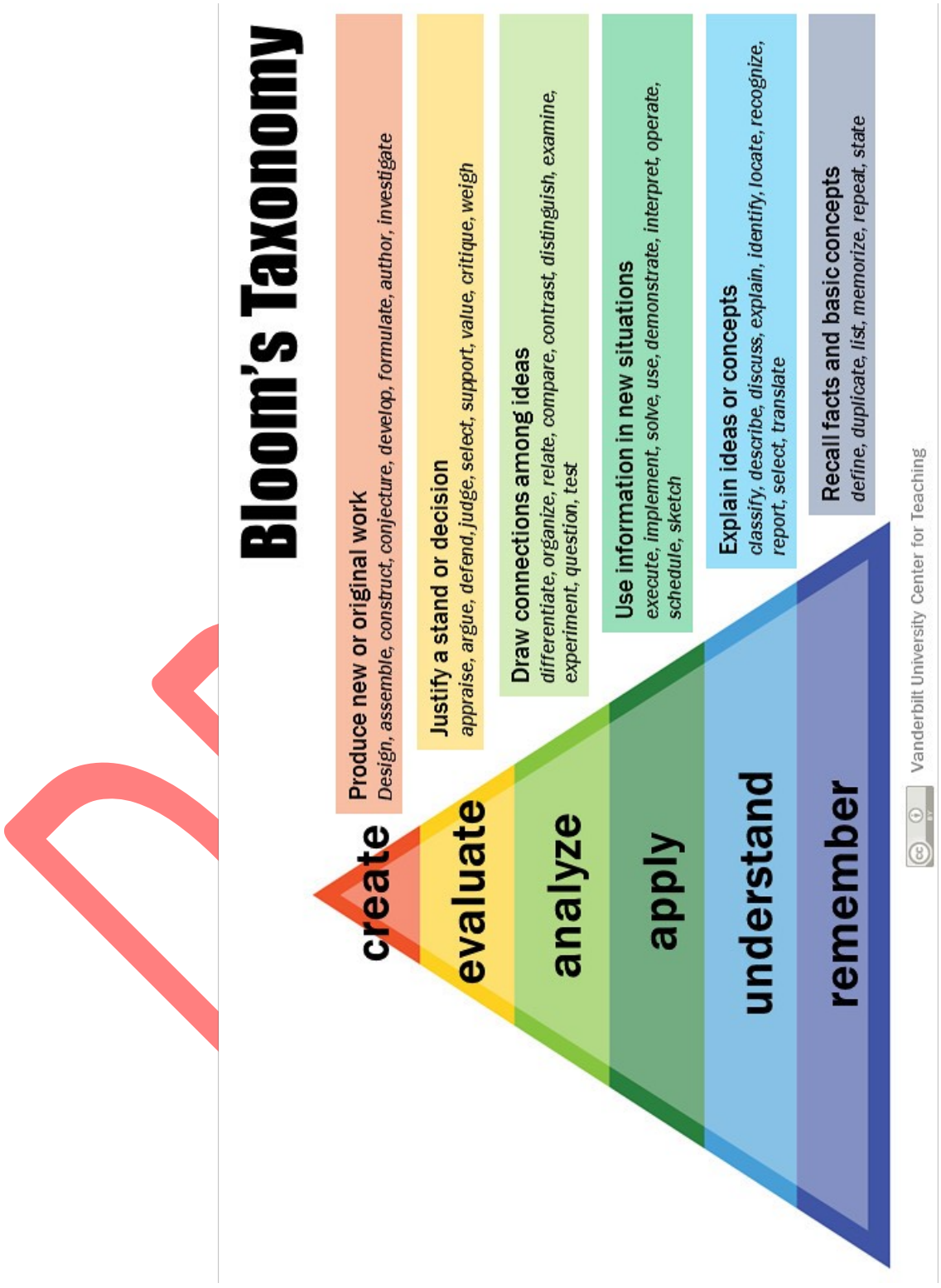
APPENDIX I: INFOGRAPHIC ON TYPES OF CONTENT SEQUENCES



APPENDIX J: BLOOM'S TAXONOMY



APPENDIX K: BLOOM'S TAXONOMY ACTION VERBS

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

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APPENDIX L: INSTRUCTIONAL ACTIVITIES

NEW BASIC INSTRUCTOR – INSTRUCTIONAL ACTIVITIES

INTERACTIVE DISCUSSIONS

i. Approach, don't solve.
   1. Divide learners into small groups and present them with a problem through a short case, video, or news piece.
   2. Have learners decide how to approach the analysis of the problem, rather than solve it.
   3. Ask different questions of each group, such as how they would start this problem, what they already, what the next step is, what seems out of place, etc.

ii. Brainstorming
   1. Introduce learners with a challenge, such as generating a list, coming up with solutions, correcting steps, etc.
   2. After a set amount of time, have learners share their ideas and record them on the board for discussion.
   3. Alternatively, provide learners with a stack of sticky notes or note cards and ask them to write down their ideas. Then, have groups move around, refine the sticky notes, and read the new product to the group.

iii. Jigsaw
   1. Divide learners into small groups and assign each group a question or topic to discuss for a set amount of time.
   2. When finished, regroup learners to include one member from each original group.
   3. Have learners teach their classmates what they discussed in their first group and identify connections or questions.

iv. Online polls and word clouds
   1. Online apps can be anonymous and allow results to be displayed to the class in real time.
   2. Create and share a survey link using a free online survey app that learners can access, such as Mentimeter or Poll Everywhere, and discuss results with the class.
   3. For word cloud generators, create and share the link, posing a prompt to the learners. As they submit a response, the words appear on the screen. Then, discuss the results with the class.

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v. Think-Pair-Share

1. Ask a question and give learners a set amount of time to think or write about it individually.
2. Then, have them pair up and discuss the answer with a partner.
3. Ask a few pairs to share their answer with the whole group.

INTERACTIVE WRITING

i. Action plans

1. Ask learners to begin an action plan on how they will implement what they have learned in class when they return to their workplace.
2. Ask learners to identify two (2) or three (3) changes they want to make, any resources they will need, people who can assist, and deadlines.
3. Providing a template can facilitate this activity, but it is not required.

ii. Entry tickets

1. Give learners a paper slip as they enter the classroom.
2. Write a prompt on the board or a slide and ask learners to write down their answers. This could be timed or done at their best convenience during that day.
3. Collect the slips of paper and compile results to present and discuss in class.

iii. Journaling

1. Distribute several large sticky notes to each learner.
2. Ask learners to take 2-3 minutes to record any “ah-ha” moments or questions after a lesson and place the notes on a board or flip chart.
3. Either group learners and distribute notes for discussion or have volunteers select and read some for a whole class debate.

iv. Rephrase

1. Have learners rephrase an idea or definition in their own words and to a specific audience, such as public health workers, high school students, an 8-year-old, etc.
2. After learners submit their answers, the class chooses the best answer or drafts an improved version that combines all submissions.

INTERACTIVE PRACTICE

i. Case studies

1. Present one or more short case studies that focus on a single aspect or problem.
    a. Distribute the case study and give learners 5–10 minutes to read and reflect individually.

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b. Ask small groups to discuss possible responses or solutions, then share key takeaways with the class.

2. Introduce a complex case study that is revisited throughout the course.
    a. Provide an overview of the scenario early in the course, then revisit and expand on it as new concepts are introduced.
    b. Use the case as a framework for applied activities, such as role play, decision making, or written analysis, aligned with course objectives.

ii. Demonstrations
1. Demonstrations need to be carefully planned and practiced several times in advance.
2. Explain the demonstration and ask learners to predict the result or next step.
3. Then, ask learners to reflect on what they saw and identify the differences between what occurred and their predictions.
4. If class size or space does not allow for a demonstration, consider conducting the demonstration outside or recording in advance and playing the video instead.

iii. Four corners
1. Ask a question and designate a different answer in the four corners of the room.
2. Have learners go to the corner of their choosing and discuss their thoughts.
3. Have learners share their findings with the whole class.

iv. Gallery walks
1. Post open-ended questions around the room or digitally on a shared document.
2. Split learners into groups and assign each group a different question to answer.
3. After a set time, have groups rotate and answer the next question.
4. At the last rotation, have the groups summarize or choose the most relevant points to present to the whole class.

v. Role plays
1. Depending on the size of the group or the classroom layout, either conduct one role play activity for the whole group to observe or conduct several roles play activities concurrently.
2. To run more than one role play at a time, assign acting and observing roles to small groups of participants. Set a time limit for the first round, then ask the observers to provide feedback before the groups switch the acting and

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observing roles. After all learners have had a chance to participate, facilitate a whole group discussion on what they learned.

3. Always ensure workplace scenarios have enough detail to be realistic.

vi. Teach-backs

1. After demonstrating a process or technique, learners try it until they can perform it correctly.
2. To ensure its legal defensibility, better than a simple skills demonstration, have volunteers teach it (or a portion of it) back to the entire class.

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APPENDIX M: RUBRICS

EXAMPLE OF RUBRIC

Name of Student:_____ Evaluator:_____

Date:_____ Location:_____

Grade on a sliding scale of 1 through 5. A score of 1 is unacceptable and 5 is exceptional. Any score less than 3 requires a written comment.

Scenario number					
Officer Positioning					
Observation					
Appropriate Breach					
Light Discipline					
Communication skills					
Contact					
Use of Force Appropriate					
SIMS					
Comments:					

Scoring:

Officer Positioning: 5- Officer maintains good distance from walls and thresholds, pies thresholds quickly and thoroughly, holds weapons in a low ready position in front and sul when behind another officer, maintains their position in the team, enters dynamically with limited penetration, does not press to threat after downing threat, and maintains a good reactionary gap. 3- Officer pies thresholds correctly, maintains muzzle discipline, enters dynamically, and maintains their team position as necessary. 1- Officer does not maintain reactionary gap, muzzle discipline, team formation, proper threshold evaluation, and does not perform dynamic entry.

Observation: 5- Officer sees hazards and threats on the move before they see the officer, hears the sounds of the suspects, victims, and radio, and uses that information to forecast problems and take actions. 3- Officer sees threats and most hazards, hears most of the audio clues and the radio, and

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takes action to end threats. 1- Officer does not see hazards or threats, does not hear audio clues or radio, and cannot effectively end threat without significantly jeopardizing themselves.

Light Discipline: 5- Officer uses their light for a stun, concealment, and to illuminate their visual workspace to gain the maximum amount of visual information during the scenario without backlighting teammates, and to signal linkup officers. 3- Officer uses a light to illuminate areas that they cannot see clearly and as necessary to signal or mark areas. Officer does not use their light to illuminate poorly lit areas, as concealment during dynamic entry, or to signal other officers.

Communication Skills: 5- Officer communicates necessary information to dispatch to including changing locations, with their teammates and other officers both by voice and with the radio, and with suspects and victims using clear, direct language and commands. 3- Officer communicates basic information to dispatch, necessary information to other officers on scene, and appropriate commands to suspects and victims. 1- Officer does not communicate necessary information to dispatch, other officers, and gives no or confusing commands to suspect and victims.

Contact: 5- Officer gives commands from POD while taking action to end the threat if necessary and never giving up POD while maintaining a good reactionary gap. 3- Officer gives commands and takes action to end the threat while maintaining a good reactionary gap. 1- Officer does not give commands and vacates the POD for cover multiple times without effectively ending the threat and does not maintain a good reactionary gap.

Use of Force Appropriate: 5- Officer attempts de-escalation if possible, ends threat with minimal amount of force necessary, gains security, and then provides appropriate medical for suspect. 3- Officer ends threat with minimal amount of force necessary for resistance and achieves security. 1- Officer uses ineffective or excessive force for resistance encountered.

SIMs: *Security:* 5- Security includes suspects handcuffed and any weapons secured, guns are topped off at full capacity, officers are positioned so that all threat vectors are covered and any innocent victims are covered. 3- Suspect handcuffed and disarmed. 1- Suspect not handcuffed and controlled, weapon left where suspect can get to it, no position of cover for potential threats.

***Immediate Action Plan:* 5- Officers verbalize and agree on courses of action to take for foreseeable future emergencies such as further active threats, link ups, transportation of injured, etc. 3- An officer verbalizes a basic plan of action for future activities, ie "If anything else happens, I-you-we, are going to take care of it" 1- No immediate action plan is announced by either officer.**

***Medical:* 5- Officers correctly triage and diagnose the medical needs of those on scene with the victims taking priority over officers and then suspects, barring a severe bleed necessitating a shifting in priority, and then applying the correct medical techniques to package the injured for transport. 3- Officers apply correct medical techniques to innocent victims and the suspect has been placed in recovery position during cuffing. 1- Officers do not apply correct medical techniques and do not provide medical aid to all on scene.**

EXAMPLE OF AN ANALYTIC RUBRIC FOR A FINAL PAPER

	Above Average (4)	**Sufficient (3)**	**Developing (2)**	**Needs improvement (1)**
Clarity – 60% (Thesis supported by relevant information and ideas)	The central purpose of the student's work is clear and supporting ideas are always well-focused. Details are relevant, enrich the work.	The central purpose of the student work is clear, and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.	The central purpose of the student work is identified. Ideas are mostly focused in a way that supports the thesis.	The purpose of the student work is not well defined. A number of central ideas do not support the thesis. Thoughts appear disconnected.
Organization – 20% (Sequencing of elements/ ideas)	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.	Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty.	Information and ideas are presented in an order that the audience can mostly follow.	Information and ideas are poorly sequenced. The audience has difficulty following the thread of thought.
Mechanics – 20% (Correctness of grammar and spelling)	Minimal to no distracting errors in grammar and spelling.	The readability of the work is only slightly interrupted by spelling and/or grammatical errors.	Grammatical and/or spelling errors distract from the work.	The readability of the work is seriously hampered by spelling and/or grammatical errors.

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EXAMPLE OF A HOLISTIC RUBRIC FOR A FINAL PAPER

Name of Student: _____ Rating: _____

Comments:

_____

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_____

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_____

1. **Above Average:** The audience is able to easily identify the central message of the work and is engaged by the paper's clear focus and relevant details. Information is presented logically and naturally. There are minimal to no distracting errors in grammar and spelling.
2. **Sufficient**: The audience is easily able to identify the focus of the student work which is supported by relevant ideas and supporting details. Information is presented in a logical manner that is easily followed. The readability of the work is only slightly interrupted by errors.
3. **Developing**: The audience can identify the central purpose of the student work without little difficulty and supporting ideas are present and clear. The information is presented in an orderly fashion that can be followed with little difficulty. Grammatical and spelling errors distract from the work.
4. **Needs Improvement**: The audience cannot clearly or easily identify the central ideas or purpose of the student work. Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas. The readability of the work is seriously hampered by errors.

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APPENDIX N: LESSON PLAN EVALUATION RUBRIC

Name of Student: _____ Date: _____

Title and Number of Course: _____

Name of Instructor: _____

The maximum score for this assessment is 20 points. To pass, participants must achieve at least 70%, which equates to a minimum of 14 points.

Criteria	Exceeds Standard (4 points)	Meets Standard (3 points)	Needs Improvement (2 points)	Score
Learning Objectives	Objectives were specific, measurable, and explicitly aligned with appropriate levels of Bloom's Taxonomy.	Objectives were generally clear, measurable, and loosely aligned with Bloom's Taxonomy.	Objectives were unclear, missing, not measurable, or not based on Bloom's Taxonomy.	
Instructional Methods	Methods reflected best practices in adult learning and were well-integrated.	Methods were suitable for the content and audience.	Methods were inappropriate or not clearly defined.	
Lesson Structure/ Flow	Lesson was well-structured, with clear transitions and effective pacing.	Lesson followed a logical sequence with adequate time management.	Lesson lacked logical flow or sufficient detail.	
Assessment	Assessment effectively measured learning and reinforced key concepts.	Assessment aligned with objectives and allowed for basic learner evaluation.	Assessment was missing or misaligned with objectives.	
Professional Presentation	All fields were completed, plan was polished and professional, and sources were included and formatted appropriately.	All fields were completed, the plan was mostly clear with minimal issues, and sources were included.	Some fields were incomplete, the plan had significant errors, or sources were not included.	

Total Score: _____ /20

Comments:

_____

_____

_____

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APPENDIX O: TEACHING EXERCISE RUBRIC

Name of Student: _____ Date: _____

Title and Number of Course: _____

Name of Instructor: _____

The maximum score for this assessment is 20 points. To pass, participants must achieve at least 70%, which equates to a minimum of 14 points.

Criteria	Exceeds Standard (5 points)	Meets Standard (4 points)	Needs Improvement (3 points)	Score
Instructional Delivery	Delivery was well-paced and engaging. Presenter demonstrated mastery of content without over-reliance on notes.	Delivery was clear and mostly organized. Presenter showed adequate confidence and used notes as support.	Delivery was unclear, disorganized, or lacked confidence. Presenter relied heavily on notes or read directly from the plan.	
Engagement and Methods	Methods were effectively integrated, diverse, and clearly engaged the audience. Strategies reflected best practices.	Methods were appropriate and supported lesson goals. Some effort was made to engage learners.	Methods were inappropriate or poorly executed. Limited or no effort to engage the audience.	
Professionalism and Presence	Presenter was polished, professional, and communicated clearly with strong presence and confidence.	Presenter was generally professional, with clear communication and appropriate demeanor.	Presenter lacked preparation or professionalism. Communication was distracting or ineffective.	
Time Management	Lesson was well timed, with clear management of each segment and smooth transitions.	Lesson was delivered within the allotted time. Some attention to pacing.	Lesson exceeded or fell short of time. No clear management of time segments.	

Total Score: _____ /20

Comments:

_____

_____

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