State of California – Department of Justice
TRAINING EVALUATION – Instructor Assessment
POST 2-342 (12/2014) – Page 1 of 2

Commission on
Peace Officer Standards and Training (**POST**)
1601 Alhambra Boulevard
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PART A. PRESENTATION INFORMATION

1. COURSE TITLE	2. COURSE CONTROL #	3. COURSE DATES

4. INSTRUCTOR	5. EVALUATOR

6. AGENCY / PRESENTER	7. LOCATION

Please respond to ALL items in this evaluation. Use the space provided in Part E for additional comments as needed.

PART B. PROFESSIONALISM AND LEADERSHIP

COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. MODELS PROFESSIONAL STANDARDS	☐ Instructor dresses inappropriately, displays a negative attitude, or belittles students.	☐ Instructor's attire does not meet conventional professional standards, at times displays an egotistical or sarcastic attitude, or is disdainful of students.	☐ Instructor is dressed professionally, refrains from using profanity, treats all students with respect, and displays a positive attitude.	☑ Instructor is dressed professionally, refrains from using profanity, communicates clearly using proper grammar, and is enthusiastic about teaching.	☐
2. MODELS ETHICAL STANDARDS	☐ Instructor openly engages in unethical behavior and expressly or tacitly condones unethical behavior by others.	☐ Instructor engages in inappropriate or unethical behavior.	☐ Instructor models ethical behavior.	☑ Instructor promotes ethical behavior, and does not condone unethical behavior by others.	☐
3. RESPONSIVE AND APPROACHABLE	☐ Instructor is critical or dismissive of student questions or input.	☐ Instructor is intent on following a specific lesson plan, not allowing sufficient time to address student needs or questions. Displays a demeanor that is not conducive to developing rapport with students.	☐ Instructor answers student questions, gives resources for further study, and makes him/herself available to assist students as necessary.	☑ Instructor responds to students' needs by adjusting the course of instruction, while also covering all necessary learning objectives. Gives students resources for further study and makes him/herself available to assist students.	☐

PART C. MANAGEMENT SKILLS

COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. TIME MANAGEMENT	☐ Instructor seems to have no concept of time as it relates to how much material must be covered. Takes very long breaks or takes breaks infrequently.	☑ Instructor has to rush through aspects of the course because too much time was spent on other aspects of the course, thus certain topics do not get covered.	☐ Instructor keeps to a time schedule that enables him/her to cover all necessary information.	☐ Instructor is able to adjust the instructional delivery to meet the student's needs while still remaining within the given time constraints.	☐
2. LEARNING ENVIRONMENT MANAGEMENT	☐ Instructor does not manage the learning activities or environment in order to meet the course objectives.	☐ Instructor utilizes instructional materials in a limited or abbreviated fashion. Appears unaware of ways to adjust or adapt the learning environment to changing conditions.	☐ Instructor effectively and safely utilizes instructional materials and manages the learning activities.	☐ Instructor safely changes or adjusts the learning environment during the course of instruction in order to meet the students' needs and learning objectives.	☑

PART C. MANAGEMENT SKILLS *continued*

COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
3. ORGANIZATIONAL SKILLS	☐ Class materials and equipment are not prepared in advance. Instructor lacks a clear plan for the class, and does not present the topics in a logical manner.	☐ Instructor has the needed materials and equipment, but wastes time finding what is needed. Has no clear plan or order in delivery of learning objectives.	☐ Instructor has class materials and equipment organized, has a clear plan for the course of instruction.	☐ Instructor has all learning materials and equipment ready when the students arrive, has a clear plan for instructional delivery, and coordinates activities and other instructors as needed.	☑
4. INSTRUCTIONAL INTEGRITY	☐ Instructor lacks, or fails to follow, the course outline. Focuses on test performance over application of knowledge. Fails to meet all course objectives, and does not respond to student needs.	☐ Instructor covers the course objectives without regard to student learning. Is seemingly more sensitive to the instructional process rather than student learning needs.	☑ Instructor generally follows course outline while meeting course objectives. Is focused more on student application of knowledge, rather than mere test performance.	☐ Instructor applies all aspects of course outline in a flexible, student-centered manner while meeting all course objectives.	☐

PART D. KNOWLEDGE AND EXPERIENCE

COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	ABOVE STANDARD	N/A
1. THOROUGH CURRENT KNOWLEDGE	☐ Instructor has no experience with, or knowledge of, the topic and relevant ethical issues. Cannot answer student questions.	☐ Instructor has less than a basic knowledge of the subject matter, has little or no experience in the topic, and has difficulty answering student questions.	☐ Instructor has sufficient general knowledge of the topic and relevant ethical considerations to deliver the course material and answer questions.	☑ Instructor has in-depth, detailed knowledge of the topic and relevant ethical considerations, and can answer questions in detail by drawing on personal experience and study.	☐
2. RELEVANCE	☐ Instructor does not cover necessary course objectives. Digresses into material and topics not relevant to the course, such as off-topic "war stories" or political discussions.	☐ Instructor communicates the information to the class, but spends too much time on irrelevant "war stories." Digresses into topics not relevant to the subject.	☑ Instructor communicates information relevant to the learning objectives.	☐ Instructor uses various examples, stories, and experiences that tie in to the information being taught in a manner that clarifies or expands on the learning objectives.	☐
3. ADULT LEARNING SKILLS	☐ Instructor primarily uses lecture for instructional delivery.	☑ Instructor attempts to use some aspects of adult learning concepts, but stays mainly with lecture and PowerPoint.	☐ Instructor delivers the course material in a way that appeals to all types of learners.	☐ Instructor delivers information in ways that involve all types of learners, fully utilizes RIDEM principles: · **Relevance** · **Involvement** · **Discovery** · **Experience** · **Modeling**	☐
4. PSYCHOMOTOR SKILLS INSTRUCTION *(if applicable)*	☐ Instructor does not provide opportunities to practice skills and/or incorrectly, or unsafely, demonstrates skills to students.	☐ Instructor provides minimal opportunities for students to practice skills or merely instructs students to imitate instructor's actions.	☐ Instructor effectively and safely demonstrates the necessary skills to students. Students receive sufficient time to practice skills and gain proficiency.	☐ Instructor effectively and safely demonstrates the necessary skills, and provides students with multiple opportunities to apply skills in various ways to enhance learning.	☑

To enter additional comments, go to PART E (next page).

PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.)

Training Evaluation - Instructor Assessment ███████████

Day One: 0800-1700

Leadership

Part B. Professionalism and Leadership

1. Models Professional Standards - Above Standard

The instructor, ████████████ introduced himself and his subject. He was well-spoken, personable, and confident. ██████ was dressed casually in a polo shirt and casual attire pants. ██████ language was professional and free of profanity and maintained a friendly and professional persona.

2. Models Ethical Standards - Above Standard

Throughout the presentation/course, ██████ conducted himself professionally and I neither saw nor heard anything that could be considered as unethical, unprofessional, or inappropriate.

3. Responsive and Approachable - Above Standard

██████ was very personable and related well to the students as an instructor. His command of humor was very effective and his substantial experience in law enforcement was wholly evident and added to the group's engagement and comfort level with him. Taking the COVID constraints into account (masks, restrictive proximity, etc.), ██████ cultivated effective conversations and interactive Q & A and he did so in a fun and informative manner that encouraged a responsive and approachable classroom environment. The students were given regular and length-appropriate breaks and ██████ readily welcomed questions and feedback.

Part C. Management Skills

1. Time Management - Needs Improvement

██████ appeared to manage his instructional pace without rushing. Unfortunately, in order to catch a flight, he had to leave at 1530. In comparing the curriculum taught to the content of the Expanded Course Outline (ECO), it appears that about half of the specific content was covered during the day. The ECO appeared to have been revised in August of 2019, as this was the date listed on it. If ██████ is the primary/regular instructor for the EDC leadership topic, I would suggest updating the ECO to better reflect what is presented in the course.

2. Learning Environment Management - N/A

██████ had an InFocus projector that was on and running, a laptop computer, speakers, and a projection screen; however, did not use PowerPoint or any audio/visual during the presentation. He used the flipcharts briefly and there were no physical handout materials other than a single sheet depicting a news article. There is an EDC website that students have a link and access to where they obtain the course handouts and PowerPoint slide notes that might be available. The learning activities consisted of instructor and student discussion and Q & A. I was unable to compare the curriculum to the course learning objectives as there was no course goal or listed objectives in the ECO. This rating section was not applicable, as there was no equipment, materials, or formal exercises that were managed.

PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.)

3. Organizational Skills - N/A

This section was rated not applicable. Other than a flipchart, there were no materials, handouts other than a copy of an article, presentation equipment, student binder, instructional aids/props, or items to facilitate/coordinate learning activities that required any preparation or organization.

4. Instructional Integrity - Meets Standard

There is no course goal or listed learning objectives listed in the Expanded Course Outline. ██ covered portions of the content listed in the ECO for this topic, but it appears the ECO, last revised in August 2019, may need to be updated to better match the training presented. A regard for student learning was demonstrated through robust conversation and engaged Q & A.

Suggestion: When the subject matter under this topic is updated/revised; considering the broad and substantial importance and vast applications of leadership, the rank and experience of the students attending this course, and the historically unprecedented changes and social dynamics that have taken place over the past 15 months, I would suggest this subject matter be carefully redesigned and developed to best reflect the sweeping leadership challenges that are most pressing today.

Part D. Knowledge and Experience

1. Thorough Current Knowledge - Above Standard

██

2. Relevance - Meets Standard

The course content (leadership curriculum at the executive level), in terms of relevance, was solid, but the content was basic. ████ contrasted and compared leadership to management and related it to the student's roles correctly showing that both are critical. ████ ensured that the subject matter was focused on the higher levels of rank and focused on not just what to do or be (communicator, ethical, competent, etc.), but also how to do it. Most would suggest that knowledge is power, but relevance can best be illustrated when it is shown that knowledge is not power, but the execution of it is.

3. Adult Learning Skills - Needs Improvement

████ utilized students interviewing one another to facilitate introducing each other to the rest of the class. ████ presentation primarily consisted of lecture and Q & A to cover the subject matter. He incorporated several low order (simple) "what if" and scenario-type questions to engage the students. He used a short flipchart list ("Tweak the Chief") to identify the best traits of Chiefs. ████ effectively used individual students by allowing them to provide relevant stories and shared experiences to illustrate portions of the subject matter. There was no use of PowerPoint, videos, student teach-back, or other formal or contemporary adult or blended learning methods used in ████' presentation.

PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.)

Note: It should be noted that ▮▮▮▮ has all the personal and professional instructional tools, traits, speaking acumen, personality, and likability factor needed to deliver outstanding training. That said, all he needs to do is make his presentation more diverse, blended, and focus on the tenets of adult learning/facilitation and getting his students involved beyond lecture/listening, discussion, and questions and answers.

Suggestion: Using PowerPoint is an instructor preference and is often used successfully or ineffectively. If PowerPoint is not needed to illustrate formal curriculum for the students or even if it is not preferred as a source of instruction, ▮▮▮▮ might consider the benefit of using it as an additional prong of a blended presentation. A PowerPoint presentation does not have to be subject matter content (lots of words). Rather, it can be images (carefully selected pictures) that reflect or illustrate the subject being discussed. In fact, image dominant presentations are often the most effective, affective, and well-received. The idea is that students are seeing it as well as hearing it, thus an added level of attention is tapped. The limitations to this type of presentation are one's imagination. Statistics, models, flow-charts, survey results (percentages), or appropriate humor can very effectively be applied through a visual enhancement to the presentation.

Suggestion: When ▮▮▮▮ used a short exercise using a flip chart to identify desired traits of a Chief ("Tweak the Chief"), he preceded the exercise by stating, "I know you're going to roll your eyes because you've done this 1,000 times." Even if this is true, I would suggest staying away from pre-exercise negative admissions like this, as the message being delivered is telling the students that what is about to be presented is redundant or lacks value and it gives the students a green light to mentally check-out. Statements like this are especially adverse with groups that are high-ranking, highly educated, heavily trained, and have a lot of years in service. Simply present the exercise without the negative admonishment. Even better, if ▮▮▮▮ believes that the students may have heard/seen this type of exercise many times before, then change the exercise to make it unique, custom fit to the group, or more challenging, thus eliminating the need for the self-defeating caution.

Suggestion: Similar to pictures used in PowerPoint, ▮▮▮▮ might consider using carefully selected short videos to add another presentation tool to the training. Learners love video and their skillfully applied use can add great value, humor, near real-time commentary, or the highly illustrative exemplification of desired leadership traits. Don't just tell them. Don't just show them. Tell them and show them. With free on-line or app video capture products, there are no limits to the tens of thousands of video segments/portions that can be obtained and easily used to exemplify powerful and visually demonstrative leadership.

Suggestion: The verbally delivered scenarios given by ▮▮▮▮ surrounded revenue needed for a purchase, problems with politics and being apolitical, the controversial subject of police leaders kneeling, self-deployment, a shooting use of force, and a few others. While these are valid and realistic scenarios, I would suggest considering taking full advantage of the dynamic current state of affairs in law enforcement/policing. The leadership of law enforcement at every level is being challenged more than ever before in our careers; even our lifetimes. Using a macro lens to discuss leadership, consider the pandemic, wide-scale rioting/civil unrest, police auditing and challenging on video for social media, de-escalation, use of force, defunding or abolition, ▮▮▮▮▮▮▮▮▮▮ shrinking political support, mass retirements, racial division, soaring officer suicide, decriminalization of statutes, drugs, and releasing prisoners, hate groups/domestic terrorism, and so on. In terms of leadership challenges to law enforcement, the events of 2020 and 2021 are unprecedented. In a course like this for police executives to discuss and learn about leadership, I would suggest, at ▮▮▮▮ discretion, considering the great opportunities to use video, police leaders in the news, and other connective issues that best illustrates the subject-matter beyond lecture/discussion and Q & A.

PART E. ADDITIONAL COMMENTS (Please reference specific sections if applicable (Part B-1, Part D-3, etc.)

Example: During the discussion of police leaders kneeling, a copy of a single article with law enforcement kneeling was passed out to the class. What would have a greater impact to the students; the copy of a single article or a two-minute video/audio compilation of police chiefs and a variety of law enforcement personnel kneeling under a variety of circumstances. In terms of instructional effectiveness, one does not compare to the other.

Suggestion: I would suggest that with ▮▮▮▮▮ experience, longevity, connections, and expertise, he create a simple and regularly updated list of leadership resources for the students. What are some valuable leadership books to be read? What valuable leadership websites can be accessed for research and scanning? What are some highly regarded training programs, instructional training organizations to follow, podcasts, or articles, whitepapers, or studies that would be beneficial to higher ranking police leaders? It is nice for students to walk away from a training class with instructor recommended resources to continue learning (Lifelong Learning) and growing outside the classroom.

Suggestion: With regard to the handout, the handouts and course materials for this course are not provided in hardcopies; rather they are accessed digitally via a POST/EDC website. I noted that in the classroom, approximately half of the 22 students were using laptops during the training, thus those without a computer are not looking at or using the handout materials until after the class is over or later as a resource after the course is over, if at all. The digital handout for the leadership portion appears to be more of topical instructor notes than a handout for student use. It is written like an outline with statements and questions, but not instructional information and answers. Because, more than half of the students were not working with the handout during the presentation and most of those students were not using their laptop to access the handout, an unfinished, notes-based, or outline type handout may not serve well as a resource or make sense if accessed and reviewed in the future.

As such, I would recommend simply enhancing the handout as a stand-alone document that has a bit more content, answers, and information so that it might better reflect the content presented in class.

4. Psychomotor Skills Instruction - Not Applicable

This course had no curriculum or activities that required formal psychomotor skills. The presentation was generally a classroom setting where students sat at tables.

Summary

▮▮▮▮▮ is a well seasoned law enforcement professional and capable instructor. While his content and the presentation of it was well received, I think that with a little updating of the subject matter through careful revision and the application of a little adult/blended learning techniques for a more diverse presentation would take the training from good to great.