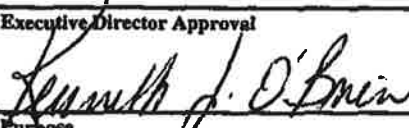


# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Report on the Voluntary Basic Course Instructor Certification Program		Meeting Date January 27, 2000
Bureau Training Program Services	Reviewed By Ray Bray	Researched By Dennis Aronson
Executive Director Approval 	Date of Approval 12-29-99	Date of Report December 27, 1999
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Report on the Voluntary Basic Course Instructor Certification Program

### BACKGROUND

At its meeting in April 1998, the Commission authorized staff to develop a Voluntary Basic Course Instructor Certification Program. In August 1998, a management fellow was hired to oversee the development of the program. This effort was assisted by members of an advisory council of instructors, academy training directors, and subject-matter experts from around the state.

The purpose of the program is to partially fulfill the POST Strategic Plan objective B.13: "Establish selection guidelines and certification and training programs for instructors." In addition, certification is a way to recognize a higher level of instructor education, training, and experience. It also supports the goal of improving student learning.

### ANALYSIS

The program is a partnership among POST, Basic Course presenters, and instructors in that all parties share costs and responsibility. The advisory council felt it is important that the program be started on a voluntary basis. Based on this group's recommendations, the program has three parts. First, there are guidelines for selecting candidates for the course and procedures for reviewing applications. Second, there is a 24-hour class. The third component is competency verification and issuance of certificates. For details, refer to the *Guidelines and Curriculum for the Voluntary Basic Course Instructor Certification Program* attached to this report. Included are the selection procedures, curriculum outline, competency verification checklist, procedure for issuing certificates, and re-certification requirements.

The class covers the following main topic areas: Basic Course instructional system; instructor roles and responsibilities; concepts of adult learning; POST workbooks; planning instruction; delivery strategies; instructional resources; presentation skills; and evaluation, testing, and remediation. Emphasis is on ways to use the Basic Course workbooks and on ways to be an effective facilitator of learning, applying adult learning principles.

Issuance of certificates works as follows: POST provides numbered, blank certificates to the presenters, who complete and issue the certificates to instructors after they successfully complete the class and have demonstrated their competency. Presenters submit to POST the names of instructors who receive certificates, with the number and date of each certificate.

### **Results of Pilot Testing**

The program was pilot tested at six locations throughout the state: Bakersfield Police Department, Golden West College, Long Beach Police Department, Sacramento County Sheriff's Department/Sacramento Police Department, San Francisco Police Department, and Santa Rosa Training Center.

The majority of the course instructors were graduates of the POST Master Instructor Development Program (MIDP). More than seventy students (i.e., instructors in the classes) were successful in meeting the course goals by demonstrating their competency in numerous areas. (See the Competency Verification Checklist, which is Attachment A in the *Guidelines and Curriculum* document.)

Evaluation of the pilot classes resulted in the following:

#### **Curriculum**

Based on the presenters' experience with the pilot classes, the curriculum is sound. All of the presenters indicated that there was great interest among instructors for this course.

#### **Distribution of Time**

In order to provide guidelines for future classes, the pilot presenters estimated the amount of time required for the various major components of the curriculum. These figures will be incorporated in future versions of the *Guidelines and Curriculum* document.

#### **Sequencing of Curriculum Topics**

Curriculum topics in the outline in the *Guidelines and Curriculum* document are not intended to be presented necessarily in the exact sequence as listed. The instructors of the pilot classes found various ways to integrate the material in order to make learning efficient and effective.

#### **Number of Instructors**

Some of the instructors in the pilot class presented all of the material themselves; others brought in additional instructors for some segments of the class. While it is helpful to have more than one person involved in the teaching, presenters should have flexibility in deciding whether to have more than one instructor involved.

#### **Verification of Competency**

One outcome of the pilot testing was determining the minimum standards for competency verification, which are as follows: (1) create a written training plan that must be turned in to the instructor, (2) make a presentation in a topic area that is taught in the academy, (3) facilitate a learning activity that uses a delivery technique other than lecture, (4) use a training aid that is appropriate for the teaching point(s) involved in the demonstration, and (5) participate in the evaluation of peers.

### Course Format

The pilot presentations used a variety of formats: three consecutive eight-hour days, a break, then two consecutive days for competency verification; three eight-hour sessions over a three-week period; ten four-hour sessions over ten weeks; and five eight-hour sessions over five weeks. It is important for the presenter to have flexibility in the format used so long as the required curriculum is presented and the students demonstrate competency.

The class instructors concluded that, in most instances, it is preferable to have students demonstrate competency by teaching to their peers rather than waiting to demonstrate competency while teaching an academy class.

### **Plans for On-Going Development**

Several suggestions emerged from the pilot presentations that will make the program even stronger:

1. Develop a pool of qualified instructors for the course.

As specified in the *Guidelines and Curriculum*, these instructors will either be MIDP graduates or experienced instructor trainers at the academies. Interested MIDP graduates should be informed of the opportunity to teach the course and given information about what would be involved. The goal would be to develop a pool of potential instructors in various regions of the state from which the various presenters could draw.

2. Develop a train-the-trainer class.

One requirement for being an instructor in the Basic Course Instructor course might be to attend a one-day training course in which those MIDP graduates who have developed and piloted the curriculum would be able to assist those who have not yet taught the course.

One purpose of this train-the-trainer course would be to ensure that MIDP graduates who are potential instructors are themselves knowledgeable about the Basic Course workbook system. Another purpose would be to demonstrate that the course can be effective and consistently presented in different locations, with different formats, and by different instructors.

3. Encourage presenters to work together to provide regional offerings of the course in order to make the presentations cost effective for both the presenters and for POST. The course will be certified as Plan IV-- reimbursement for travel and per diem, but not tuition.
4. Ensure that the program continues to provide flexibility in the way the various components are implemented.

### **Support by the Consortium of Academy Directors and Coordinators**

A report on the Voluntary Basic Course Instructor Certification Program, including a summary of the results of the pilot testing, was presented to the Consortium of Academy Directors and Coordinators at its meeting December 1-2, 1999. That body voted unanimously to support the program.

## **Conclusion**

In conclusion, the pilot Voluntary Basic Course Instructor Certification Program is sound and is ready to be extended to all interested basic academies. It is envisioned that the program will continue to be developed and refined, reflecting ongoing experience as it grows. This pilot program and its extension to all basic academies will facilitate establishing comprehensive instructor certification, which is part of a larger plan to incrementally establish mandatory certification for all instructors who teach POST-certified courses. This plan, which is consistent with POST's Strategic Plan objective B.13, will be presented to the Commission at its April 2000 meeting.

## **RECOMMENDATION**

It is recommended that the Commission accept this report on the Voluntary Basic Course Instructor Certification Program, including the *Guidelines and Curriculum* document, and approve extending availability of the program to all interested basic academies.

# DRAFT

**GUIDELINES AND CURRICULUM  
FOR THE  
VOLUNTARY BASIC COURSE  
INSTRUCTOR CERTIFICATION PROGRAM**

**December 1999**



**THE COMMISSION  
ON PEACE OFFICER STANDARDS AND TRAINING**

**STATE OF CALIFORNIA**

## **FOREWORD**

The Voluntary Basic Course Instructor Certification Program was approved in concept by the POST Commission in April 1998. The purpose of the program is to support the POST Strategic Plan objective B.13 to establish selection guidelines, certification procedures, and training programs for instructors. The goal of instructor certification is to recognize achievement of education, training, and experience by an instructor with a demonstrated level of competence.

The benefits of instructor certification include increased professionalism, verification of established competencies, and improved quality and effectiveness of training. Instructors who teach in a Basic Academy and participate in the program will be recognized for their achievement with the issuance of a POST Basic Course Instructor Certificate, in conjunction with the local training provider.

The program guidelines and curriculum were developed by training directors, presenters, and subject matter experts from basic academies statewide. The course was pilot tested at six locations. It is expected that eventually the program will be available to be offered by all Basic Course presenters. It is also anticipated that there will be on-going refinements and adjustments in the program as a result of presenters' experience over time.

Questions or comments concerning these guidelines and curriculum should be directed to the Training Program Services Bureau at (916) 227-4889. For information on obtaining additional copies of this document, please call the POST Media Distribution Center at (916) 227-4856.

**KENNETH O'BRIEN**  
Executive Director

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