LOS ANGELES POLICE DEPARTMENT
Academy Instructor Certification Course
1850-21705
Expanded Course Outline

Instructional Goal: to develop the Basic Course instructors' training delivery with adult learning concepts, lesson planning, presentation and facilitation skills in compliance with the minimum standards Regular Basic Course (RBC) instructors detailed in POST Regulations.

Performance Objectives: Using Facilitation, lecture, learning activities, practical applications and evaluations, the student will:

❑ Demonstrate an understanding of Adult Learning Concepts
❑ Facilitate a 30-minute Presentation on a Law Enforcement related topic utilizing Adult Learning Concepts, Use of Questions, Learning Activity, Time Management,
❑ Develop an Understanding of the Basic Course Instructional System
❑ Create Lesson Plans that include learning activities and overlap numerous Adult Learning Concepts and Learning Domains
❑ Develop Facilitation Skills and Analyze open-ended questions to drill down deeper in subject matter or stimulate critical thinking.
❑ Use of Various Training Aids and Resources to Actively Involve the Student into their Training
❑ Understand their role as instructor, risk manager, and leader and how important their actions are in the Transference of Learning
❑ Safety Protocols in classroom and learning activity settings in law enforcement training
❑ Understand the Use of a Rubric for Evaluation
❑ Recognize the Characteristics of Today's Learner
❑ Gain Awareness of Instructional Ethics and Legal Issues

Day One

I. **Opening Remarks/Introduction**   **(2 hours, 15 minutes)**

    A. Introductions
        1. Welcome Students
        2. Instructor Introduction
    B. Purpose of the Academy Instructor Certification Course (AICC)?
        1. POST mandated for Law Enforcement trainers
        2. Ensures POST instructors meet minimum standards
    C. Setting the stage
        1. AICC is the first of four levels which lead to POST Master Instructor
        2. Ideal for seasoned instructors as well as new instructors
        3. Provides essential and required instructional and facilitation skills
        4. Comprehensive review of adult learning methodologies and basic student-centered learning
        5. Dual course agenda as instructor and learner
        6. Table tour
            a. Learning Support System (LSS) Workbook
            b. Resource Book – *The Art of Teaching Adults* by Peter Renner

      c. Other miscellaneous material including name tents, post-its, index cards and markers

    7. Safety Guidelines
    8. Classroom Guidelines/Logistics

D. Course Goals
    1. Introduction
    2. Expectations & Concerns
    3. Adult Learning Concepts (ALC)
    4. Learning Modalities
    5. Daily Reflection

E. Journey Overview – Day 1 (PowerPoint Slide)
    1. Welcome – Introductions
    2. Which audience is here?
    3. Expectations and concerns
    4. Learning Modalities – VATK
    5. Adult Learning Concepts
    6. Assessments

F. Paired Visual Introductions
    1. Students will work in pairs
    2. Students will have a total of fifteen minutes to interview each other and draw an illustration of their partner
    3. Students will not be able to use words in their drawings.
    4. Students will not be able to talk about work in their introductions
    5. Students will have one-minute each to introduce his/her partner
    6. Time management is critical particularly for large classes
    7. Debrief activity

G. Pre-Thinking
    1. Facilitation on purpose of AICC
    2. Content Based vs. Process Based
    3. Journal in LSS – "Pre-thinking Challenge" to read the passage and journal their thoughts.

H. Rote versus Telling Concepts
    1. Frame with What is knowledge and what is teaching?
    2. *SHOW:* Display PowerPoint Slide
    3. Facilitate Discussion on Rote Memorization and Teaching
    4. Digital Media Presentation
    5. Facilitate Discussion on Digital Media

I. What Should Your Students be Able to do?
    1. *SHOW:* Power-point Slide

II. Introduction to Course Concepts   (1 hour, 45 minutes)

A. Students will be able to interpret the course ALC concepts
    1. Student read from LSS Workbook
    2. Students Journal Thoughts
    3. Facilitate ALC Concepts
    4. *SHOW:* Power-point slide

B. Case Study – Digital Presentation
 1. Framing and use of Case Study
 2. Use of Case Study Terminology
 3. Teaching Styles
 4. Perspective
 5. Active Involvement
 6. Challenging Students to Take Ownership of their Own Learning
 7. Debrief
 8. Students Share Thoughts and Experiences of their Own Education
C. Rubric Introduction
 1. *FACILITATE:* What is a Rubric and how are they used?
D. Bring Them Back Activity

III. Introduction to Adult Learning Concepts   (4 hours)

A. Learning Modalities
 1. The Four Learning Modalities:
 2. Learning Styles Profile
 3. LSS Workbook Activity
 4. *FACILITATE:* Characteristics of Learning Modalities
 5. Debrief Learning Style Assessment
 6. Learning Verification using the SEE-I Model.
    a. **STATE:** Ask students to state in one sentence the meaning of the Learning Modalities.
    b. **ELABORATE:**   Ask a second student to elaborate on the statement made by the first student starting the statement with, "In other words..."
    c. **EXAMPLE:** Ask another student to cite an example of Learning Modalities.
    d. **ILLUSTRATE:** (optional) The student draws a mind map, diagram or other visual representation of this concept (Do not use the ILLUSTRATE part of the SEE-I Model at this time).

B. **Learning Activity:** Team Teaching - *The Art of Teaching Adults*   (2 hours, 30 minutes)

 1. Students Read: "The Art of Teaching Adults"
 2. Teach-backs
 3. Debrief Activity

    C. "Gots and Needs"

DAY 2

IV. Review of Day 1 and Setting the Foundation for Day 2   (45 minutes)

A. The Journey Overview
 1. "Gots and Needs" – Review
 2. ALC Reflection
 3. Case Study- Government Work

4. Case Study- The mystery of the dead cat
5. Who's coming to class?
6. Gots and needs

B. Gots and Needs Review
1. At this point of the course do not explain the "gots and needs" process.
2. Allow the students to experience it.
3. Before reading the "gots and needs" you may use a framing question
4. Read all the "gots" and "needs" without comment.
5. Only answer questions briefly as necessary

C. Bring Them Back Activity

D. Overview of Friday Facilitations
1. Provide Students with an Opportunity to Comprehend the Concept
2. Basic Format of the Friday's Final Course Facilitation
3. Form and Shape to Design, Development, and Begin their Thinking Process
4. SHOW: Power-Point Slide
5. Finals Format Overview
6. LSS Workbook Group Facilitations – Final
7. Thinking Questions
8. Group Feedback
9. Facilitation Format
10. Presentation Order
11. Rubric Review and Expectations of Final

V. Adult Learning Concepts - Domains of Learning   (7 hours, 15 minutes)

A. Bloom's Taxonomy
1. Cognitive Domain
2. Handout: Blooms Taxonomy Chart
3. Blooms in the Classroom
4. Critical Thinking – Higher Order
5. Awareness of Different Levels
6. ***Case Study:*** Digital Presentation
7. ***Facilitate:*** Group Discussion and Debrief Case Study
Affective and Psychomotor Domains)

1. "CAPRA" represents the "Cognitive" Domain
2. CAPRA[1] Critical Thinking model (COGNITIVE)
   a. Clients
   b. Acquiring and Analyzing Information
   c. Partnerships
   d. Response
   e. Assessment
3. Remind Students that the Cognitive Domain was Covered in the Case Study
   a. Left Side of Triangle - Cognitive Domain is the "What" (Knowledge)
4. Affective Domain

---

[1] Adopted from the Royal Canadian Mounted Police, CAPRA stands for Clients, Acquiring and Analyzing Information, Partnerships, Response, Assessment

       a. Bottom of the triangle, labeled as "Mission, Vision, Values"
       b. Affective Describes Student Competence with Feelings, Emotions, Character, and Conscience – this is the "Why"
       c. Psychomotor Domain
          1) The Right Side of the Triangle, labeled as "Tactical Concepts" represents the "Psychomotor" Domain.
          2) Describes Student competence with Physical Movements and Manipulative Skills – this is the "How"
    5. Case Study – Digital Presentation
    6. Allow the Students a Minute or Two to Discuss in their Groups the Impact the Case Study
    7. Teach-back
       a. Mind-Map or Listing Law Enforcement Training identifying the Learning Domains
    8. The Whole Person – Training Triangle
       a. Direct students to the LSS, "LAPD Training Triangle"
          1) Affective – The Why
          2) Cognitive – The What
          3) Psychomotor – The How
       b. Refer back to the Case Study and Review
       c. Groups Identify evidence of each of the Domains of Learning

B. *Case Study:* Digital Presentation - Real World Application of ALC

    1. *FRAME* the Case Study
    2. RUN: Digital Presentation
    3. Teach-back from Students
    4. Identify from the case study:
       a. How was the "scientific mind" developed
       b. How active involvement influenced learning
       c. How the learning environment connected to the "real world"
       d. Failing forward
       e. Resistive Student
       f. Context
       g. Modeling
       h. Assessment
    5. Identify ALC from the Case Study and Examine how the following are embedded into the training:
       a. Learning Modalities,
       b. Domains of Learning,
       c. Immersive Learning,
       d. Facilitation Techniques
C. Bring Them Back Activity
D. Case Study – Teach-backs
    1. Facilitation by Students of Adult Learning Concepts Observed in Case Study
    2. *Show:* Power-Point Slide with Instructions
    3. Evaluate Presentations with Course Rubric

E. The Emerging Learner – Recruit Drawing
   1. Group Teach-backs of their Illustration
F. The Emerging Learner – Opportunities and Challenges
   1. *Facilitate:* Opportunities and Challenges of the Emerging Learner
   2. Students Identify General Characteristics of Students Attending P.O.S.T. Classes
   3. Students Will Evaluate How these Characteristics Might Impact Learning
   4. Understanding and Accepting that Different Generations Bring Different Life Experiences to the Classroom
   5. Characteristics of;
      a. Baby Boomers
         1) Generally from1943 – 1960
         2) Post WW-II Baby Boom
      b. Generation X or Gen X
         1) Generally from 1960 – 1980
         2) Independent and Generally Referred to as the "Latch-Key" Generation
      c. Millennials
         1) Generally from 1980 – 2000
         2) More Networked than Any Other Generation
      d. Generation Z
         1) From the late 1990's to 2020
H. "Technically Funny" Case Study – Digital Presentation
   1. *FRAME:* Digital Presentation – Death by Power-point
   2. *SHOW:* Case Study
   3. Facilitate a brief discussion about the pros and cons of PowerPoint
I. Gots and Needs
   1. Explain how to participate in the "GOTS" and "NEEDS" process.
      a. Concepts learned (GOTS)
      b. Concepts that are still unclear (NEEDS)

Day 3

VI. Review of Day 2 and Setting the Foundation for Day 3   **(1 hour, 20 minutes)**

A. Journey Overview
   1. Active Learning in the Classroom
   2. Resources for Learning Activities
   3. Group Learning Activities
   4. Design Learning Activities
   5. Preview of Day Five-presentations
B. Gots and Needs Review and Debrief
   1. Read all "Gots" and "Needs" without Comment
   2. *SHOW:* Power-Point Slide
   3. *FACILITATE:* Use of "Gots" and "Needs" in a One Day Class
C. How We Learn
   1. Review Blooms Taxonomy
D. Course Content Check-In
   1. What More Do I Need to Know?
   2. Group Activity

3. Students Facilitate
4. Utilize SEE-I Model
5. Utilize Socratic Questioning
6. Debrief
D. Review of Final Facilitations

VI.   Learning Activities   **(3 hours, 20 minutes)**

A. Modeling of Learning Activities
   1. Model Mental Illness (5150) Learning Activity
   2. *Frame:* Activity
   3. Identify Role Play as ALC
   4. Debrief
   5. Assign Groups Various ALC to Design a Learning Activity Around
      a. Mind-Mapping and Listing
      b. Controlled Note Handout
      c. Case Study
      d. Role Play
   6. Teach-Backs
B. Bring Them Back Activity

VII. Designing Learning Activities   **(3 hours, 20 minutes)**

A. Case Study – Digital Presentation
   1. What Should the Be Able to Do?
   2. Learning Outcomes
   3. Transference and Real World
   4. Available Resources
   5. Fail Often to Succeed Sooner
   6. Encourage Wild Ideas and Build on Them
   7. 85% Rule
   8. Relevant
   9. Immersive
   10. Debrief Learning Activity
B. **Lesson Planning**
   1. Purpose
   2. Detailed Description of the Course and How Instruction Should Take Place
   3. Maintains Consistency and Quality Control from Class to Class
   4. Sets up a Framework or Basic Guide for a Substitute Instructor
   5. Assist with Time Management
   6. Formats for Lesson Planning but they Should all Include the Following:
      a. Content
      b. Delivery Method
      c. Instructor Notes/Direction
      d. Time Allotted to Each Section
C. **Instructional Ethics and Legal Issues**
   1. Impact of personal behavior
      a. Professionalism

      b. Punctuality
      c. Communication skills
      d. Cultural sensitivity
      e. Fraternization
      f. Language

2. Methods for Reducing Civil Liability
      a. Adhering to POST lesson plans
      b. Knowledge of subject matter
      c. Adhere to policy and procedures
      d. Maintain professional environment

3. Causes of Civil Liability
      a. Violation of policy and procedures
      b. Safety of staff and students
      c. Safety guidelines
      d. Approval of training site

4. Ethical Decision-Making
      a. Early outs
      b. FSLA
      c. Proper testing procedures
      d. Obligation to report misconduct

Day 4

VIII.   Review of Day 3 and Setting the Foundation for Day 4   **(15 minutes)**

A. Journey Overview – Day 4
   1. Facilitation Development
   2. Platform Skills
   3. Critical Thinking
   4. Basic Course Design Activity
   5. Instructor Development Institute
   6. Study Lab
B. Bring Them Back Activity
C. Case Study – Digital Presentation
   1. Paralanguage/Platform Skills
   2. Hand Gestures
   3. Voice
   4. Pausing
   5. Volume
   6. Tone
   7. Kinesthetic Movement

IX. Facilitation Planning   (4 hours, 45 minutes)

A. Friday Facilitation Final Questions and Concept Development
   1. Display PowerPoint with Friday Facilitation instructions – Review of Friday's Facilitations
      a. The Process
         1) Facilitation
         2) Thinking questions
         3) Group feedback
      b. Format
         1) A maximum of 2 minutes to set the context
         2) Active and student centered
         3) Maximum of 2 minutes of case studies (video)
         4) Consider prop needs, visual aids, handouts, worksheets, and safety concerns
B. Critical Thinking and Coaching Questions
   1. Facilitate Discussion on how to cause student to "think and/or reason
      a. How do we cause our students to think and reason?
      b. How can a student's thinking be enhanced in the classroom?
      c. How do we know or see what a student is thinking in the classroom?
      d. Provide the students with an additional 10 minutes to share their questions within their small groups.
      e. Use LSS Workbook as Guide for Sample Coaching Questions
         Bring Them Back Activity

C. Classroom Management
   1. Case Study – Digital Presentation
   2. How to Deal with a Resistive Learner
   3. Student Characteristics
   4. Classroom Layout
   5. Management By Walking Around
   6. Use of Questions
   7. Seating for Arrangements

D. Basic Course Instructional Design System (BCIDS)

   1. *FRAME:* By the end of tomorrow you will become AICC Certified Instructors. But, what does that mean, exactly? Do you know the requirements for teaching a 1070 course? Do you know how many Learning Domains make up the Regular Basic Course? Are you familiar with Training and Testing Specifications? Would you know where to go to find this information?
   2. This next activity will help to familiarize you with the topics just mentioned.
      a. POST Regulation 1070/Specialized Subjects
      b. Training & Testing Specifications (TTS)
      c. POST Instructor's Guide to Learning Activities (IGLA)
      d. Regular Basic Course Workbook Series
      e. Basic Course Instructional Design System (BCIDS)

E. POST Perspectives on Safety Issues

1. Direct students to the LSS and instruct them to read the "POST Perspectives on Safety"
2. *FRAME* the case study: "As you start to consider your Final Facilitations for tomorrow, we'd like to show you an example of a learning activity that requires a Safety Policy."
3. *RUN:* Case Study – Digital Presentation
4. *FRAME*: the next case study: "Let's take a look at another case study with slightly different needs for a Safety Policy."
5. **RUN:** *C*ase Study – Digital Presentation
6. Mind-Map or Listing Activity
7. Teach-Backs

X. Marketing the Instructor Development Institute (IDI) **(30 minutes)**

NOTE: There is a PowerPoint slide for this information

A. Level I – Academy Instructor Certification Course (AICC)

1. POST mandated course for any instructor in the Regular Basic Course.
2. By the end of Friday, everyone in the class will have completed this requirement.
3. Reminder about Academy Instructor Certification Program (AICP)
   a. In order to maintain eligibility as an instructor in the RBC:
      1) Must complete a minimum of 24 hours as an instructor
      2) Must complete a minimum of 8 hours of instructor development training
   b. Must be completed every 2 years
   c. The IDI offers AICP requalification courses every year.
   d. Requirement does not kick in until the January of the year following completion of the AICC.
B. Level II
   1. Presentation Skills (8-hour course)
   2. Critical Thinking (8-hour course)
   3. Intermediate Instructor Development Course (24-hour course)
   4. Instructional Technology (16-hour course)
C. Level III
   1. Leadership, Mentoring and Coaching (24-hour course)
   2. Advanced Instructor Development Course (56-hour course – Phase I is 40 hours, Phase II is 16 hours)
D. Level IV – Master Instructor Certification Course (MICC)
   1. Instructional Technology Update (16-hour course)
   2. Critical Thinking as an Instructional Model (24-hour course)
   3. Master Instructor Certification Courses
      a. Orientation (24 hours)
      b. Core Course (40 hours)
      c. Progress Workshop #1 (24 hours)
      d. Progress Workshop #2 (24 hours)
      e. Total Training Package Presentation (40 hours)
      f. Implementation and Certification by POST
E. Final Comments on the Instructor Development Institute

1. Encourage students to become lifelong learners
2. IDI website – www.postidi.com
   a. Course Descriptions
   b. Course Registration
   c. IDI Newsletter
3. POST IDI Instructor Symposium
   a. Held every year either in San Jose or San Diego (alternating location)
   b. Qualifies for 24 hours of CPT credit
   c. Meets AICP requirement for instructor development
   d. Networking potential
4. POST Learning Portal
   a. POST training available online
   b. https://lp.post.ca.gov

XI. Study Lab   **(2 hours, 30 minutes)**

A. One on One with Facilitators

1. Students are allowed time to meet with facilitators to refine their facilitation concepts
2. Students are encouraged to utilize facilitators as resources in developing their learning activities for their final facilitation.

B. Final Facilitation Development

1. Students are allowed class time to develop their lesson plans and learning activities for their final facilitation
2. Students are allowed class time to practice their final facilitations

Day 5

XII. Evaluated Activity   **(8 hours)**

A. Facilitation Set Up
   1. Facilitators should post the facilitation schedule in a location that all students and facilitators can see from anywhere in the room.
   2. Facilitators should also place a copy of the facilitation schedule at each table.
   3. Final safety briefing
      a. No live weapons PERIOD!
         1) All firearms should be secured away from the facilitations taking place.
         2) Firearms should ideally be locked in a secure area of the facility.
      b. Any students wishing to leave the classroom for their learning activity, must notify the facilitators one rotation prior to their assigned time.
         1) One class facilitator MUST be with the students who are leaving the classroom at all times.
         2) Depending on the number of class facilitators available, this may limit outside activities to one per rotation.
         3) Prior notification allows facilitators to make proper arrangements
   4. Facilitations will be kept strictly on time

      a. Class facilitators will keep time
      b. Class facilitators will signal two-minute warning for each facilitation
      c. Class facilitators will announce 5 minutes for Critical Thinking Questions
      d. Class facilitators will announce 5 minutes for Group Feedback

B. Evaluated Activity
  1. Students will facilitate a 30-minute learning activity in 50-minute cycles.
      a. 10 minutes to set up
      b. 30 minutes to facilitate
      c. 5 minutes for Critical Thinking Questions
      d. 5 minutes for Group Feedback based on the AICC Facilitation Rubric
  2. Students should be provided with a 10-minute break between facilitations
  3. Repeat this 50-minute cycle until all students have had an opportunity to complete their facilitations.

C. AICC Course Evaluations and Closing Remarks
  1. Provide students with the AICC Course Evaluation Form.
  2. Advise them that it is a two-page form and request that they really take the time to complete the evaluation as it is the only way to improve the course.
  3. Distribution of Certificates and Competency Verification Checklists
      1) Remind students that the clock does not start until the January following their completion of the AICC
      2) Students who are not currently teaching in an Academy should still maintain their Competency Verification Checklist as it will be required to teach in an Academy should they choose to do so in the future.