

# Instructor Handbook



## **Texas Commission on Law Enforcement**

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Austin, Texas 78723

**Effective January 2021**

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## Acknowledgments

The members of the Texas Commission on Law Enforcement (TCOLE) extend a heartfelt thank you to the many individuals and organizations whose input made this handbook possible. The collaborative sharing of information makes the production of these types of useful guides possible and helps us all to keep our law enforcement teams well trained and professional.

A special thanks to the Texas District and County Attorneys Association (TDCAA), Executive Director Rob Kepple, Training Director Brian Klas, and Prosecuting Attorney W. Clay Abbott for permitting TCOLE to utilize copyrighted material from the TDCAA faculty handbook (2010 and 2019) in development of this manual. Thanks also to the Cedar Valley College Law Enforcement Academy (CVCLEA), Training Coordinator Commander Jeffrey L. Seif, and to Tarrant County College District Criminal Justice Training Center (TCCD-CJTC) Academy Director Rafael Perea for permission to use portions of their respective instructor manuals in this guide.

Finally, thanks to all of the dedicated training providers, coordinators, and instructors throughout Texas who provided countless suggestions and ideas in this handbook's development, and who work tirelessly each day to keep our peace officers, telecommunicators and jailers trained and ready for their professional roles in today's society. We acknowledge and appreciate the ongoing commitment to training excellence.

Respectfully,

Kim Vickers, TCOLE Executive Director

## Introduction

Welcome to the Texas Commission on Law Enforcement (TCOLE) handbook for instructors and presenters. We believe TCOLE holds an obligation to outline the expectations of professional training standards by all of our affiliates, and to support you in achieving success in training by providing important guidance in the development and implementation of engaging, informative and effective learning presentations. This handbook represents the first step in that process, and we trust you will find it both useful and rewarding.

As an instructor or presenter, you also hold an important obligation to the law enforcement profession for peace officers, telecommunicators and jailers. Your commitment in maintaining the highest ethical standards, complying with all the regulatory standards set out by TCOLE and your agency, and your continuation of personal self-improvement remains key in providing contemporary and effective training presentation models.

This handbook remains a living document, subject to refinement and evolution, as it makes its way through time and circumstance in the ever-changing environment under which we all operate. To that end, each reader is welcome to provide suggestions, new methodologies, and creative ideas to any of the appropriate TCOLE staff at any time. Likewise, each instructor and presenter is encouraged to seek new and creative methodologies in facilitating learning, for through this process we achieve an even greater success in meeting our obligations to true professionalism.

We urge you to read this guide thoroughly, ponder its content, and scrawl notes to help you. Thanks for giving your time, effort, and expertise in the ongoing quest for continual improvement. You remain the heart and soul of the profession, and we could not achieve true and meaningful success without you.





## **Instructor Responsibilities**

### **Know your presentation assignment and materials**

Develop course lesson plans and presentation materials consistent with the proficiency level of the participants and consistent with the time allocations for the training program. In some courses, particularly within licensure courses and seminar settings, the programs incorporate multiple presenters. Becoming familiar with the overall agenda helps you to understand how your presentation fits within the program. You are encouraged to reach out to others and visit with them before and during the course or program presentation.

By identifying and clearly enumerating the learning objectives, you are better able to structure your presentation to focus on those objectives. Staying focused and on course makes the presentation more powerful. Focus on what the participant NEEDS to know, and intersperse what is NICE to know as time allows. Developing and using a structured lesson plan helps facilitate that process. The first step to a quality lesson plan involves the development of specific learning objectives: what it is you want the participant to learn, to what degree of proficiency they are expected to achieve as a result, and under what conditions they are expected to be assessed to validate having gained the desired knowledge, skill or ability as outlined. More on developing learning objectives and lesson plans later in this guide. For now, focus on knowing your presentation material expertly.

### **Know your audience**

Training programs typically include participants with a wide range of knowledge, skills and abilities on a particular training topic. The audience may include those with only a few years on the job to those with decades of experience across several organizational functions. For this reason, most presentations should include both the practical applications (the how to “nuts and bolts” information) in addition to some advanced scenarios designed to generate a higher level of cognitive thinking for the more experienced student. Strive to give everyone at least something beneficial.

You may also see a variety of supervisory levels and even mixed audiences with certified, licensed and civilian personnel all attending. Check with the training coordinator overseeing the program to get an idea of the anticipated audience and be prepared to adjust the presentation based upon what you observe and learn at the beginning of your presentation. Keep the presentations on the “high-road” of professionalism, using approaches designed to reflect consideration for every level of education and experience present and drawing upon that “positive something” that every student has to offer to the group.



## Use appropriate written materials

Personal Resume, Bio, or Curriculum Vitae – Instructors provide a resume, bio, or vitae to document their qualifications to present the training course. TCOLE rules address required standards for documenting instructor credentials, and the participants deserve to know the level of expertise of the person conducting the training.

Handouts – Most participants appreciate materials they can take with them to review and digest after the program. We encourage the use of handouts. When providing handouts of a PowerPoint presentation, keep in mind the student likely only needs the core information instead of each slide. Adding your course learning objectives to the handouts meets another TCOLE requirement of ‘distributing or presenting’ the learning objectives to the students. The use of bulleted outlines, multiple slide per page, and printing double sided reduces printing costs and unnecessary paper usage. The employment of technology via downloaded materials can even further enhance the learning experience.

Copyright – TCOLE expects high standards in respecting copyright for intellectual property. There exists a widespread belief that a per se “educational use” exception exists for use of copyright material; *it does not*. Copyright violations can result in civil and criminal penalties on enforcement. Give full credit to the original author and pay or get permission for use if required to do so. We recommend following the fair use guidelines development by the Conference on Fair Use outlined in [www.copyright.gov](http://www.copyright.gov) website.

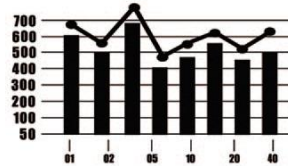
The “fair use” test asks who wants to use the material, what material you intend to use, how much of the material you include, and the purpose of its use. We recommend always giving acknowledgement to the original author/developer, and clearly state in your materials and presentation that the copyright materials are restricted from further distribution. It is equally important to acknowledge the source of any copyrighted images or sounds. The “fair use” rules permit up to three (3) minutes of a movie for use in the presentation, and it expires after two years if used in the same presentation. Please help us all protect the integrity of the programs and our profession by complying. If you have questions, ask questions and research further.

## Recognize and tap into the learning styles

Children and adults learn differently, if for no other reason than their experience and ability to correlate the training to past personal experiences. The most common question is the WIIFM approach: “What’s In It For Me.” Positive results are most often seen when you address this question early in the presentation. Doing so allows the participant to draw on their experience and future need for the materials, thereby creating buy-in interest. The “preparation” phase of your lesson plan outlines how you expect to achieve addressing the WIIFM; outlining what you will say or do as a part of the opening introductions to get their “buy-in” and establish your

personal credibility in being able to present the material. Professional presenters also recognize that individuals learn differently. Some prefer to listen to the material presented; the “auditory learners.” Some understand and retain the material and concepts when presented in some visual form; the “visual learners.” Others absorb best when engaged through performing tasks that require movement or some physical action such as touching materials; the “kinesthetic learners.” Intertwined among those learners you may identify one or more of the four common learner preferences, as referenced by their common colloquial names, that allow individual learners to better grasp your material and learning objectives.

- **“Rationals”** prefer lectures, handouts, experts, analysis and logic in the presentation to convince.



- **“Idealists”** desire interaction, group discussion, and role-play. They care about feeling and self-worth.

- **“Guardians”** seek examples, checklists, policies, and summaries for structure. Stay on topic with them.



- **“Artisans”** like brainstorming and creativity.

To succeed, give them each something to take away from your program or presentation. We explore this in greater detail later in the guidelines.

## Assist with required documentation

Instructors are held responsible for the collection and distribution of required documentation associated with conducting and report of training for attendees. Instructors should check with the designated training coordinator to determine specifics; however, the following are the most common expectations:

- Determine where the sign-in sheets or attendance validation is located, and ensure all students are properly accounted and documented for attendance purposes.
- Distribution and collection of tests and test records.
- Distribution and collection of course and instructor evaluations.

Instructors are required to verify that students attend the entire training program in order to receive training credit. There are many agencies and individual officers under the misguided belief that students are permitted by TCOLE to miss up to 10% of a class; however, **NO such allowance exists in TCOLE rules.** TCOLE maintains an expectation of attendance of the full class. Each training coordinator, in consultation with their advisory board and training policies, determines how to address absences and missed class time. Consult with the designated training coordinator and document the action taken for the training file records. Remember that the instructor is equally responsible under TCOLE rules for enforcement of attendance standards applicable to receiving TCOLE training credits.

## **Learning Objectives**

Short learning objectives within a presentation consist of less detail than the full learning objective identified as a part of the lesson plan. Creating quality learning objectives for presentation purposes presents the first challenge in developing a lesson plan.

Short learning objectives commonly seen in presentation format focus on three components: (1) Identifying the audience participant, (2) expressing an action verb, and (3) stating the measurable result. For example: The student (audience) will be able to identify (action verb) the three parts of a learning objective (measurable result).

Full, or long, learning objectives typically exist in the lesson plan. The full learning objective identifies everything as shown for the short learning objective, plus identifying to what level of proficiency the objective must be achieved and under what condition. Example: The participant (audience) will be able to identify (action verb) the two types of learning objectives (measurable result) scoring 80% or higher (level of proficiency) on a written exam (under what condition.)

The handbook's appendix includes a chart of action verbs and their relationship to the desired outcome.

## Adult learning styles

The key distinguishing feature between teaching children and teaching adults is that adults have experience. The attendees' experiences can affect your presentation in numerous ways, from resistance and bias to acceptance and recognition, but you must always be aware of its power.

The one question every attendee wants to know immediately in your presentation is WIIFM: **“What’s in it for me?”** You have to answer that question early and often. Know that your audience will draw from their experiences and make connections between their experiential knowledge and what they seek to gain from your lecture, so it is imperative that you listen and interact with them. This is why lecturing behind the podium doesn’t work—adults simply don’t learn well that way.

It’s also very important to be aware that not all of your audience will react to presentations the same. Some participants primarily take in information through their ears (auditory learners), some through their eyes (visual learners), and some through physically moving, touching, or re-enacting (kinesthetic learners). Also, individuals have distinct learning styles that influence how well they learn and remember information.

There are essentially four types of learning styles, none of which is any better or worse than the others—they’re just different. They have clinical names, but for simplicity, let’s use the more colloquial and explanatory names: the Rationals, Guardians, Idealists, and Artisans.

- **Rationals** prefer lectures, handouts, experts, analysis, and logic. They want facts, theories, and case studies. These participants must be convinced. They like to question and test. They ask, “Do the speaker’s conclusions follow the data, and do they make sense?” Rationals are linear and cognitive. That means they process by debate and live in their heads, and a presentation must make cognitive sense.
- **Guardians** desire examples, checklists, policies and procedures, summaries, and practice. They like structure. These are “bottom line” participants. They want to know what the rule, answer, law, or policy is they need to implement to accomplish the desired result. Get off-topic or off-agenda with Guardians, and they’ll rip you in the evaluation. Guardians live and die by preparation. They are linear. If you tell them you have a four-part method, you had better cover all four steps and in order. And stay within the designated time period, or the Guardian will take it to mean you were unprepared and undisciplined. That generates the question as to why you should be trusted in your presentation facts. The same goes with spelling, so check your presentation for errors.

- **Idealists** want you to include interactions, group discussions, videos, personal experiences, music, and role-plays. Inspire Idealists, and they will learn. These participants care about feelings and people's self-worth, so this is the group you'll offend if you talk down to other members of the audience or ridicule others. Idealists become bored at lengthy views of numbers, statistics, and lecture. Idealists excel at diplomatic intelligence. Idealists must be inspired, not just convinced or given rules. If your presentation is devoid of emotional appeal, you will lose the Idealist. If your presentation is all emotional appeal, you will lose everyone else.
- **Artisans** want brainstorming, visuals, imagination, discussions, holistic exercises, experimentation, and creativity. These participants march to their own drummer, so they like surprises in the presentation and off-beat humor or thinking. No presentation is worse than a boring one for Artisans. They want the big picture, and they want to be engaged. Artisans are creative and think outside of the box—because they alone know there is no box. Challenge is the key to keeping Artisans engaged. They want you to get to the point. Bore them, and they will liven up the classroom by hunting you.

Remember, your audience will always include people of each learning style. You can see how many of these learning styles completely contradict each other, and that's why it's important to include elements for all of them in your presentation. You will feel more comfortable teaching in the style you learn in, but it is critical that you reach out to all the groups. Focus especially on the ones that don't come naturally to you: that way, you will ensure that each learner receives something to take back with him, and you will have truly taught the entire audience, which is not an easy thing to do. Thus, parts of your presentation must speak to each group, or that subset will not learn or retain your information. You will always speak effectively to participants similar to you, but it takes preparation and thought to communicate with different people.

## Developing Lesson Plans

The TCOLE Basic Instructor Course, as with many other instructor-related courses, teaches that quality instructors engage the following steps in their respective order: (1) Develop an outline of the program goals and topics, and then “flesh out” that outline, (2) Identify the learning objectives, (3) Develop and document the teaching steps needed to impart the information necessary to achieve the learning objectives, to wit: a detailed and comprehensive lesson plan. (4) Determine the method of assessment to validate that learning took place, (5) Develop the assessment document (may be a quiz, test, physical skills/performance checklist, list of questions to ‘group question’, table-top exercise, etc.), (6) Develop the method of evaluation of the instructor and the presentation, and (7) Develop any presentation materials such as handouts or PowerPoint or other instructional aid.

Some instructors attempt to begin by developing a PowerPoint, and then constructing a lesson plan from the PowerPoint. This process most frequently results in attempts to use a “dressed up” PowerPoint as a lesson plan, and such action is specifically listed on the TCOLE website as being unacceptable. TCOLE Rules and the basic instructor course give a broad definition of a lesson plan, and the best source for what must be included in a lesson plan can be found in the TCOLE Basic Instructor Course Instructor Resource Guide (IRG). Please note that an IRG is NOT, repeat NOT a “lesson plan,” even though it contains most of what should be in a lesson plan. If you will review the abstract, it typically notes in bold or italic letters that the IRG is NOT acceptable as a substitute for a lesson plan. What the IRG does provide is the TCOLE required learning objectives (which you may add to, or update when applicable, but not delete or take away from) and many of the major and minor teaching steps. The IRG is a major aid in developing your lesson plan.

A recap summary of the components of an acceptable lesson plan, as outlined in the TCOLE Basic Instructor course curriculum, includes the following:

- Cover page - identifies the course details such as length, target audience, class size, date of development, and much more, followed by the instructional portion of the lesson plan.
- Phase I Preparation – This involves the opening statement and powerful, attention-grabbing introduction of the course to the participant.
- Phase II Core Presentation – This is the heart and soul of the training being conducted. Instructors should NOT rely on a PowerPoint as the lesson plan, for they often times fall prey to reading from a slide. Many instructors attempt to use the bulleted “outline” format from a PowerPoint presentation as this section of the lesson plan, which is simply a “dressed up” PowerPoint that is NOT a quality lesson plan. In most cases, ask yourself if you would have passed your instructor certification course if you presented such a lesson plan at that time. Your presentation portion of the lesson plan should also show where you plan

to take a break – all lessons should be ‘dry run’ so you can develop the timings and determine where you need an interim summary (before lunch, or end of day 1, day 2, etc.) - this will assist you in keeping on track and on time.

- Phase III Application – Explain how the instructor is expected to assess the level of competency and ongoing learning during the training presentation.
- Phase IV Summary Closing – Provide a summary wrap up by reviewing the original learning objectives and providing the participant with a closing comment they can remember and relate to their learning experience.
- Phase V Assessment/Test – Identify the method and type of assessment. Assessments include written exams, specific skills exams, scenario-based simulations, or a compilation of these. The key rests in following through by using the type of assessment outlined in the lesson plan. Questions on written exams must have a direct correlation to the learning objectives. Blank copies of written exams and the test answer key, as well as blank copies of the skills demonstration check sheet, should be attached to the lesson plan. Skills and scenario-based assessment documentation provides validation that the assessment took place and assists in future court cases.
- Phase VI Addendums – If applicable, include a detailed description of scenarios and handouts.
- Phase VII References – Identify any and all references researched and used to develop the lesson plan. Be specific so the references can later be verified. Remember that websites often change their URL, so provide as much information as possible if you use a website for information.

Lesson plans serve another useful purpose as well. In the event of an equipment malfunction, such as a projector bulb burning out, the lesson plan is the instructional guide to keep the instructor on track with the presentation, and the students continue to receive a positive learning experience.

Reminder: lesson plans should be updated periodically. New court cases emerge. Legislative bodies enact new laws. Updated technology or methodologies continue being developed. A good rule of thumb is to review – and update where needed – all lesson plans at least every two years, to keep up with potential legislative changes. While you update to a “revised” or “new” lesson plan, keep in mind that TCOLE rules require you to retain the original version(s) of the lesson plan for a minimal period of five (5) years. For this reason, the LP used in a class should be archived within or linked directly to a specific version used for the class identified in the training folder for the training roster submitted through TCLEDDS. The importance of this requirement rests in the ability to identify the specific learning objectives and detailed information instructed to one student, whereas another student in a later class may have been instructed on new or additional materials. Such information could serve as a critical part of



future criminal or civil court cases. These records may be retained in digital format. Be sure to develop one or more backup protection methods for digital files.

Remember that a variety of training aids facilitate visual, auditory and/or tactile learning. These include, but are not limited to, flip charts, scenario handouts, marker boards, overhead or “ELMO” projectors, and even pieces of related equipment such as a camera, first-aid kit, or other device. You may recall your requirement to use at least two such devices in your Basic Instructor course.

## Building PowerPoint or Similar Presentations

Research shows that participants typically remember only about 20% of what they hear; yet that number jumps to about 50% for what they see and hear at the same time. That number goes to 70% if they see and hear it and you get them to repeat it back to you. And then it reaches a whopping 90% if they see and hear and repeat it out loud and demonstrate it. For these reasons interaction with your audience remains paramount.

Even in larger venues you can engage group discussion and short verbal quizzes or Q&A feedback during the presentation itself.

If you are using a digital presentation such as PowerPoint slide program, you should prepare to incorporate a lavalier or lapel microphone (portable clip-on with a battery power transmitter box) and a hand-held “clicker” or wireless mouse to advance the presentation to the next slide. Running back and forth to the computer to advance the slide, and the inability of a participant to fully hear and engage the training, create distractions that result in a substandard learning experience. Likewise, a poorly developed PowerPoint can sabotage even the best of presenters. Here are few of the key tips for success.

### Pay attention to font size.

Small font (size 12-18) causes the student to strain to see. Medium font (24-28) is the absolute minimal size, and even it provides challenges. Large to extra-large font (32 and up) provide the best results.



### Try “bolding” the words.

Using a heavier weight of type like “bold” makes the word easier to see. If your goal is for the audience to read and digest what you present, a bold type is a must. Bolding is the only difference in the two examples below.

Unbolded TCOLE History

- TCLEOSE (Texas Commission on Law Enforcement Officer Standards and Education)
- Began 08-31-1965
- Initial certification for Peace Officers (1970) and County Jailers (1979) and Telecommunicators (1987)

**Bolded TCOLE History**

- **TCLEOSE (Texas Commission on Law Enforcement Officer Standards and Education)**
- **Began 08-31-1965**
- **Initial certification for Peace Officers (1970) and County Jailers (1979) and Telecommunicators (1987)**

### Font style also makes a difference.

Arial is always a safe choice because it is a “sans serif” font with an even weight. Each of the following words reflect a variety of fonts as described by their names; note the differences in the letter size and the spacing between the letters even though they are all size 12 for this text presentation. Arial, Times New Roman, *Tahoma Courier*, and Calibri. Here are the same ones in “bold” font: **Arial, Times New Roman, Tahoma Courier, and Calibri**. Hopefully you get the picture.

**Courier Font History**

TCLEOSE

- Began 08-31-1965

Initial certification for

- Peace Officers (1970)
- County Jailers (1979)
- Telecommunicators (1987)

**Arial Black Font History**

**TCLEOSE**

- **Began 08-31-1965**

**Initial certification for**

- **Peace Officers (1970)**
- **County Jailers (1979)**
- **Telecommunicators (1987)**

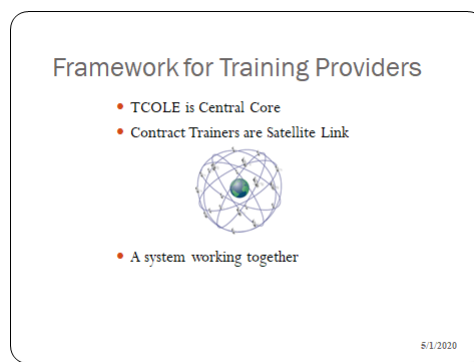
Consider color, both in the letter and the background.

A neutral background typically provides the best result. Yellows and reds commonly “wash-out” and appear faded under the lights of larger rooms. Black on a soft grey background remains the safest bet for the majority of presentation environments. Keep in mind that if you print copies of material for students, the printed copy may only be black/grey/white. A “RED” word in the slide may need another visual effect such as underline or italics to draw attention to the “RED” word on printed documents. Remember also that white color on printed document is simply a lack of ink; so printing white words on a black background uses a lot of ink/toner on printed copies, and colors become some shade of grey. See some examples below:



## Check the background style – keep it simple

The use of new style graphic design for slide backgrounds can provide a certain eye appeal. It can also serve as a distraction, and in some cases minimize both the quantity and quality of slide content. Likewise, the insertion of small pictures that correspond to the message provide another visual cue and reminder to help the student retain the material. Keeping it simple usually works best. See some examples below to see what lacks character and what works:



## Minimize total word numbers

Minimize the number of words on a slide. Use the basic “6X6” guide: a maximum of six lines and a maximum of six words on any one line. This lets you use larger font and pictures to help get your information across, and the student tends to focus on you, not the screen. Use the “speaker notes” mode on presentation so you see your notes on your computer but they don’t. Sometimes the use of a picture with only 1 or 2 words sends a strong message easily retained.

### Areas of Evaluation Review

There is an evaluation guide located on the TCOLE web site under training provider resources. Training locations and co-sponsors identified. Reporting timeline compliance. Training schedules posted to internet or other public venue. Advisory board documentation. Training Coordinator credentials. Instructor credentials (including 215.10). Training files and Lesson plans. Cadet Eligibility for licensure courses. Please note that if you accept the DOLCEE remind the issuing agency that TCOLE may check with that agency to verify compliance, and it must be accompanied by the Agency Checklist.

### Areas of Evaluation Review

- Contract Valid and Current
- Facility Compliance
- Training Locations and Co-Sponsor
- Reporting/Timeline Compliance
- Training Schedule on Internet/P.V.
- Advisory Board Documentation
- Training Coordinator Credentials
- Instructor Credentials (including 215.10)
- Training Files and Lesson Plans
- Cadet Eligibility (Licensure Courses)
  - Note: If you use DOLCEE – we may check agency.



### Something About Questions

- Every question is important
- Have Patience - Presentation may answer
- Q&A following presentation
- We don't know all the answers
- We will get you the answers



### Quick Tips/Ideas

- Avoid Issues Read the Rules Closely (211.1/215/217/218.1)
- Explore TCOLE web site frequently
- Read “The Briefing” - TCOLE web site
- Technical Assistance Bulletins on web page
- Network and Share Samples



### Sunny Side of Learning !!!



I'm so excited.



### Avoid Danger



If you pay attention to viewing your presentation from the participant’s perspective, and you use the tools provided in this guide, your presentation will meet or exceed expectations.

## **Delivering the Presentation**

For 21<sup>st</sup> Century presentations, the time of a lecturer reading from note cards behind a podium has passed. The old-style limits eye contact, contains no visual cues to stimulate learning and retention, and student boredom sets in quickly and profoundly. The tips contained in this guide provide for a successful presentation within the new model.

### **PowerPoint and presentation software**

Arrive early to confirm compatibility with your information source (flash drive, CD, DVD, etc.) and to identify the operational nuances of use of the equipment, including speakers for any videos. This may also include confirming password access, batteries in wireless devices, and even markers that are the appropriate type and actually write. We recommend your PowerPoints contain short brief key points and avoid using full sentences except when showing a quote. Use pictures incorporated into the slide to break the monotony of screen after screen of words. Always be prepared for the inevitable worst-case scenario, including equipment failure; always have a printed backup you could use for instructional purposes.

### **Set up and test the microphone and sound systems**

Set your microphone up ahead of time so there is no need to continually adjust it throughout the presentation. If there is an audio issue, get it fixed ahead of time, and develop a backup plan for just such scenarios. On that note, wear something that will work with a body microphone—neckties are the perfect attachment spot. If you are sans tie, wear something made of stiff cloth, not anything flimsy. Avoid lanyards or necklaces; they clank around, and the sound drives at least one attendee crazy.



### **Dress for success**

Appearances of the presenter play a big role in the mind of the student's acknowledgment or acceptance of the presenter's expertise and intellectual authority to deliver the training. The instructor's personal hygiene and clothing selection make an immediate first impression; make

it a positive image to assist in gaining the students respect and trust. Likewise, dress for the occasion and type of training conducted. Wearing a suit and tie to a tactical training exercise may make the presenter look “sharp,” but it does nothing in establishing credibility. On the other hand, wearing a color coordinated set of BDUs, a red external ballistic vest with the words “Range Master” inscribed on the front and back, a cap with the agency logo, and carrying quality eye and ear protection immediately presents the image of someone who knows their business. Sweatpants, t-shirt and tennis shoes in a classroom may be comfortable, but it seldom represents professionalism. Look the part, and then teach the part – professionally.

### Know your material

By knowing your presentation material, you present at a level that reflects your true subject matter expertise. You are also much better prepared to field questions presented during the presentation. Reading verbatim from cue cards or PowerPoint slides creates a detracted image. When you don’t know something, simply admit it, and then make a note and if possible, get the answer for them. At least research the answer so you will know it for the next presentation.

### Open strong

Grab their attention and don’t let it go. Most attendees make up their minds about instructors within the first few minutes, so seize this important opportunity. That’s called primacy. It’s just like the first minutes of a court trial, including voir dire, opening argument, and first-close in jury trials. Starting strong is easy money, and it’s too important to waste with nonsense or, worse yet, self-sabotage.

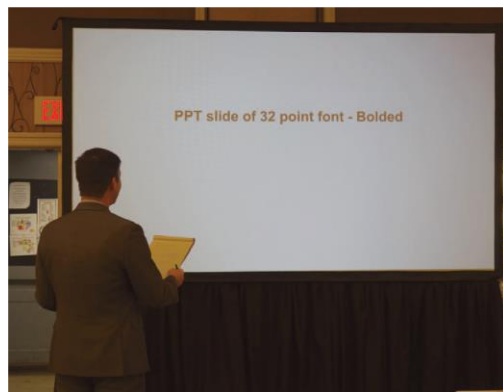
Avoid weak statements even if they are true. Here are the two most common ways speakers weaken their opening:

- **Instructors disrespect the audience, agency, association, or location of the training.** Attendees could care less in hearing that “I just got called last week,” “I’ll do my best in this loud, horrible room,” or “I usually speak to lawyers, so I don’t know if this stuff is applicable to this group.” It comes off either as an excuse or that you are a difficult person to deal with, neither of which is a great way to begin a presentation, or that you fail to know your audience.
- **Instructors disrespect themselves or their presentation.** Presenters lose credibility when the student hears that “this is the first time I’ve done this, so go easy on me,” “I don’t know why they chose me—I’m not very good at this,” or “I’m sorry this is such a boring topic.” The training coordinators choose instructors carefully, so belittling them or yourself is a self-fulfilling prophecy. If you tell the audience your talk is boring, they’ll believe you. If you tell them you’re no good, they’ll think you’re no good. Being positive and energetic provides a road to success.



### Be aware of your body position.

Remember that as much as 70% or more of communication takes place through body language. Avoid turning your back to the audience. Turning your back to your audience to read the screen weakens your presentation through the loss of eye contact and the appearance that you may not know your material. Likewise, avoid grabbing both sides of the podium and standing rigidly for the entire hour. Move out from behind the podium or lectern and around the room to create interest. Exude energy. Unless it is intentional or required, try to avoid standing behind a podium at all. Spread your view across the entire room, engaging individuals with eye contact. Scan the participants throughout the room instead of looking only to one side of a room or only to the front few rows; doing so helps to avoid excluding portions of the audience and detracting from their learning and retention.



### Avoid reading directly from notes or presentation slides.

If the people wanted someone to read from the slides or from the paper, they could do it themselves. You are a presenter, so present. You should use the instructional or presentation aids as a guide or outline. Make yourself and the materials you present the focal point. The aids should serve to reinforce your presentation message instead of replacing it. Likewise, everyone loses their place from time to time. If you need to eyeball a slide to jumpstart your brain, just stop talking and walk toward the screen. It will work as a nice pause, allow you to move to a different location, and help you remember what you wanted to talk about.



### Do use visual aids.

Visual aids increase an attendee's learning and retention. This is the reason that visual presentation software is so important—it's a simple way to *reinforce* your message. Be careful of overusing sounds, pictures, clip art, etc., in your presentation, as these often distract from the message rather than reinforce it.

### Avoid fidgeting while you are in front of the audience.

Empty your pockets of change, keys, etc. Stop wielding your pen or notes as a sword or shield. And please, at all costs, resist the habit of clicking your pen continuously. These create unnecessary obstacles to learning. In some cases, the participant focuses more on the distraction and loses the learning in the process. Other examples may include using the same air-time fillers such as "uh" or "um," or even short phrases said over and over such as "you know?"

### Refuse to engage in the use of inappropriate language, or offensive jokes or conduct.

Any audience can be offended, and once offended their level of learning drops along with your professionalism image. You must know your audience and the intentional applicability of the specific language used should be only as a structured part of the presentation. Words intended to be acceptable to one person may be considered offensive to another, and it results in negative evaluations, and more importantly, an impediment to getting your training message across. Certain terminology or even "salty language" may at times be a necessary or applicable component of some training. However, like a lot of things in this world, if you aren't sure, the answer should be a resounding "NO!" Try a different approach. Any comments or stories that rely upon racial, ethnic, sexual, religious, or gender degradation are considered inappropriate and should be reported to the training coordinator immediately.

### Avoid using too many war stories.

Use caution with sharing "war stories" and keep them to a minimum, using them primarily as illustrative examples of the topic and learning objective being presented. Focus on the lesson at hand. Avoid the desire to "run down a rabbit trail" or to engage in telling multiple or long-winded war stories. Save those for social visits. Occasionally you may encounter someone who wants to repeatedly tell a war story. Acknowledge that you would like to hear the story during the break or after the program, but that in order to complete the course on time you need to return to the lesson plan. Then engage that person again with a simple response question as soon as practical. That helps keep everyone engaged. Using a hypothetical situation, or one or two war stories, remains much more effective than beginning each statement with "In my county, we ..." or "In this case, I ..." After more than one or two of these, the audience begins to

doubt the speaker's objectivity and believes the presenter holds only a self-interest, instead of an interest in the topic. Remember, if you pin all your training examples to your specific geographical area, then it sounds less relevant to anyone from other areas — or it will at least give them an excuse to tune out.

### Arrive on time and end on time.

Start on time. Participants have a preconceived expectation that you will be ready to begin at the start time, and that you will end by the scheduled concluding time. To start late or stay late can be seen as disrespectful and/or disorganized. When you show up late without an overwhelmingly justified explanation, you are letting the whole world know that you simply don't care. It says that you don't care about the attendees, your fellow presenters, or the group for whom you are speaking. Nothing says amateur hour like an unexplained, too-long break followed by a frenzied setup in the front of the room. We know that things happen—if something happens, let the training coordinator know. Attendees will forgive just about anything so long as they are kept in the loop. Remember that for most training events and presentations, presenters should arrive *at least* an hour in advance.

The time between start and finish encompasses the actual training. Fill that pre-established time with meaningful and quality training on the designated topic. If the course is scheduled as a 4-hour course, and you end the presentation after two hours, not only do participants feel robbed of quality training, only the amount of actual training time given can be reported to TCOLE. Since some courses have a minimally required time, it could cause the course to not be accepted for credit. Unless you are conducting a distance learning, correspondence course with independent study parameters, “study time” or “homework assignments” are NOT considered as training time. The reporting of more training time than the student actually received holds the potential for both criminal and administrative penalties.

Take reasonable breaks. It is sometimes useful to take brief stand-and-stretch breaks at their seats between regularly scheduled breaks. Doing so helps keep their attention span high and working towards their learning and retaining the materials.

Like a late start, running significantly past your scheduled stop is also unacceptable. Always bring a timepiece with you to keep track of your time or arrange for someone in the audience or agency staff to give a five- or 10-minute warning to a speaker. If you are getting a warning, acknowledge that warning! Otherwise, the designated warner will become increasingly animated to ensure that you are aware of your approaching limit. Running over your allotted time produces a negative impact downstream as well. Other presenters that follow you will not have the benefit of sufficient time to set up their program. Attendees focus on the “excessive or wasted time” and less on your topic material. The last thing anyone wants to do is to cut off

a presentation—it is uncomfortable for attendees and presenter alike. That said, stopping an overlong presentation is the less damaging solution than a talk that is eating into other scheduled presentations. Finish on time.

CORRECT  
The “warner” at the rear of the room and the instructor giving a “thumbs-up” acknowledgment.



INCORRECT  
The “warner” at the rear of the room becomes animated, and the instructor fails to acknowledge.

### Respect others

The participants bring their personal experiences and life history with them, along with their self-esteem. Avoid sabotaging a participant by intentionally catching them off-guard with a challenging question. If you do ask someone a question and see they are struggling, ask others to help develop an answer to this difficult question and give credit to the original participant for a “good response.” This helps others desire to participate without fear as well. Instructors

actually appear to be less intelligent based on the number of questions they ask that participants are unable to answer. Attendees bring their self-esteem with them and generally react poorly to having it sabotaged by the instructor by intentionally catching the off-guard with a challenging question. (However, when properly structured and timed, questions can serve as a useful tool. They serve to quiet an attendee who continues to talk to neighbors while you are presenting—but handle it carefully and judiciously.) Properly timed and well-structured questions encourage attendees to think beyond the normal limits and engage with the training. Asking questions can achieve that goal. Instead of “surprise-gotcha,” try pre-selecting a table or group to focus with you before asking your question, and then ask the question of the group. Then become their ally with their answer. If the small group is stumped or answer incorrectly, you move on diplomatically with, “that is a great answer, and let’s see if there are other options,” or “that is certainly a unique response, and wonder what other ideas this group might develop,” or “that is a tough question for anyone.” Brief silence can sometimes generate responses as well by giving them time to think and ponder your question. Remember that you want to engage them, not focus on “toughening up” the attendees.

**Engage** – Create an environment of trust by asking open-ended questions and waiting for someone to respond, and then acknowledge their response. If the response happens to be incorrect, instead of “shutting them down” by pointing out their error, attempt to reframe it with something like, “I can see where you might initially think so, but what other options might there be?” or “That’s an interesting thought I’d not considered. What other ideas pop out to you; anyone?” This encourages others when they know they are “safe” even if not providing the “correct” answer or the answer you seek. At least they remain engaged and thinking. This is why interaction, whether in large group or table group discussions is so effective. Keep them thinking, talking and doing and you will create strong learners.

### **Avoid arguing with an attendee.**

Use extreme caution when answering questions with hypotheticals; they can quickly evolve into an adversarial discussion, intended or unintended. Even if you are “right,” alienating portions of the class results in lost training. Answer the question cordially and move on, or approach your response with a diplomatic avoidance technique, such as “you bring up an interesting scenario, and I think the presentation might give a little more insight as we progress through the program ,” and then move on. If the attendee continues to spar with you, gently state that you will have time to talk with him after the presentation, but now there are other points you need to get to. It is worth mentioning that any time an attendee asks a question you should repeat it back to the entire audience to be sure everyone heard it correctly, including yourself. In large rooms, most of the attendees cannot hear the person asking the question unless everyone has a microphone.

### Stay in your lane and on your topic.

This has been mentioned more than once in this guide that you need to “stay in your lane.” Simply do it! If you are convinced that there is an issue with the training course or presentation topic you initially accepted as an assignment, then by all means, address it with the training coordinator well in advance of the presentation date/time. Perhaps a communication issue arose, or perhaps you discovered something new and exciting within the same arena, and that the topic focus needs to change accordingly. The training coordinator that needs to make that final call. Trust in the fact that you want the training coordinator to make that call so the training coordinator can explain the change, and the benefit of the change, to the attendees, or fade the heat. Remember, a topic change could negatively affect the expected continuing education credit or TCOLE authorizations. Again, if you have any questions about your topic, please contact the training coordinator to clarify the issues and learning objectives.

### Avoid Common Pet Peeves

The following are a few common pet peeves from the audience perspective:

1. The use of a lapel or lavalier microphone helps keep the microphone properly positioned. If you find yourself having to use a hand-held microphone, avoid holding it at waist level; it not only looks strange, it fails to serve its purpose.



2. If you instruct in a large venue room, participants may ask a question or make a statement that cannot be heard by everyone else. Repeat the question or comment before proceeding to answer or address it.

3. Resting your foot on a chair and then leaning on your knee may seem a casual approach. It is actually comes across a hokey (at best) and uncomfortably disrespectful (at worst). Stand straight and tall for best results.



4. Avoid walking between the projector and the screen. Not only does it cast a weird shadow on the screen, making it difficult for the participant to see, it blinds you and causes you to squint your face into a weird look that is uncomfortable for both you and the participants.

You see the shadow in the picture. The student sees a puppet show and forgets your message.



5. Hold the class for the entire time scheduled. Actually “conduct” the training class. “Library days,” “at-home work,” “working lunches,” and similar non-presentation times are not calculated as training time. Reporting such period as training can have serious and deleterious consequences to you and your career.

### **Finish strong**

You’ve just delivered a fantastic training presentation. You did all the right things and attendees are flashing smiles at you or texting their family about the great presentation they just saw. Finish strong! This is called “recency!” Recency means that people retain what they’ve heard most recently. When you are close to your end time and you still have more info to relay, avoid hitting the panic button, increasing your rate of speech by a factor of 10, and then mumbling something like, “Well, that’s it” while yanking off your microphone. Instead, mute your screen (if necessary) and end the way you started—strong and confident. Remember that you were asked to instruct for a reason, and that reason more than likely didn’t change from the start to the finish of your presentation.

## Recap and Summarize

At the conclusion of your training presentation, conduct a short recap of the learning objectives. This falls in line with the concept of professional writing skills: (1) tell them what you are going to tell them, (2) tell them, and (3) tell them what you told them. In this case you: (1) identify the learning objectives of the course, (2) present and cover those specific learning objectives, and (3) recap and review the learning objectives as a reminder of what they just learned. This provides the students with the satisfaction of knowing you actually did what you said you would do.

## Assessment testing

Leave enough time to conduct whatever testing or examination process your lesson plan established. Plan for an efficient and effective method to “score” the assessment, whether it is a written exam, skills exam, or some other method of determining the degree of student knowledge achieved.

## Course and instructor evaluations

Evaluations of both the course content and the instructor presentation of the material are necessary. TCOLE requires such documentation to be consistent with that laid out in the lesson plan, and for it to be available upon request during subsequent TCOLE audit or evaluation processes. Consult with the designated training coordinator if there are additional questions.

## Encourage cleanliness and business etiquette

Your students will generally respond to a request for help in “policing” their immediate area to make it neat and presentable for the next group or next day by removing all trash, cleaning or properly returning any non-disposable glassware and pushing the chairs back under the table. Not only does it make for a much nicer teaching and learning environment, it shows that you care about the agency/facility and other people. It offers another mark of respect by the participants.

## Bonus

Prepare to stick around briefly after the presentation to answer attendees’ questions during the break. If there are other presenters following you, please leave the instructor presentation area, including removing any personal items, such as water, computers, cell phones, etc. This way, other instructors, including those for the next day’s presentation, can set up their presentations, clip on a microphone, and otherwise keep the training program running smoothly.



## **Paperwork and Documentation**

TCOLE requires specific documents to be present in all training files for which a training roster is submitted to the Texas Commission on Law Enforcement Data Distribution System (TCLEDDS). This applies to all agencies, contract training providers and academies.

TCOLE rules [CITATION] specify the duties of designated training coordinator in maintaining such records. The rules also hold the instructor equally accountable for obtaining and submitting the required documents to the training coordinator in a timely manner. As the instructor, you are responsible for monitoring the student attendance, obtaining the sign-in rosters, conducting assessments and submitting the results, and obtaining instructor and course evaluations. As the presenter you may be asked to have participants sign an attendance roster for both the morning and the afternoon session. It is wise to explain to everyone that failure to sign both rosters each day may result in a reduction or denial of credit for the course. We know that things happen, and we can work with you as the instructor to determine options that meet the requirements and allow validation for audit and evaluation purposes.

Evaluations serve as another important tool that you and the agency should use in the effort to maintain the highest quality of programs and to determine what new or additional programs the users want or need. Allow enough time for completion of the evaluation within the course timeframes. Encourage open and honest feedback as this is how we learn and improve the program for future participants. Sample evaluations are included or are available on the TCOLE website or through one of the academies and contract evaluators.

## **Training Files**

### **Applicable TCOLE rules and requirements**

TCOLE Rules and the basic instructor course define the minimal content in a lesson plan to include “measurable goals and objectives, content, a description of instructional methods, tests and activities, assessments and evaluations, and technologies utilized.” Additional guidelines and recommendations for a quality lesson plan can be found within the training materials for Basic Instructor and Advanced Instructor curriculum located on the TCOLE web page. The basic instructor course outlines the structure of the lesson plan to include a cover page with summary information followed by the following sections: (1) Introduction conducted as a powerful opening statement or comment designed to get the students’ attention from the start, (2) Core presentation materials with detailed notes for the presenter, (3) Application phase details to outline the method of determining how successfully the student can apply the newly gained knowledge, (4) A list of all reference materials used to develop the course and upon which the lesson plan content is based, (5) The summary section outlining the details for the instructor to review and summarize the course presentation and serving as a quick recap,

(6) The closing remarks or statement designed to inspire the students as they go forth with the new knowledge, (7) A detailed description and sample of the written exam (including answer key), and (8) A addendum section that includes a copy of any handouts to be reproduced or used as a part of the training program. Reminder that a “dressed-up PowerPoint is NOT a lesson plan.

The role of the training coordinator for a training provider is detailed within TCOLE rules. One of the key requirements for the training coordinators rests in the responsibility of appointing and supervising “qualified” instructors. The training coordinator must determine if an instructor has the knowledge, skills and ability to teach the specific topic of instruction, and to document such in the training files.

The rules also outline the instructor’s qualification requirements. An instructor that DOES hold a TCOLE-issued instructor certificate of proficiency must be documented as qualified by their instructor resume or biography, and if the instructor DOES NOT hold a TCOLE-issued instructor certificate of proficiency, they must be verified by and documented as a “Subject Matter Expert,” in writing under signature of the training coordinator. That documentation must also be included in the training file for every class roster reported to TCOLE.

Additional rules may apply for specific instructor certifications for specialized areas of instruction. Examples include, but are not necessarily limited to, the following examples: firearms instructor, Crisis Intervention instructor, Standardized Field Sobriety Testing instructor, and Mental Health Officer instructor. Likewise, specific product manufacturers may require credentials or specialized certification to instruct others on the use of their product or device, such as Taser instructor or OC spray instructor.

### [Instructor responsibility for file documentation](#)

TCOLE Rules (215.10) outline the responsibility for records delivery and records retention for all instructors. As outlined in the rules, instructors are responsible for the following:

- Ensuring compliance with TCOLE rules and regulations;
- Preparing, maintaining, and submitting documentation and reports of training in a timely fashion as required;
- Administrating the conduct of co-instructors and students for each course taught;
- Providing a complete lesson plan that meets the minimal TCOLE requirements and expectations;
- Providing a detailed bio, resume or vitae documenting the credentials and qualification to teach the specific course being reported;

- Providing a copy of the learning objectives, class roster, sign-in sheets, evaluations and assessments for every roster reported;
- Enforcing all attendance requirements for all students;
- Maintaining discipline and demeanor of all participants during the training program;
- Distributing the learning objectives to all of the students at the onset of the class;
- Teaching all of the required learning objectives for the specific course; and
- Distributing and proctoring fair and honest testing processes.

### Digital vs. hard copy files

Training files may be maintained in either a digital or paper (hard copy) format. The key is that they must be readily accessible by the training coordinator during any onsite TCOLE audit or evaluation process. Agencies may require instructors to deliver documentation in a specific form or format. Consult with the designated training coordinator for agency-specific local requirements.

## **TCOLE-Issued Instructor Proficiency Certificate**

TCOLE issues two different instructor proficiency certifications: Basic and Advanced. To be able to declare that an instructor is a “TCOLE Certified Instructor,” the instructor must have completed a required training course, submitted a formal application for the respective proficiency certification, attached support documentation as required by and noted on the application form, and paid the application fee to TCOLE. More importantly, a person must hold the TCOLE-issued Basic Instructor Proficiency Certificate for three (3) years before being eligible to obtain the TCOLE-issued Advanced Instructor Proficiency Certificate. **Simply completing a basic or advanced instructor training course and receiving the certificate of course completion from the training provider DOES NOT meet the requirements to be considered a “TCOLE Certified Instructor.”** TCOLE rules outline the requirements and application processes for both the basic and the advanced certificate. The rules and application forms are available through the TCOLE website.

## **Conclusion**

Thank you again for your service as a criminal justice instructor. We hope these tips assist in preparing you and others in delivering excellent training presentations. Believe in yourself. You have the ability to impart whatever knowledge, skills and/or abilities you have on others. You also have the ability to encourage interaction within the classroom and seek information from others to be shared with the participants as well. You are the expert for the course you instruct, and you can tap into the resources that the participants may provide. Research, organize, develop and then prioritize and adapt your presentation to your audience. Most

importantly, have some fun along the way and enjoy doing the presentations. If you enjoy it, they will enjoy it.

From all the members of TCOLE,

Train often and stay safe out there!

## Appendix

### Appendix 1 - Bloom's Taxonomy for Developing Learning Objectives

Level Criteria	Associated Action Verbs	Example
1 Knowledge – remember previously learned information.	Define, label, list, describe, name, select, match.	The student will list two ways to write a learning objective.
2 Comprehension – demonstrate an understanding of the facts.	Discuss, paraphrase, explain, identify, locate, predict.	The student will identify three key points for effective presentations.
3 Application – apply knowledge to actual situations.	Choose, compute, illustrate, operate, sketch, write.	The student will write at least one lesson plan.
4 Analysis – break down objects or ideas into smaller parts to find evidence.	Analyze, calculate, compare, contrast, distinguish, outline.	The student will calculate the weight of a bag of drugs.
5 Evaluation – make and defend judgment based on internal or external evidence.	Assess, choose, estimate, interpret, support, judge.	The student will choose the most effective type of learning objective.
6 Synthesis – compile component ideas into a new whole or proposed alternative.	Arrange, assemble, compose, design, plan, generate.	The student will design a lesson plan on quality courses.

## Appendix 2 – Sample Instructor Bio (Full)

(Digital MSWord copies are available through TCOLE ACEs)

Instructor Biographical Resume								
<b>Last Name:</b>		<b>First Name:</b>						
<b>Mailing Address:</b>		<b>City:</b>	<b>State:</b>	<b>Zip:</b>				
<b>Phone:</b>		<b>Email:</b>						
<b>Email:</b>								
<b>Licenses:</b>	<input type="checkbox"/> Peace Officer	<input type="checkbox"/> Jailer	<input type="checkbox"/> Telecommunicator	<b>PID#:</b>				
<b>Agency:</b>			<b>Title:</b>					
<b>Total Years Experience (Include LEO/Telecommunicator/Jail):</b>								
<b>Instructor Certificates:</b>					Check below			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> TCOLE Instructor License or Certificate  <input type="checkbox"/> Basic <input type="checkbox"/> Advanced  <input type="checkbox"/> Firearm Instructor  <input type="checkbox"/> Taser Instructor (model) _____  <input type="checkbox"/> OC Spray Less-lethal Instructor  <input type="checkbox"/> Baton Instructor  <input type="checkbox"/> Defensive Tactics Instructor  <input type="checkbox"/> NFDD Instructor  <input type="checkbox"/> ALERRT Instructor  <input type="checkbox"/> Basic First Aid Instructor  <input type="checkbox"/> SABA/IFAK Medic Instructor                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Crisis Intervention Instructor  <input type="checkbox"/> Citizen Interaction Instructor  <input type="checkbox"/> Mental Health Peace Officer Instructor  <input type="checkbox"/> Cultural Diversity Instructor  <input type="checkbox"/> SFST Instructor (expire) ____/____/____  <input type="checkbox"/> Spanish Instructor  <input type="checkbox"/> SAFVIC Instructor  <input type="checkbox"/> K9 Handler Instructor  <input type="checkbox"/> Mobile Video Instructor  <input type="checkbox"/> Arson Instructor                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Traffic Investigation Instructor  <input type="checkbox"/> Ethics Instructor  <input type="checkbox"/> Computer Crimes Instructor  <input type="checkbox"/> Jail / Confinement Instructor  <input type="checkbox"/> 9-1-1 Instructor  <input type="checkbox"/> Telecommunication Instructor  <input type="checkbox"/> TDD/TTY Instructor  <input type="checkbox"/> Other: _____  <input type="checkbox"/> Other: _____  <input type="checkbox"/> Other: _____                 </td> </tr> </table>						<input type="checkbox"/> TCOLE Instructor License or Certificate <input type="checkbox"/> Basic <input type="checkbox"/> Advanced <input type="checkbox"/> Firearm Instructor <input type="checkbox"/> Taser Instructor (model) _____ <input type="checkbox"/> OC Spray Less-lethal Instructor <input type="checkbox"/> Baton Instructor <input type="checkbox"/> Defensive Tactics Instructor <input type="checkbox"/> NFDD Instructor <input type="checkbox"/> ALERRT Instructor <input type="checkbox"/> Basic First Aid Instructor <input type="checkbox"/> SABA/IFAK Medic Instructor	<input type="checkbox"/> Crisis Intervention Instructor <input type="checkbox"/> Citizen Interaction Instructor <input type="checkbox"/> Mental Health Peace Officer Instructor <input type="checkbox"/> Cultural Diversity Instructor <input type="checkbox"/> SFST Instructor (expire) ____/____/____ <input type="checkbox"/> Spanish Instructor <input type="checkbox"/> SAFVIC Instructor <input type="checkbox"/> K9 Handler Instructor <input type="checkbox"/> Mobile Video Instructor <input type="checkbox"/> Arson Instructor	<input type="checkbox"/> Traffic Investigation Instructor <input type="checkbox"/> Ethics Instructor <input type="checkbox"/> Computer Crimes Instructor <input type="checkbox"/> Jail / Confinement Instructor <input type="checkbox"/> 9-1-1 Instructor <input type="checkbox"/> Telecommunication Instructor <input type="checkbox"/> TDD/TTY Instructor <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
<input type="checkbox"/> TCOLE Instructor License or Certificate <input type="checkbox"/> Basic <input type="checkbox"/> Advanced <input type="checkbox"/> Firearm Instructor <input type="checkbox"/> Taser Instructor (model) _____ <input type="checkbox"/> OC Spray Less-lethal Instructor <input type="checkbox"/> Baton Instructor <input type="checkbox"/> Defensive Tactics Instructor <input type="checkbox"/> NFDD Instructor <input type="checkbox"/> ALERRT Instructor <input type="checkbox"/> Basic First Aid Instructor <input type="checkbox"/> SABA/IFAK Medic Instructor	<input type="checkbox"/> Crisis Intervention Instructor <input type="checkbox"/> Citizen Interaction Instructor <input type="checkbox"/> Mental Health Peace Officer Instructor <input type="checkbox"/> Cultural Diversity Instructor <input type="checkbox"/> SFST Instructor (expire) ____/____/____ <input type="checkbox"/> Spanish Instructor <input type="checkbox"/> SAFVIC Instructor <input type="checkbox"/> K9 Handler Instructor <input type="checkbox"/> Mobile Video Instructor <input type="checkbox"/> Arson Instructor	<input type="checkbox"/> Traffic Investigation Instructor <input type="checkbox"/> Ethics Instructor <input type="checkbox"/> Computer Crimes Instructor <input type="checkbox"/> Jail / Confinement Instructor <input type="checkbox"/> 9-1-1 Instructor <input type="checkbox"/> Telecommunication Instructor <input type="checkbox"/> TDD/TTY Instructor <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____						
<b>Higher Education Degree:</b>								
<input type="checkbox"/> Associate Degree <input type="checkbox"/> Bachelor Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate								
<b>BIO / Subject Matter Expertise: Explain what course you are qualified to teach and why you are qualified? (training &amp; experience)</b>								
<p>As the instructor submitting this document and all necessary attachments, I am certifying, subject to criminal penalty, that the contents of this official government document are true and correct.</p>								
<input style="width: 100%;" type="text"/> Instructor Signature			<input style="width: 100%;" type="text"/> Date					
<p>As the training coordinator, I am certifying, subject to criminal penalty, that this official government document and required attachments have been reviewed for compliance with TCOLE rules and that the instructor meets the qualifications to teach the designated course(s).</p>								
<input style="width: 100%;" type="text"/> Coordinator Signature			<input style="width: 100%;" type="text"/> Date					

### Appendix 3 – Instructor Bio (Brief for Publication)

#### **John Doe, Ph.D.**

Dr. John Doe is an FBI-trained hostage negotiator and retired member of the Gobo, Texas Police Department. In addition to conducting multiple conference presentation, he serves as a consultant and facilitator for Conflict and Crisis Management cases throughout the United States. Dr. Doe retired in 2019 after 28 years of policing and has joined Dr. Xavier Corpusal and Dr. Jane Smith (FBI ret.) in providing consultant and training in Conflict and Crisis Management, for governmental entities. Dr. Corpusal specializes in working with courts and crisis management assistance for witnesses and jurors, and Dr. Smith works with victims and case workers in the area of victims of violence. Dr. Doe heads the 3-member team in conducting training workshops on establishing effective conflict management systems within institutions.

Appendix 4 – Sample Lesson Plan

Sample Lesson Plan Cover Page 1 of 3 (Digital MSWord copies are available from TCOLE ACEs)

<b>Sample Lesson Plan Cover Sheet</b>			
<b>Course Title</b>		<b>Time Allotted (Hours):</b>	
<b>Course Number:</b>		<b>Phone:</b>	
<b>Instructor:</b>			
<b>Instructor Email:</b>			
<b>Instructional Aids:</b>			
<b>Student Materials:</b>			
<b>Prerequisite Experience/ Position of the Learners:</b>			
<b>Overall General Course Goal(s):</b>			
<b>Learning Objectives: (List)</b>			
<b>Target Population:</b>		<b>Number of Students:</b>	
<b>Space Required:</b>		<b>Teaching Methodology:</b>	
<b>Required Equipment</b>			
	<b>PowerPoint Projector</b>		<b>Laptop or Desk Top Computer</b>
	<b>VCR</b>		<b>Flip Chart Easel</b>
	<b>Overhead Projector</b>		<b>Flip Chart Pad(s) / markers</b>
	<b>Video Monitor (TV)</b>		<b>Video Camera</b>
	<b>Dry-erase board / markers</b>		<b>Sample forms / documents</b>
<b>Assessment Method:</b>			
<b>Date Prepared:</b>		<b>Date Revised:</b>	
<b>Prepared By:</b>		<b>Revised By:</b>	
<b>Notes/Comments:</b>			



**Sample Instructor's Lesson Plan Core Presentation**

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**I. Introduction/Preparation (Student Motivation/Opening Statement)**

*Note: Insert the "powerful, attention-grabbing" opening statement by the instructor....*

---

**II. Presentation (Implementation of Instruction and Course Details)**

A. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

B. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

C. Topic.

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

D. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

E. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

F. Topic

- (1) Detail one and everything you want to say on this subject.
- (2) Detail two and everything you want to say on this subject.
- (3) Detail three and everything you want to say on this subject.

---

**III. Application: (Detailed explanation of how instructor will assess student knowledge and planning for student to practice or apply new knowledge.)**

*Describe how the instructor will determine how the student will apply the new knowledge.  
Example: One review question will be presented following each break for student to explain how the they can apply the knowledge learned.*

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**IV. References: (List references used to develop and instruct the course, if any.)**

*Note: Example -- Texas Occupations Code 1701, TCOLE Rules, PC 30.06*

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**V. Summary/Closing (Closing comments and summary review of course.)**

*Note: Provide the closing comment that wraps up the course in summary. What to say to make the student remember the course.*

---

**VI. Assessment/Test: (Final check of student's comprehension of material presented.)**

*Note: Identify in detail how the instructor will "test" or "confirm learning" Example: (1) Describe Skills Test and provide skill sheet in Section VII, (2) Describe written exam as T/F, Multiple Choice, mixed and attach a copy of the blank exam and answer key in Section VII.*

---

**VII. Addendum: (If verbal question and answer or scenario role play used, attach a description of the scenario role play to be used. / If a written test is to be given, attach a blank copy of the test and the test key. / If a practical skills exam is conducted, attach a copy of the skills exam check sheet.)**

*Note: Example -- The scenarios listed below will be used to verify the student learned the material and their ability to apply the required knowledge on the job.*

<b>Scenario 1:</b>	<i>Describe the scenario and desired response</i>
<b>Scenario 2:</b>	<i>Describe the scenario and desired response.</i>

**Example: Attach a blank copy of the written exam and the answer sheet.**

**Example: Attach a blank copy of the skills check-off sheet for each student.**

## Appendix 5 – Sample Course and Instructor Evaluation

Sample evaluation document Page 1 of 2. (Digital MSWord copies are available from TCOLE ACEs)

### Course and Instructor Evaluation/Critique

Course Title: \_\_\_\_\_ Course Number: \_\_\_\_\_

Date(s) of Training: \_\_\_\_\_ Location of Training: \_\_\_\_\_

Instructor(s): \_\_\_\_\_

*Your thoughtful responses to this questionnaire will assist us in improving our methods and objectives. Please indicate which response best reflects your opinion about the following categories*

#### Course Content

		Excellent	Good	Average	Fair	Poor	N/A
1.	Workshop objectives were clearly stated	5	4	3	2	1	
2.	Objectives stated were met	5	4	3	2	1	
3.	Content was relevant to my personal/professional goals/job	5	4	3	2	1	
4.	Material was well organized	5	4	3	2	1	
5.	Group discussion and small group activities were effective	5	4	3	2	1	
6.	Training materials contributed significantly to understanding	5	4	3	2	1	
7.	Overall rating of the course	5	4	3	2	1	

#### Instructor

		Excellent	Good	Average	Fair	Poor	N/A
1.	Promoted an environment of learning	5	4	3	2	1	
2.	Demonstrated content knowledge	5	4	3	2	1	
3.	Provided an opportunity to ask questions	5	4	3	2	1	
4.	Responded well to questions	5	4	3	2	1	
5.	Promoted participant discussion and involvement	5	4	3	2	1	
6.	Clearly communicated information and instructions	5	4	3	2	1	
7.	Maintained class focus on course content	5	4	3	2	1	
8.	Used audio visual equipment effectively	5	4	3	2	1	
9.	Overall rating for the instructor	5	4	3	2	1	

\*\*\*\*\* *Please turn page over and complete back portion* \*\*\*\*\*

**General Information**

1. What did you consider most effective about this course?

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2. What did you consider least effective about this course?

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3. What suggestions do you have for improvement?

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4. Please list or describe any additional training programs you would like to receive.

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5. Additional comments:

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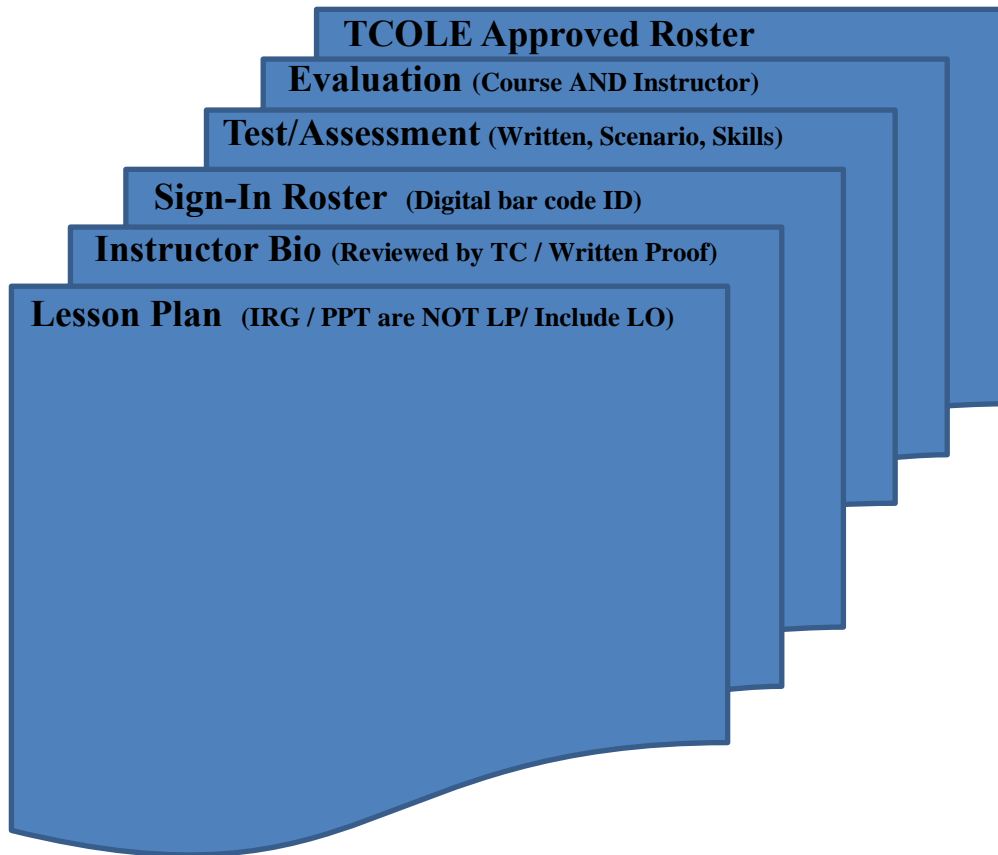
---

If you feel there has been a violation of the Texas Occupations Code or the Texas Commission on Law Enforcement (TCOLE) rules regarding the training program, you may contact TCOLE direct as follows:  
**By Mail:** 6330 East Highway 290, Suite 200, Austin, Texas 78723-1035. **By Telephone:** 512-936-7700  
**By TCOLE Web Page:** <http://www.tcole.texas.gov/content/complaint-procedures>

Thank you for participating in today's training program!

## Appendix 6 – Sample Training File

Training files can be maintained in digital or hard copy format.



Appendix 7 – Sample Course Completion Certificate

Course completion certificates are NOT considered TCOLE-Issued Proficiency Certifications. They only validate that a student has completed a course as outlined on the certificate. More specifically, the certificate is expected to (1) identify a particular person by name that completed the course, (2) the name of the course so it can be properly coded in TCLEDDS, (3) the date of the course to document the applicable training unit/cycle in which the training was completed, and (4) the total hours of training received for entry into TCLEDDS.



## Appendix 8 – Sample Exam with Learning Objective Link and Answer Key

This is a sample of a written exam and answer key with link to the learning objective.

Page 1 of 2

### INSTRUCTOR TEST 1

Name:

Score:

1. A person who is an expert in a specific topic area and has developed the skills needed to structure and sequence that knowledge to an audience is a/an \_\_\_\_\_.
  - a. supervisor
  - b. student
  - c. learner
  - d. instructor
  
2. The term \_\_\_\_\_ means someone who increases his/her skills, knowledge or sensitiveness.
  - a. learner
  - b. trainer
  - c. instructor
  - d. peer
  
3. When considering the differences between the youthful and the adult learner, the adult learner;
  - a. heavily depends upon the instructor
  - b. defines self in terms of life experiences
  - c. defines self in terms of peers
  - d. is highly peer oriented
  
4. Which of the items listed below is one of the four (4) phases of the teaching – learning process?
  - a. Lesson Planning Phase
  - b. Learning Phase
  - c. Presentation Phase
  - d. Role Play
  
5. In which phase of the teaching – learning process will the instructor help students learn new material by associating that material with their experiential background?
  - a. Preparation
  - b. Summary
  - c. Application
  - d. Evaluation

INSTRUCTOR TEST 1

Exam Answer Key  
DO NOT COPY

(Instructor Answer Key and Learning Objective Reference)

1. A person who is an expert in a specific topic area and has developed the skills needed to structure and sequence that knowledge to an audience is a/an \_\_\_\_\_.
  - a. supervisor
  - b. student
  - c. learner
  - d. **instructor** LO 2.4.1
  
2. The term \_\_\_\_\_ means someone who increases his/her skills, knowledge or sensitiveness.
  - a. **learner** LO 2.1.1
  - b. trainer
  - c. instructor
  - d. peer
  
3. When considering the differences between the youthful and the adult learner, the adult learner;
  - a. heavily depends upon the instructor
  - b. **defines self in terms of life experiences** LO 2.1.2
  - c. defines self in terms of peers
  - d. is highly peer oriented
  
4. Which of the items listed below is one of the four (4) phases of the teaching – learning process?
  - a. Lesson Planning Phase
  - b. Learning Phase
  - c. **Presentation Phase** LO 5.1.0
  - d. Role Play
  
5. In which phase of the teaching – learning process will the instructor help students learn new material by associating that material with their experiential background?
  - a. Preparation
  - b. Summary
  - c. **Application** LO 5.1.4
  - d. Evaluation



## Appendix 9 – Sample Skills Proficiency Documentation

This is a sample skills proficiency check sheet documenting student mastery of skills objective.

### Agency Academy Control Tactics Skill Proficiency Exam – Phase 1

REMEDIAL TRAINING REQUIRED:     YES     NO

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor/Evaluator: \_\_\_\_\_ ID: \_\_\_\_\_

This evaluation process is designed to ascertain proficiency in the application of techniques included in this program. This evaluation does not encompass all material in the Control Tactics Program.

Balance, Stances, Positioning, Movement		
INTERVIEW STANCE	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
UNIVERSAL FIGHTING STANCE	<input type="checkbox"/> PASS	<input type="checkbox"/> FAIL
Comments:		

Mechanics of Arrest, Handcuffing, Searching		
COMPLIANT	Proper suspect positioning and approach	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
HANDCUFFING STANDING	Proper manipulation of hand/shoulder	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Proper application of first handcuff	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Proper application of second handcuff	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Acknowledgement of finger check/double lock	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
COMPLIANT HANDCUFFING PRONE	Proper positioning and approach	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Proper manipulation of hand/shoulder	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Proper application of first handcuff	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Proper application of second handcuff	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Acknowledgement of finger check/double lock	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
	Proper recovery to standing position	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
Comments:		

Personal Weapon Strikes and Defense – Completed During Striking Drill		
PUNCHES	Keeps Hands Up	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
ELBOWS	Maintains Head Control	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
KICKS	Uses Hips To Generate Power	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
INSIDE PUNCH DEFENSE		<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
OUTSIDE PUNCH DEFENSE		<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
KICK DEFENSE		<input type="checkbox"/> PASS <input type="checkbox"/> FAIL
Comments:		

## **Contact Information**

Texas Commission on Law Enforcement  
6330 East Highway 290, STE 200, Austin, Texas 78723  
Phone: 512-936-7700      Fax: 512-936-7766  
[www.tcole.texas.gov](http://www.tcole.texas.gov)

Academy and Contract Training Evaluators:

South and East Texas – Michael “Mike” Dickey  
Cell: 512-484-3846      [michael.dickey@tcole.texas.gov](mailto:michael.dickey@tcole.texas.gov)

North and West Texas – Malcolm Jackson  
Cell: 512-940-0635      [malcolm.jackson@tcole.texas.gov](mailto:malcolm.jackson@tcole.texas.gov)