SACRAMENTO POLICE DEPARTMENT - 2320
Academy Instructor Certification Course (AICC) – 21705
POST Certification II / Reimbursement Plan NA / 40 hours
EXPANDED COURSE OUTLINE

STATEMENT OF PURPOSE

This course provides valuable skills for all instructors of California law enforcement including, in-service and public safety dispatch training. Students will gain facilitation skills and an understanding of how to employ adult learning methodologies appropriate for various law enforcement topics. This course meets the basic instructional skills training requirement to teach in the POST Regular Basic Course and for the Academy Instructor Certificate Program. This class is also designed as the first level of the POST Instructor Development Institute (IDI) and is a requirement of those wishing to progress through the IDI program.

I. **Opening Remarks/Classroom Orientation**

   A. Welcome Students

      1. Acknowledge different experience in the room

      2. Acknowledge valuable contributions to the class based on experience

      3. Instructor Introduction

   B. Student Introductions

      1. Paired Visual Introductions

      2. Purpose:

         a. Promotes team building and sets up the mindset for learning.

         b. Reveals presentation skill abilities of individual students.

         c. Models a different type of student introduction.

   C. What is the purpose of the Academy Instructor Certification Course (AICC)?

      1. POST mandated for Law Enforcement trainers

      2. Helps basic academy instructors understand and work within the Basic Course Instructional Design System

      3. Ensures POST instructors meet minimum standards

         a. Competency Verification Checklist

         b. 64 Core Competencies based in Adult Learning

      4. Seeks to establish instructional quality and consistency throughout the State

   D. Setting the stage

      1. AICC Course Goals and Learning Outcomes

    2. Exposure to adult learning concepts and student centered learning

    3. Dual course agenda

       a. Teach students about their learning

       b. Show students how to instruct so that their students can learn more effectively

    4. Two view-points

       a. Instructor/Facilitator/Teacher

       b. Student

    5. Permission to be confused and uncomfortable

    6. Exploration of the Basic Course Instructional System (BCIS), to include resources such as the Training and Testing Specifications (TTS) and POST Learning Domains (LDs).

    7. The AICC is the first of four levels which lead to POST Master Instructor Certification

    8. Ideal for seasoned instructors as well as new instructors

    9. Provides essential and required instructional and facilitation skills

E. Table tour

    1. Student notebook and learning support system

    2. Resource Book

F. Safety Guidelines

    1. Room and building emergency exits

    2. Emergency Staging location

    3. Location of Medical Emergency equipment

    4. Identify location of hazards in the classroom

G. Classroom Guidelines/Logistics

    1. Restroom Locations

    2. Breaks/lunch schedule

    3. Absence policy

    4. Pre-scheduled court appearances

    5. Cell phone rule

II. Pre-Thinking

    A. Facilitated Discussion

        1. Purpose: Students will be able to interpret the course Adult Learning Concepts by explaining the main ideas and how these concepts might translate into the system of creating knowledge.

        2. Process: Students will read from the Student Notebook and journal prior to a facilitated class discussion

    B. Essential questions framing the AICC

        1. What might be the purpose of having students consciously think about a subject matter before plummeting right into it?

        2. How might a beginning process cause your students to be an active listener/participant rather than a passive recipient of information?

        3. How could a process cause students to become aware of their assumptions about the subject matter so they can be assessed more accurately in light of what they will later read, hear, and discover?

        4. What is to be gained by a class that is process-based over a class that is content-based?

        5. What is to be gained by thinking about the content and process of a class prior to exploring that content and process?

    C. Rote Memorization versus Knowledge

        1. Is rote memorization knowledge?

        2. Is "telling" teaching?

    D. Assessment and Knowledge

        1. Job tasks and POST classes

        2. What should students be able to do and know when they exit a class?

        3. Learning Goals

        4. Learning outcomes

        5. Essential questions

III. Course Goals, Outcomes, and Concepts

   A. Purpose:

      1. Familiarize students with the language of adult learning and course concepts for the AICC

      2. Students will be able to interpret the purpose and structure of the AICC by explaining the goals, outcomes, and concepts, and how these translate into the system of creating knowledge.

   B. Course Goals

      1. To develop active adult learning instructional strategies.

      2. To practice facilitation skills

      3. To use facilitation as an instructional methodology

   C. Learning Outcomes

      1. Learners will, through written, oral, or demonstrated assessment:

         a. Analyze the Basic Course Instructional System

         b. Integrate the roles and responsibilities of law enforcement training instructors

         c. Explore adult learning concepts

         d. Create learning outcomes

         e. Design lesson plans

         f. Use effective presentation skills

         g. Use effective facilitation skills

         h. Apply use of learning resources and training aids

         i. Utilize suitable evaluation techniques

         j. Identify ethical and legal Issues

         k. Integrate safety protocols

         l. Apply critical thinking

      2. Students will have the confidence to create and incorporate the active learning process in their curriculum.

   D. Course concepts

      1. Facilitation: Guiding student inquisitiveness and discovery

      2. Immersion: Deep diving into concepts to discover meaning and use

3. Interconnectivity: Viewing content as a system of interconnected ideas

4. Modeling: Distinguishing essential skills, tasks, attitudes, behaviors, and beliefs critical to instruction demonstrated by others

5. Questions: Surfacing deep thinking to continually improve thinking skills

6. Content Knowledge: Possessing knowledge without clear meaning and use

7. Process Knowledge: Comprehending knowledge clearly through active experience and thought

8. Outcomes: Identifying what a student will be able to know and do at the end of the course

9. Instructional Sequencing: Placing content and process strategically to maximize learning

10. Assessment: Observing data with the aim of revealing what is known, not known, or needs to be known

11. Feedback: How do you receive and provide feedback

12. Prior Experience: Using relevant professional and personal experiences to increase the learning process

13. Collaborative Learning: Creating group interaction(s) that cause more learning than one might learn alone

14. Reserving Judgment: Being open to assessing and adding value to what one already knows

15. Critically Thinking: Becoming self-aware of mental processes with a mind toward improving the meaning and significance of thinking

16. Practicing: Providing active opportunities that apply to course outcomes

17. Learner Centered: Focusing on students taking personal responsibility for their learning

18. Lifetime Learning: Adopting a self-motivated approach to acquiring knowledge

IV. Assessment Through Rubrics

1. Understanding and using rubrics

2. The students will become familiar and comfortable with rubrics and their purpose

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      3. The students will be able to conduct self-evaluation and peer evaluation with the use of a facilitation skills rubric

  B. Purpose of assessments

      1. Ensure course goals and objectives are being met

      2. Mid-course adjustments

      3. Measure understanding through application across contexts

  C. AICC assessment methodologies

      1. Rubric

      2. Learning verifications

  D. Introduction to the course rubric

      1. What is a Rubric?

         a. Evaluation tool that serves as a guide to inform teachers and students where they are with respect to proficiency.

         b. A model for what good looks like

         c. Identification of improvement needs

         d. A list of characteristics describing performance behaviors lined up along a scale

         e. A list of desired skills, knowledge, and behaviors

      2. Use of the Facilitator Rubric in the AICC

V. Adult Learning Concepts

  A. Introduction to Adult Learning Concepts

      1. Learning styles/modalities

      2. Assessment

      3. Declaring Objectives

      4. Working in Groups

      5. Use of Questions

      6. Reinforce learning

  B. Learning Styles/Modalities

      1. Three main learning styles:

         a. Visual

         b. Auditory

    c. Kinesthetic

  2. Definition and application to learning

    a. Modality impact on student and instructor behavior

    b. How may the modalities improve or detract from the value of a classroom?

  3. Self-assessment: The Learning Styles Inventory

C. Assessment: Learning Verification using the SEE-I Model. (Paul & Elder, 2020)

  1. STATE: Ask students to state in one sentence the meaning of the Learning Modalities.

  2. ELABORATE: Ask a second student to elaborate on the statement made by the first student starting the statement with, "In other words..."

  3. EXAMPLE: Ask another student to cite an example of Learning Modalities.

  4. ILLUSTRATE: (optional) The student draws a mind map, diagram or other visual representation of this concept

D. Focusing on the foundational adult learning concepts

  1. Declaring objectives to achieve effective transference

  2. Working in groups to elicit student activity and involvement

  3. Asking thinking questions to cause student thinking

VI. **Formative assessments: "Reflect, Review Retain" activities**

   A. What are they?

      1. Brief activities designed to re-engage the students in the learning process

      2. Cause the students to reflect on prior learning and the interconnectedness of the AICC

   B. Use in the AICC

      1. When is it used?

         a. After lunch every day

         b. At the beginning of each day, Tuesday through Thursday

      2. Purpose

         a. Bring the group back on-topic

         b. Review concepts

         c. Illustrate the function of concepts

         d. Humor

         e. Increase energy level or engagement

VII. **Competency Verification Process**

   A. Introduce students to the assessment/validation process for the AICC

      1. Students will be provided with directions for the final project

      2. Students will be able to explain preliminary assessment considerations for the competency verification process to occur later in the AICC class.

      3. Students will become familiar with expectations for their final projects.

   B. Relative to AICC process, gives form and purpose to student's consideration of:

      1. Lesson plan design and development

      2. Critical thinking

      3. Facilitation

      4. Thinking questions

      5. Group feedback

      6. Facilitation format

   C. Use of Facilitation Rubric

1. Employment of adult learning concepts

2. Facilitation, not presentation

3. Goal-setting

VIII. Blooms Cognitive Taxonomy

A. Introduction to Bloom's Taxonomy of Learning

1. Students will make use of Bloom's Cognitive Taxonomy to create classroom process causing students to think critically.

2. Students will utilize Bloom's Taxonomy to develop learning objectives.

B. Cognitive Taxonomy

1. Remembering

2. Understanding

3. Applying

4. Analyzing

5. Evaluating

6. Creating

C. Bloom's in the Classroom

1. Information and Testing – Lower level

a. Remembering

b. Understanding

c. Applying

2. Critical Thinking-Higher order

a. Analyzing

b. Evaluating

c. Creating

D. The importance of critical thinking in law enforcement

1. Need to be able to problem solve

2. Need to be to articulate how and why of policies and procedures

IX. Domains of Learning

A. Purpose

1. Students will be introduced to the 3 Domains of Learning

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    2. Students will make use of the Domains of Learning by distinguishing their active parts and determining how they apply to the students' own classes, learning objectives, and lesson plans

B. Domains of Learning

    1. Cognitive, Affective and Psychomotor

    2. To change a student's:

        a. Attitudes/Beliefs

        b. Skills

        c. Knowledge

C. Cognitive Domain (knowledge domain)

    1. Bloom's

    2. Application to learning

    3. Higher order thinking vs. lower order thinking

    4. Critical thinking

D. Affective Domain (attitudes and belief's domain)

    1. Krathwohl's

    2. The beliefs and attitudes that drive our actions

E. Psychomotor Domain (physical or "doing" domain)

    1. Dave's

    2. Physical movements and manipulative skills

    3. The physical aspects of public safety, including driving, firearms, arrest and control, and self-defense.

F. Essential Questions: Domains of Learning

    1. What do the Domains have to do with the Modalities?

    2. How do the Domains interact?

    3. What role do the domains play in the effectiveness of a class?

    4. To what level are students expected to perform in the real world and how does their training get them there relevant to the Domains?

    5. What is the outcome of a disconnect between real world demands and training that doesn't achieve this demand?

X. Presenter v. Facilitator

A. Purpose

    1. Students will identify the differences between the role of facilitator and presenter and

    2. Identify how these roles impact student learning.

B. Presenter characteristics

    1. One-way communication

    2. Talks

    3. Answers questions

    4. Content focused

    5. Less flexible

    6. Planned delivery

    7. pushes out information

C. Facilitator characteristics

    1. Two-way communication

    2. Listens

    3. Asks questions

    4. Process focused

    5. More flexible

    6. Delivers "in the moment"

    7. Pulls out information

D. Essential questions

    1. What is the learning outcome of the two teaching styles?

    2. How do they interact with the Domains of Learning and the Modalities?

    3. What impact may they have on students' learning?

XI. Learning Methods and Concepts

A. Purpose

    1. Students will learn to apply the concepts central to active and student-centered learning

    2. Students will use the course rubric evaluate peers' ability to incorporate course concepts

B. The creation of training in which students internalize new skills, knowledge, and attitudes requires instructor attention to key concepts and methods.

    1. Failing Forward – Are students given the opportunity to learn from failure?

    2. Assessment – Are students given the opportunity to assess their own and others' performance?

    3. Active involvement – Are students actively involved in their learning?

    4. Context – Are students clear of the context of what is to be learned to allow for transference to occur?

    5. Modeling – Are students able to model the knowledge, skills, and attitudes they wish to see in their own classes?

    6. Questions – Are students able to ask questions to cause thinking?

    7. Real World – Does the opportunity for transference to the real world exist within a training?

    8. Identity – Does the student understand their role and orientation with regard to what is to be learned?

    9. Resistive Students – Does the student have strategies for dealing with difficult classroom experiences?

    10. Essential questions

        a. How do these concepts contribute to student skill, knowledge, and attitude?

        b. What may occur to a class in which these concepts are neglected or omitted from the lesson planning?

XII. Essential Understandings and Learning Verifications

   A. Purpose

      1. Students will be able to explain the purpose and value of verifications conducted during classes

      2. Students will be able to create process modifications based on those verifications.

   B. Conducting a check-in during a training

      1. Verifies student comprehension for students and instructor

      2. Allows students to contrast awareness with peers

      3. Offers focus to the effective or non-effective process of the course

      4. Indicates a need for learning interventions

      5. Essential Questions

         a. What is to be gained by a class-progress verifications?

         b. What can be done with the results?

         c. What risks are there in performing such verifications and how may this be mitigated?

   C. Class management

      1. Verifications may reveal the need to modify the class process or design

      2. Considerations of "in the moment" or future modifications

XIII. Learning Activities

   A. Purpose

      1. Students will be able to create learning activities that cause higher-order critical thinking

      2. Students will be able to incorporate skill and attitude development, as well as transference to the "real world."

   B. Structure

      1. Framing

      2. Exit directions

      3. Relevance

      4. Debrief

      5. Transference

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C. Modeling Learning Activities

1. To allow practice and internalization of a new skill, knowledge, or attitude

2. Create opportunity for a discrepant event

3. Create opportunity for exploration of new perspectives

4. To create an overlapping of Domains of Learning

5. To allow students to modify the class process to suit their stronger modalities

6. The create a scaffolding for transference

7. To allow for practice in navigating team dynamics

8. To gain the benefit of group over individual effort

9. To develop problem solving strategies and tactics

D. Safety considerations

1. Review of AICC Safety Guidelines

2. Discussion about the importance of student safety in learning activity design.

E. Learning activity design

1. Determine what students should be able to do

2. Learning outcomes

3. Job tasks

4. Transference and the real world

5. Available resources

6. Design thinking

7. Encourage wild ideas and build on them

8. Equal playing field

9. Purpose

10. Structure

11. Logistics

XIV. Instructional Ethics and Legal Issues

A. Purpose

1. Students will be able to explain ethical and legal issues to be considered by instructors in POST classes

2. Instructors have certain responsibilities as leaders in the classroom.

3. Consider the legal and ethical responsibilities of instructors in a public safety environment.

B. Instructional Ethics

1. Test and security agreements

2. Gifts and gratuities

3. Unbiased and fair grading

4. Teaching to the test

5. Model behaviors described in the code of ethics

6. Cultural sensitivity

7. Fraternization

C. Legal Issues:

1. Copyright

2. Negligent training

3. Negligent Retention

4. Release of Student Information

5. Disability Accommodations

6. Harassment

7. Violation of policy and procedures

8. Safety of staff and students

9. Safety guidelines

10. Approval of training site

XV. Lesson Planning

A. Purpose

1. Students will be able to create a lesson plan for their own classes

2. Students will be able to explain the function and use of the Basic Course Instructional System specific to course content and process.

B. Expanded Course Outline (ECO)

1. Describes course content

2. NOT intended for use as a lesson plan

3. Required by POST for course certification

4. Format

   a. Third level of detail

   b. Should correspond to the Hourly Distribution

   c. Reference POST Regulation 1052 requirements

5. ECO content for the Basic Course Instructional System (BCIS) can also be found in the Training and Testing Specifications (TTS) and Learning Domain (LD) Workbooks

C. Lesson Plan

   1. Describes course process

   2. Except in certain circumstances (Ex: Basic Course) the lesson plan is not needed by POST for course certification.

   3. Lesson plan purposes

      a. Maintains class process consistency and quality, especially with teams of instructors teaching the same class

      b. A teaching guide for primary and secondary instructors

      c. Verification of compliance with standards/regulations

         1) POST mandates

         2) Legislative mandates

         3) Departmental mandates

      d. Memorializes training for future reference

         1) Civil litigation

         2) Best practices

      e. Assists in time management

   4. Format – should include but will vary on training need and presenter

      a. Summarized content (outline)

      b. Course Goal

      c. Module Goal

      d. Learning Objectives (Outcomes)

      e. Description of class process

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  f. Instructor notes/direction

  g. Time allotted to each section

  h. Instructional resources

 5. Lesson Plan process, including required learning activities, for the Basic Course Instructional System (BCS) can also be found in the Training and Testing Specifications (TTS)

XVI. Paralanguage/Platform Skills

A. Purpose

 1. Students will be able to explain paralanguage skills as they apply to an active-learning environment

 2. Students will practice and demonstrate various paralanguage skills

B. Paralanguage is nonverbal elements of communication, such as tone of voice, laughter, and, sometimes, gestures and facial expressions, that accompany speech and convey further meaning

 1. Paralanguage may be expressed consciously or unconsciously.

 2. Paralanguage may be the source of up to 90% of human communication

 3. Instructors must be aware of their paralanguage, and develop their ability to intentionally use paralanguage, to improve the clarity of their communication

C. Hand gestures – Hand movements enhance a message

 1. Directing attention to something else in the room that is not the facilitator

 2. An example is directing attention to an easel chart

 3. Directing attention to something or someone else that is outside of the room

 4. An example would be directing attention to the parking lot outside

 5. Minute Fingers

  a. Strategy used to for keeping track of time during presentations

  b. Usually done from the back of the room or any other location where the facilitator can see the signal.

D. Voice

 1. Credible Voice – used to send information or to make a point

    2. Approachable Voice – used when building rapport or seeking information

    3. Pitch - varying pitch helps draw the audience in and keep them engaged

 E. Pausing

    1. Gain audience attention

    2. Accent a point

    3. Helps slow down your pace

    4. Before a question is asked

    5. Before or after an answer is given

    6. Creates an opportunity for the group to process and comprehend

 F. Volume

    1. Know when to project voice and increase volume

    2. The larger the audience the louder you need to speak

    3. Can be used to control the audience

    4. Above Pause Whisper

       a. Similar to pausing, can be used to gain the audience's attention

       b. Can be used to quiet the room

 G. Kinesthetic Movement – Using your body to add dimension to your words

    1. Congruent movement

       a. Body movements should align with what is being said

       b. Example: Don't shake your head "no" when making an affirmative statement.

    2. Visual Paragraph

       a. Location has memory

       b. Moving to different locations to visually illustrate the difference between points.

XVII. Facilitation Skills: Critical Thinking and Essential Questions

 A. Purpose

    1. Students will be able to facilitate using questions that create higher-level thinking in the classroom.

    2. Students will develop critical thinking questions to cause self-evaluation.

 B. Successful facilitation must include "thinking questions" that cause higher order thinking with the intent to probe thought so reasoning becomes dynamic and continues as inquiry

  1. "Moving thinking around the room"

  2. A lack of thinking questions can halt student thinking in the classroom.

  3. Higher order questions arise from higher levels of Blooms Cognitive Taxonomy, resulting in student critical thinking about the topic

  4. Lower order questions arise from lower levels of Blooms Taxonomy, resulting in rote learning and a halt to learning

 C. Essential questions

  1. How do we cause our students to think and reason?

  2. How can a student's thinking be enhanced in the classroom?

  3. How do we know or see what a student is thinking in the classroom?

XVIII. Basic Course Instructional Design System (BCIDS)

 A. Purpose

  1. Students will analyze and comprehend the components of the Basic Course Instructional Design System (BCIDS)

  2. Students will be able to explain the role of each component within this system.

 B. Components of the Basic Course Instructional Design System (BCIDS)

  1. POST Regulation 1070/Specialized Subjects

  2. Training & Testing Specifications (TTS)

  3. POST Instructor's Guide to Learning Activities (IGLA)

  4. Regular Basic Course Workbook Series

XIX. POST Perspectives on Safety Issues

 A. Purpose

  1. Students will be able to explain that a fundamental goal of effective training is to replicate the "real world"

  2. This also presents safety risks that must be managed.

 B. Considerations

  1. Responsibility for student safety

  2. Instructor/student ratio

  3. Safety rules development

  4. Safety requirements and conditions for POST class certification

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5. Typical safety policies

6. Overarching concept: We must involve our students in active and real-life training but we also have the obligation to manage their safety

XX. Instructor Development Institute (IDI)

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

   1. POST mandated course for any instructor in the Regular Basic Course.

   2. This is the foundation for the other three levels.

   3. Academy Instructor Certification Program (AICP)

      a. To maintain eligibility as an instructor in the RBC:

         1) Every 3 years

            a) Must complete a minimum of 24 hours as an instructor

            a) Must complete a minimum of 8 hours of instructor development training

         2) The IDI offers AICP requalification courses every year

      b. Academy Coordinator's responsibility to maintain/update the AICP database

B. Level II

   1. Intermediate Instructor Development Course (40 hour course)

   2. Instructional Technology (16 hour course) or Equivalency

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. Validation (32 hours)

      f.   Implementation of course

E. Encouragement to become lifelong learners

    1. The road to mastery is never ending

    2. Instructional techniques and the field of law enforcement are constantly evolving

    3. Instructional obligation to evolve with it

XXI. Competency Verification and Student Presentations/Facilitations

A. Purpose

    1. Students will create and facilitate a lesson that creates student engagement, critical thinking, and transference of new knowledge or skill

    2. Students must demonstrate AICP competency verification requirements

B. Rubric-based evaluation

    1. Students will be evaluated by their peers based on the rubric

    2. Students will also be evaluated by facilitators based on the rubric

C. Competency Verification Requirements

    1. Instructors' role and responsibilities

    2. Concepts of adult learning

    3. Training Plan Components

    4. Presentation Skills

    5. Facilitation

    6. Instructional Resources

    7. Basic Course Evaluation, Testing, and Remediation

XXII. Review and Evaluation of class

   A. Formal and informal review of course content

      1. Formal review allows for students to write and capture their thoughts on an evaluation form

      2. Informal feedback and discussion with students and facilitators

        a. Often gains feedback that a student does not want to put in written form

        b. A valuable part of the end of course process

      3. Takeaways

        a. What are the students taking from the class?

        b. Key learning moments?

        c. What are the instructors/facilitators learning from the students and process?

           1) Point out to students that the instructors also learn from the process of teaching.