

Standards & Training DIRECTOR Magazine



Overhauling the Training System of the Tunisian National Guard:

The Road to Building a Resilient Public Service-Oriented
Policing Model



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USC

International Association of Directors of Law Enforcement Standards and Training 2024 Conference

June 2, 2024 – June 5, 2024

Arizona Grand Resort
8000 South Arizona Grand
Phoenix, AZ 85044

You are invited to the International Association of Directors of Law Enforcement Standards & Training (IADLEST) 2024 Conference, June 2-5, 2024, in Phoenix, Arizona! The annual conference showcases this commitment by focusing on the most critical issues for law enforcement training executives, managers, and staff. We have expanded the choices for training options for participants this year. [Take a look](#). Don't miss this opportunity!

[Register Here](#) for this year's conference.

What's Included With Your Conference Registration?

- Lunch on Monday and Tuesday
- Main Dinner Event on Monday, June 3rd held at The Duce.

We will have a live auction to help raise funds for the Special Olympics during the main dinner event on Monday, June 3. We encourage everyone to bring something to include in the auction.

STANDARDS & TRAINING DIRECTOR MAGAZINE		IADLEST BUSINESS OFFICE	
EDITOR WILLIAM FLINK EDITING LEAD JANA KEMP COPY EDITING YVONNE PFEIFER DAN SETZER BRIAN GRISHAM ADVERTISING MARK STRICKLAND WEB SERVICES DAN SETZER ASSISTING CONTRIBUTORS FOREIGN SERVICES MARK DAMITIO ACCREDITATION AUDIT SERVICES WEBINARS GRANTS NCP SERVICES JIM GORDON NDI SERVICES VICTOR MCCRAW	SPECIAL PROJECTS SERVICES DIANNE BEER-MAXWELL DDACTS & TXDOT SERVICES DAN HOWARD INSTRUCTOR SERVICES KELLY ALZAHARNA IN-COUNTRY PROJECT—COLOMBIA CARL RISHEIM CRI-TAC SERVICES PAM CAMMARATA MARK STRICKLAND IPAC SERVICES JANA KEMP CONFERENCE SERVICES LAURIE JACKSON JTA/CURRICULUM PROJECTS JON BLUM SOCIAL MEDIA NIKI NELSON	IADLEST PRESIDENT MIKE AYERS	
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Upcoming Meeting

IADLEST Executive Board Meeting

June 2, 2024

(1 P.M.— 4 P.M.)

Arizona Grand Resort, Phoenix, Arizona

(at the 2024 IADLEST Annual Conference)

Upcoming IADLEST Training funded by Texas DOT

(IADLEST NCP Certified Training)

April 1 & 2, 2024

Truck and Bus Enforcement Training, San Marcos

April 9 & 10, 2024

Truck and Bus Enforcement Training, Gonzalez County



Also taught during basic police training at North Central Texas Regional Police Academy, Hill County Police Academy, Odessa College Police Academy, and Harris County Sheriff's Academy.

More IADLEST-TxDOT Training can be found on Page 42

Cover Design:

The front cover photograph was submitted by Lt. Col. Aicha Rakrouki of the Tunisia National Guard.

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Fourth Volume

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IADLEST, March 2024

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Magazine Contributors

Brett Bennett



Dr. Brett Bennett is a law enforcement officer working in California with 20 years of service. In his career, he has been a Force Options Instructor, Canine Handler, and Field Training Officer (FTO). He is an Adjunct Professor in the field of Criminal Justice.

Jon Blum



Jon Blum is the lead curriculum developer and instructor for the Academy Innovations project. He is the owner of FORCE Concepts. He has 30+ years experience dedicated towards law enforcement and advancing public safety. He is nationally known for curriculum development.

Timothy Bonadies



Dr. Timothy Bonadies is the lead researcher and online learning specialist for the Academy Innovations project. He has 18+ years of law enforcement experience, and develops evidence-based training curricula for State POSTs and national industry leaders like the COPS Office, IADLEST and the IACP.

Ellen Finkelstein



Ellen Finkelstein is a Microsoft PowerPoint MVP (Most Valuable Professional, one of 18 in the United States.) She shares her skills in PowerPoint through her newsletter and website, and specializes in design of high-impact, persuasive and professional-looking slides.



William Flink



William Flink is a former city and state law enforcement officer, POST staff in Utah and Virginia, a regional academy director, and a director of Idaho POST. He supported the U.S. Government with foreign antiterrorism and police projects in the Middle East, and is contracted to IADLEST.

Rehanna Kerridge



Rehanna Kerridge is a police officer with 14 years of law enforcement experience, including seven years as an instructor at the Training Division. She is pursuing her Master's Degree in Learning Design and Technology from the University of San Diego.

Russ Norris



Dr. Russ Norris retired from law enforcement with nearly 30 years of service in California. He served in many capacities including Training Manager and Watch Commander. His Ph.D. is in Educational Leadership. He is a California POST Master Instructor.

Dianne Beer-Maxwell



Dianna Beer-Maxwell is the Academy Innovations Project Manager for IADLEST. She is an experienced project manager with 15+ years' experience supporting law enforcement, criminal justice, and training and education.

Gerald Mullen



Gerald Mullen is a member of the staff for the Wisconsin Department of Justice, Training & Standards Bureau. His law enforcement career began as an officer with the Mundelein, Illinois Police Department and he is retired from the FBI.

Judy Pollard



Judy Pollard is a Business Development Officer in the financial industry with 32 years' experience. She holds a Bachelor of Science degree in Business Management from Western Governors' University.

Aicha Rakrouki



Aicha Rakrouki is a Lt. Colonel in the Tunisian National Guard. She holds the title of Deputy Director, Competencies Development Department within the Directorate of Training of the National Guard. She has a degree in Electromechanical Engineering from the Tunisian Military Academy.

Rebecca Rodriguez



Dr. Rebecca Rodriguez is an experienced educator, training facilitator, and administrator. Her work has been in teaching and designing curriculum for high-stress professions. She holds a Ph.D. in Philosophy in Social Work and Social Research.

Jean Reynolds



Dr. Jean Reynolds is Professor Emeritus at Polk State College, Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections.

Jack Ryan



Jack Ryan is an attorney from Rhode Island. He has 20 years of law enforcement service with the Providence Police Department, Providence, R.I. He is the Co-Producer of the Legal and Liability Risk Management Institute (LLRMI).

Magazine Contributors

Peggy Schaefer



Ben Steiner



Phillip White



Peggy Schaefer is the senior advisor to the Academy Innovations project. She was a sworn law enforcement officer for 35 years, and served as the CEO of the NC Justice Academy. In total, Ms. Schaefer has 40-years of experience leading trainers, curriculum developers, program reviewers, content experts, and software specialists for

Ben Steiner is an instructional designer serving on the Curriculum and Instruction team at the Portland Police Bureau. He has led instructor development efforts across the globe. He holds a Master's Degree in International Educational Development.

Phillip White served 26 years with the San Jose, CA Police Department. From 2017-2023, he was the Department's coordinator for CA POST's certified Field Training (FTO) Program and lead instructor for the FTO Course for San Jose PD FTOs.

Get Published with -IADLEST-

IADLEST offers an excellent opportunity for POST directors, staff, and trainers to share their insights toward making or improving standards or training developments. Sharing your expertise or experiences with your counterparts demonstrates leadership qualities and adds to your resume credentials. It also provides additional writing experience and can help you when tasked with important reporting projects.

Having articles published in a professional publication such as IADLEST's *Standards & Training Director Magazine* can give your employer something to advertise about the quality of staff within the agency and add to the credibility of the workplace environment. Publishing can also encourage others within your workplace to seek opportunities to share their knowledge. It creates excitement among peers who want to emulate or know you, and you will find that people are interested in being in your presence. Having professional articles published builds upon your reputation and can provide long-lasting opportunities for advancement in the future.

If you're interested in publishing your professional article, consider the opportunity to reach your national and international counterparts through IADLEST. For more information about opportunities to publish an article with the IADLEST magazine, contact William Flink at STDM@iadlest.org.



Standards & Training Director Magazine

Tell us a bit about yourself and your professional background?

John has served the law enforcement community for the past 29 years, 27 of which have been as a law enforcement trainer. John is a U.S. Navy Veteran having served in an F-14 Squadron during the first Gulf War. After Leaving the Navy, John became a Police Officer for the Hampton Police Division in Virginia, where he served as a Patrol Officer, Narcotics Investigator, Police Academy Instructor, Patrol Supervisor, Detective and SWAT Team Member. In 2001, John joined the Federal Law Enforcement Training Center (FLETC) where he served as an Instructor, Senior Instructor, and Program Specialist in multiple units. After a combined 25 years of Government service, John left FLETC to pursue his dream of building a world class training organization.

John founded Command Presence Training in 2017 and delivers professional development training throughout North America. John is an IADLEST Nationally Certified Instructor, a frequent keynote speaker at executive conferences, and a past recipient of the International Law Enforcement Educators and Trainer Association (ILEETA) Trainer of the Year.

Tell us about your company (and your partnership with IADLEST)?

Command Presence Training is a Public Safety training and consulting company with the sole purpose of “educating and empowering people everywhere, so they can serve the public.” Command Presence has assembled a cadre of some of the finest trainers in the country: current and recently retired public safety professionals. Command Presence trains approximately 35,000 people a year in Leadership, Organizational Development, Instructor Development, and Officer Safety. Command Presence Training was the recipient of the 2023 Georgia Veteran Owned Small Business of the Year awarded by the U.S. Small Business Administration (SBA). Command Presence is the newest member of the IPAC Committee and has previously worked with many of the current members to ensure evidence-based practices in law enforcement training.

Where did you first learn about IADLEST and what do you like most about being a part of the IPAC?

I first heard about IADLEST when I was an Instructor at FLETC and I’ve been honored to speak at multiple conferences over the years. I’ve always felt the mission of IADLEST was vitally important to enhance the quality of training our law enforcement officers receive and what I like most is being able to work with partners from different sectors to collaborate on ideas that will better serve the profession.

What are your hobbies outside of work?

Woodworking and outdoor cooking (grilling, Blackstone, and smoker)

One item on bucket list?

To see my beloved Detroit Lions go to the Super Bowl! (Don’t laugh!)

JOHN BOSTAIN

COMMAND PRESENCE TRAINING



Message From The Executive Director

Welcome to IADLEST's March 2024 edition of *Standards & Training Director Magazine*.

Registration for the 2024 IADLEST Conference in Phoenix, Arizona, is in full swing, and we encourage all members to register for the conference early and acquire your lodging accommodations as soon as possible to ensure the resort lodging is available.

The conference program will provide excellent prospects to benefit your professional and training knowledge, as well as several meetings for training staff and Directors that will offer a wonderful opportunity to gather with law enforcement colleagues from all over the world.

This edition of our magazine includes stories with valuable information you should find interesting. Our cover story highlights the Tunisia National Guard's police training program. We also have articles on the Portland Police Bureau's training entitled *Improving the Quality of Training Through Targeted Instructor Development*, as well as Connecticut's standards for *Conduct That Undermines Public Confidence in Law Enforcement*. We have also included DOJ COPS Office insight from their report on the Uvalde shooting that directors of police training should read.



Mike Becar

We are pleased to have notable attorney and law enforcement legal authority Jack Ryan, from the Legal & Liability Management Institute, join us with his excellent article entitled, *What Are*

Officers Being Trained and How Will It Impact Agency Liability—The Need to Audit Training.

Dr. Brett Bennett joins us again with his exposé about *Micro-Learning*.

Our members' interest in online training has led us to include three articles on aspects and considerations of this topic. Mr. Gerald Mullen shares Michigan's *Guidelines for Virtual Learning in the Law Enforcement Academy Classroom*, the Academy Innovations Project shares its research and magazine staff also include a perspective on the topic.

Our colleague Dr. Jean Reynolds, Professor Emeritus at Polk State College, Florida, asks *Why Does Good Communication Matter?*

Finally, Mr. Phillip K. White gives Instructor Tips on *Connecting With Law Enforcement Learners in the Classroom*, and Ms. Ellen Finkelstein relates her experience and thoughts about using Microsoft Copilot (AI).

We hope you enjoy this edition.





IADLEST BUSINESS NOTES

Plan on Attending

Arizona June 2024



**2024 IADLEST Conference set for
Phoenix, Arizona June 2-5, 2024.**

Our host will be Arizona Peace Officer Standards & Training
and the location will be the Arizona Grand Resort & Spa.



Registration is Open
Click Here



IADLEST EXECUTIVE BOARD MEETING

**To be held on Tuesday, June 4, 2024
in
Phoenix, Arizona
during the
IADLEST Annual Conference**

IADLEST Regional Representatives

Regional Representatives coordinate activities and report regional activities to the IADLEST Executive Board and member states, and to assist the Executive Director on various projects. They are members of IADLEST's Executive Committee and each represent approximately 9 to 10 IADLEST-member states for the good of the association. They are voted into their positions by the region's State POST Directors and members present during each of the IADLEST Annual Conferences, and they can serve for up to three consecutive years as Regional Representatives. The following individuals currently fulfill position within the association as leaders for their regions.

For more information contact [Mike Becar](#).

Northeast Region	John Scippa, <i>New Hampshire</i>
Southern Region	Rebekah Taylor Hill, <i>Louisiana</i>
Central Region	Joyce VanMeter, <i>Michigan</i>
Midwest Region	Darin Beck, <i>Kansas</i>
Western Region	Matt Giordano, <i>Arizona</i>
International Region	Joseph Trindal, <i>Washington D.C.</i>
Federal Representative	Charles Brewer, <i>FLETC (Georgia)</i>

Continued on page 10



Year In Review

CRI-TAC



NCP



Every Officer A Leader

NCI

National Decertification Index



2023 IADLEST Annual Conference

DDACTS and TXDOT



Constitutional Policing



[See the Full Report Here](#)

IADLEST's 2023 activities have been captured and were reported to the association's Executive Committee at the February meeting in Washington, D.C. The report is now on the IADLEST website and can be viewed by clicking on the link above. A lot was occurring during 2023, and we think the members will be pleased with the progress the association has made and is still working towards completing. IADLEST's impact is worldwide, and our contributions benefit law enforcement through professional standards and training.



IADLEST BUSINESS NOTES

IADLEST EXECUTIVE BOARD MEETING HIGHLIGHTS

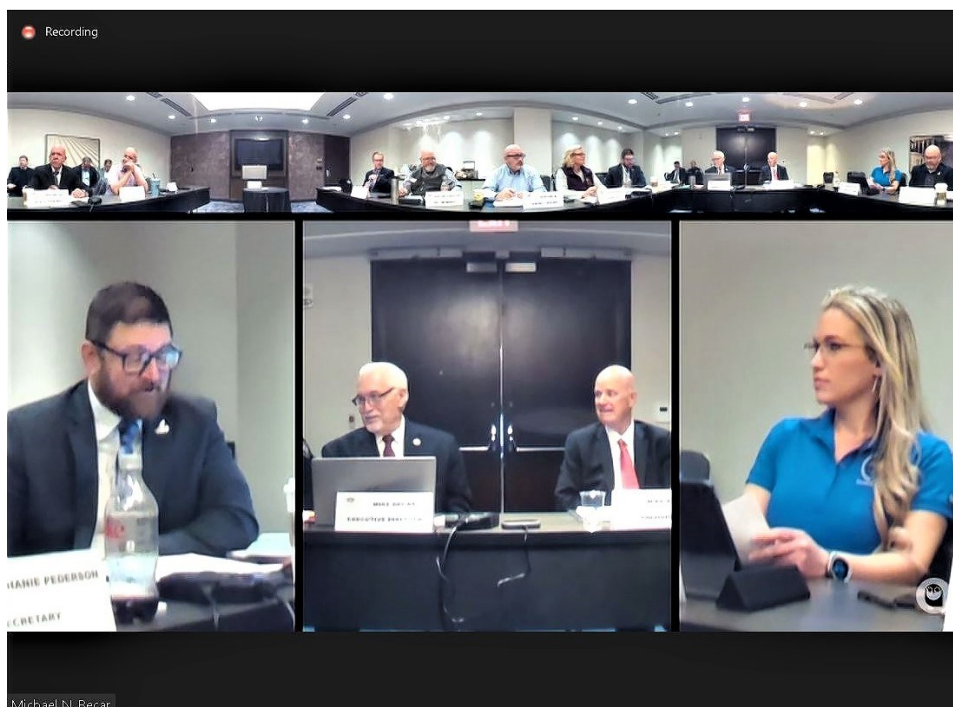
**held Sunday, February 5, 2024
in Washington, D.C.**

The Executive Committee met in Washington, D.C. and spent four productive hours meeting with several of our federal partners, with updates on state, federal, and international initiatives, as well as discussions on other association business addressing issues at the forefront of the IADLEST's work.

Guests included:

- Lori Sims, Director of Resource Integration, Department of Homeland Security;
- Jason Kepp, Assistant Director, and Joanne Robinson, Division Director, Federal Protective Service, Training and Professional Division;
- Mark Kehrli, Director, Office of Operations, Federal Highway Administration;
- Steve Fields, Assistant Director, DOJ/Internat'l Criminal Investigative Training Assist. Prog.;
- Alexia Cooper, Ph.D., Chief Law Enforcement Statistics, and Emily Buehler, Ph.D., Statistician, DOJ/Bureau of Justice Statistics; and
- Christine Frank, Highway Safety Specialist, Enforcement & Justice Services Division, National Highway Traffic Safety Admin.

Approval of the Executive Committee Meeting Minutes will be addressed and voted on during the 2024 IADLEST Annual Conference in June.



Top: Executive Committee; **Bottom:** Trevor Allen, Mike Becar, Mike Ayers, and Yvonne Pfeifer

Work with INL and the Pan-American Development Foundation

The U.S. Department of State and Pan-American Development Foundation (PADF) asked IADLEST to coordinate law enforcement academy accreditation efforts in Trinidad and Tobago, Guyana, the Bahamas and Jamaica. At this time, Guyana is submitting documents to the IADLEST Project Manager for review and feedback.

Trinidad & Tobago and Jamaica have the permissions needed for data entry and will be beginning the process of submitting documentation within the next few weeks.

The Bahamas have signed a non-disclosure agreement (NDA) and are planning an IADLEST visit to the island possibly during March or April.

Also, through the same project, the PADF has tasked IADLEST with providing subject matter expertise to review and coordinate assessments and curriculum development for law enforcement training in the Dominican Republic. IADLEST and the primary parties are evaluating the scope of the work to be conducted, which should commence in March.

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IADLEST BUSINESS NOTES

Sourcebook Project Update —On Schedule—

The IADLEST Sourcebook Project has forwarded all sections of survey questionnaires to the state POSTS. To date, all but a few states have returned their questionnaires to IADLEST. The collected questionnaire responses are being analyzed, collated, and formatted for the Sourcebook document that is intended to be distributed to each state director during the 2024 IADLEST Annual Conference. The remaining state responses have been requested to ensure a complete Sourcebook.

The Sourcebook contains over 400 items of information for POST Directors to consider in their future deliberations on criminal justice officer standards and training. Past Sourcebooks have provided a wealth of information used by POST and academy directors, legislators, federal agencies and educators. The Sourcebook will be available in publication form for the state directors. It will be released to the public when the state directors and Executive Committee determine the method for releasing this valuable IADLEST product.

Job Task Analysis, Curriculum Design & Curricula Certification

IADLEST is currently involved in conducting basic law enforcement job task analyses (JTAs) for Vermont and New Mexico. The JTA survey work is currently underway. Upon JTA completion, each state's training curriculum will be rewritten to meet the established goals and objectives. Jon Blum is managing the project which is expected to take 3 years to complete. Also, the State of Washington is undergoing NCP review of their entire basic law enforcement curricula for NCP certification.

IADLEST's Work with CRI-TAC

On January 5, 2024, the U.S. Department of Justice (DOJ) "announced that the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC), which provides a wide array of technical assistance services for the law enforcement field, has achieved a major milestone in providing more than 1,000 technical assistance engagements to state, local, tribal, and territorial law enforcement agencies across the country.

Developed by the Justice Department's Office of Community Oriented Policing Services (COPS Office), the Collaborative Reform Initiative helps law enforcement agencies and the communities they serve identify and implement organizational improvements and reforms through training, consultation, peer-based learning, analysis, and in-depth assessments. The Initiative is structured as a continuum of services offered to law enforcement agencies on a strictly voluntary basis. CRI-TAC, one of three programs under the broader Collaborative Reform Initiative, provides critical, tailored technical assistance resources to state, local, tribal, territorial and campus law enforcement agencies on a wide variety of topics."

IADLEST is one of nine partners working with the DOJ to make CRI-TAC a successful program. Other partners are the International Association of Chief of Police, the FBI National Academy Associates, Fraternal Order of Police, International Association of Campus Law Enforcement Administrators, National Association of Women Law Enforcement Executives, National Organization of Black Law Enforcement Executives, National Sheriffs' Association, and the National Tactical Officers Association.

IADLEST's representative with CRI-TAC is Mark Strickland (markstrickland@iadlest.org). Information about applications to request no cost technical assistance from CRI-TAC can be obtained on the web by going to:

www.cops.usdoj.gov/collaborativereform.

(January 5, 2024 Press Release)

Continued on page 12



Member Agency Notes



Arizona POST Shortens Marijuana Use Time Period Before Hiring

Due to the number of law enforcement agency requests made to AZ POST for waivers of pre-employment marijuana use, in January 2024, the Board gave staff the OK to pursue relaxing prior marijuana use down to six months from two years.

The Board last updated this rule in 2019, dropping the waiting period from three to the current two years. Arizona voters approved marijuana recreational use in November 2020. Police chiefs and sheriffs in Arizona were also polled on the marijuana use issue, but there was no clear direction on how they wanted to go on this issue. The updated rules would remove any cap on prior marijuana use at any age. Changing the rule was said to reflect the realities of the situation where marijuana in Arizona has been legalized, even though it is still a federal crime. A POST representative indicated reducing the time limit on prior marijuana use is a good move and will help law enforcement agencies hire people who are otherwise qualified to serve as police officers.

The [Mesa Tribune](#) reported, “the intent of the board’s rule is to assure that an applicant does not have a pattern of drug abuse and allow enough time to show little likelihood drug use will not recur after hiring.”¹

On February 21st, the POST Board passed a proposed rule to be sent to the Governor’s Regulatory Review Council for approval. If approved, it would take effect six months later. The new rule could go into effect in late 2024/early 2025. The Council also ruled that if an agency appeals an applicant’s prior usage of marijuana to the Council between now and the enactment of the rule, consideration of surrounding facts may allow an applicant to become an officer under the provision of the proposed rule. The Council heard and approved four such marijuana appeals at the meeting.

¹ Cecilia Chan, Mesa Tribune, January 26, 2024



California POST Commission Regulatory Action

Effective January 1, 2024, the following is among the regulatory action enacted.

Article 4. Peace Officer Certification.

§ 1201. Definitions Related to Peace Officer Certification.

(14) “Immediate Temporary Suspension” is the immediate suspension of a peace officer’s certification pursuant to Penal Code section 13510.8(d). When a peace officer is arrested or indicted for any crime described in Government Code section 1029, is discharged from any law enforcement agency for grounds set forth in Penal Code section 13510.8(a), or has separated from employment as a peace officer during a pending investigation into allegations of serious misconduct, Penal Code section 13510.8(d) requires the executive director of POST to issue an immediate temporary suspension when it is determined to be in the best interest of the health, safety, or welfare of the public. The suspension is deemed “temporary” in that it remains in effect until a final decision on the imposition of discipline is reached by the Commission or the executive director withdraws the immediate temporary suspension.

(15) “Inactive” means a peace officer’s certification is not currently suspended, revoked, or voluntarily surrendered, and the peace officer:

- (a) Does not possess a Basic Certificate and is not currently employed by a law enforcement agency, or
- (b) Possesses a Basic Certificate and has been separated from employment by a law enforcement agency for more than three years.

(16) “Ineligible” indicates an individual has been disqualified from eligibility to be a peace officer pursuant to Government Code section 1029.

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Member Agency Notes



Delaware Abolishes Council on Police Training; Creates Delaware POST

On December 1, 2023, the State of Delaware abolished the Council on Police Training (COPT) and created a brand new agency, the Delaware Police Officers Standards and Training Commission (POST). Sean Moriarty retired from Delaware State Police to accept the position of Executive Director of the new POST agency. Delaware POST is an agency within Delaware's Department of Homeland Safety and Security (DSHS).



Guam POST

Guam POST Commission appointed a new POST Director, Mr. John Lizama. Mr. Lizama will now try to address a number of items that have been backlogged on the Guam POST Council agenda over the past years.



Missouri POST Commission Subcommittee Approves New Police Chief Training

In December 2023, a subcommittee of the Missouri Peace Officer Standards and Training Commission met and approved recommendations for a minimum 40 hours of *New Police Chief Training* program curriculum that will be broken down into three sections: Leadership, Employees, and Resources. The training will be a minimum of 40 hours in duration and include:

- The Leadership training block shall include a minimum of fifteen (15) hours to review the curriculum on the Use of Force, Policies and Procedures, Background Investigations, Recruiting Diversity, Budgeting, Evidence, and Audits., with up to three elective hours available in the Leadership block;
- The Employees training block shall include a minimum of fifteen (15) hours to review the curriculum on the Officer's Bill of Rights, Internal Investigations, Officer Wellness, Collective Bargaining, and Community Engagement with Stakeholders, with up to three elective hours are provided in the Employees block; and
- The Resources training block shall include a minimum of ten (10) hours to review the curriculum on the Department of Public Safety, Mandatory Reporting Requirements, Missouri Sunshine Law, and Resources for Police Chiefs, with up to three elective hours are provided in the Resources block.



Kentucky Statutory Amendments

HB 206 amends [KRS 15.382](#) to prohibit anyone who has been convicted of various misdemeanor offenses and inchoate offenses under [KRS Chapter 510](#) from being certified as a peace officer; amends [KRS 15.386](#) to prohibit peace officers who have been convicted of various misdemeanor offenses and inchoate offenses under KRS Chapter 510 from returning to active certification from inactive status; and amends [KRS 15.391](#) to provide that a peace officer's certification shall be revoked if he or she pleads guilty to, is convicted of or enters an Alford plea to various misdemeanor offenses and inchoate offenses under KRS Chapter 510.

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Member Agency Notes



DOJ's Report on Uvalde's Robb Elementary School Shooting

On January 18, 2024, COPS released its report on the Uvalde, Texas, school shooting¹ which immediately drew condemnation, as presented through articles of the nation's news media. The report spans 651 pages. The training discussion begins on page 374, and on page 375 a focus on *Peace Officer Standards and Training* and the *Texas Commission on Law Enforcement (TCOLE)*. On page 377, the following is written:

*"Mandatory training time/requirements spent on duties a peace officer performs daily (e.g., traffic stops, etc.) may be better shifted to training options focused on unique, complex tactical events, such as an active attacker. Such low-frequency/high-impact events are usually the ones that come with the steepest costs—in lives lost, injuries sustained, community fractures, litigation, ensuing mental health issues (victims/community/officers), and subsequent media scrutiny. Yet, training for these events may not be required. Notably, the current TCOLE training cycle does not have active shooter as a required course or topic. **TCOLE and other state POSTs** should work to conduct coordinated routine reviews of mandatory training programs for officers within their state to determine what is the appropriate balance of training topics and courses."*

Appendix G, on page 525, entitled Training Providers, was also interesting.

"Although not the primary focus of the [Critical Incident Review] CIR, it became apparent when the team reviewed training materials and observed training delivery methods that training providers, training content, and instructors are vastly different. It is essential that leadership from all agencies and organizations provide quality, vetted, and approved training to employees."

The Texas Commission on Law Enforcement (TCOLE) has 211 "Contract Training Providers" approved to teach TCOLE-approved courses to law enforcement in the state of Texas. Of those 211, 182 are law enforcement agencies (police departments, sheriffs' offices, training academies) and the balance of 29 are private companies or law enforcement associations (Texas Police Chiefs Association, etc.)

Of the 29 private companies, most have a broad range of courses they offer for TCOLE certification, while a few have specific focus areas they target for instruction (tactics-focused, leadership-focused, etc.). At least 3 of the 29 had course offerings in active shooter response for law enforcement.

Additionally, a small number of these 29 private companies have established leadership structures defined on their websites, to include a "President/CEO/Executive Director" or equivalent, "Training Coordinators," and some sort of "Regional Representative." One in particular is run by a single individual with no identified law enforcement experience. This company hosts a central repository of training courses that can be taught across the state; one such course was delivered at UCISD PD.1349."

The publication's training message offers one more training requirement for POST agencies to consider.

¹ Source: [Critical Incident Review: Active Shooter at Robb Elementary School](#), COPS, U.S. Department of Justice, COPS-R-1141.

The COPS Office report was prepared by a Critical Incident Review (CIR) Team as identified on page 527 of the report and on page 2 states:

“A CIR team was established that included DOJ’s Office of Community Oriented Policing Services (COPS Office) and subject-matter expert members with both extensive experience in conducting these reviews and a deep knowledge in relevant areas including emergency management and active shooter response, incident command and management, school safety, tactical operations, crisis communications, and trauma services. The COPS Office has previously conducted a variety of independent, objective assessments of responses to other critical incidents, including mass shooting tragedies, and brings that experience to this CIR as well.”

Below, are tenets for training that the CIR Team presented in the publication on page 376.

Twelve Tenets of Training Concepts

The 12 tenets of training are meant to help leaders and training personnel identify training that has been vetted and proven to be effective, and is taught by qualified, certified, and continually evaluated instructors. The CIR team developed these tenets based on robust discussions, experience, and expertise of the CIR team.*

The 12 Tenets of Training

1. What is the problem you are trying to solve through training?
2. What is the curriculum and how is the course taught (in person, virtually, lecture, scenarios, etc.)?
3. How long is the course and is the length appropriate for the learning objectives to be effectively taught, and are they learned by the students?
4. How frequently should the training be taken (aka refresher), and should the entire course be taken or is a shorter refresher option viable?
5. Who is providing the training?
6. What are the training entity’s bona fides?
7. How does the training entity train and certify their instructors?
8. How does the training entity evaluate their instructors?
9. How often does the training entity evaluate their instructors for consistency in deliverance of the training curriculum?
10. How often is the training curriculum evaluated, reviewed, and updated to ensure the learning objectives are being taught with the most relevant data?
11. Can the training be taught to multiple agencies at the same time or is it agency-specific (e.g., Internal Policies and Procedures of a particular law enforcement agency)?
12. Does the training effectively solve the learning problem?

* These CIR-developed tenets were also used by the CIR team during their review and analysis of the responding agencies’ training materials as well as the observations by the CIR team. To see a full list of the trainings that the CIR team observed, please see [“Appendix B. Report Methodology.”](#)

Continued on page 16



Member Agency Notes



Vermont Criminal Justice Council Approves Model Policy on Fair and Impartial Policing

At their meeting on February 7, 2024, the Vermont Criminal Justice Council (POST agency) approved a statewide model policy on [Fair and Impartial Policing](#) for all Vermont criminal justice agencies. The model policy can be viewed by clicking on the title of the policy above.

Continued on page 17

IADLEST's POST PORTAL

One of the resources that IADLEST has on its website is the POST Portal. The portal is where law enforcement personnel can research information online about the various state law enforcement standards and training agencies. It's as easy as a click away. Choose a state, click on it and find yourself at their state website—providing you the opportunity to learn about their operation and services that they provide the general public and officers they serve.

You can go to the IADLEST POST Portal by [Clicking Here](#).

POST Portal

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Federal LE Training Accreditation
Georgia
Guam
Hawaii
Idaho
Illinois
Indiana
Iowa

Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina

North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Virgin Islands
Washington
West Virginia
Wisconsin
Wyoming

Recent IADLEST Members Agencies Requesting Survey Information

A number of states have recently sent out requests for information to be used by their agency in responding to government requests for information or POST agency projects. Any assistance to these IADLEST members is appreciated. The state and their information requests are listed below.

SURVEY TOPIC, ORGANIZATION, DATE, and CONTACT PERSON

Topic: [Officer Certification Exams](#)

Florida Department of Law Enforcement, January 24, 2024,

Ashley Pennington, ashleypennington@fdle.state.fl.us ; (850) 410-8673

Staff for Florida's Criminal Justice Standards and Training Commission is currently in the process of evaluating our officer certification exam processes and would be interested to know if states are using in-house exam developers/psychometricians to develop, validate and defend their state certification/licensing exam, or if all of this is contracted out to a company that specializes in test development and psychometrics? Any information you can provide is greatly appreciated. Please feel free to respond directly to me.

Topic: [Officer Certification Exams](#)

North Carolina Justice Academy, February 21, 2024,

Trevor Allen, tjallen@ncdoj.gov ; (910) 926-6000

For your state's basic academy (law enforcement) training program:

1. Does your state conduct 'end of block' or 'end of topic' testing – i.e., test students on each topic (*criminal law, processing arrestees, driver training, etc.*)?
2. If yes to #1, what is the minimum passing score for each topic? Why was that passing score determined to be the minimum score requirement?
3. If yes to #1, what happens when a student fails an end of topic test? Do they repeat the training and re-test?
4. If yes to #1, how many topic test failures can a student have before removal from the program? Provide the rationale for your state's requirement.
5. Does your state require a comprehensive written exam at the conclusion of the training? If so, what is the minimum passing score, and why was it determined to be the minimum score requirement? ~

Topic: [Officer Reading Comprehension/Writing Exam for Students](#)

Indiana Law Enforcement Academy, February 27 2024,

Bryant Orem, borem@ilea.in.gov ; (317) 837-3266

Another question coming from Indiana. We have a code that states a student "shall be given an examination to determine reading and writing ability prior to acceptance for law enforcement training." It goes on to talk about validation of the test and determining a passing score that will predict successful completion of training.

Do any other academies utilize a reading/writing comprehension exam prior to acceptance or early in the session? What test do you use? If a student doesn't reach the minimum passing score, is that grounds for dismissal, does the student qualify for extra assistance/tutoring, or how is the score used? Is your academy seeing a decline in reading/writing ability among newer students?

ADULT LEARNING THEORY

and practice for law enforcement instructors

LEARNING OBJECTIVES:

1. Define Adult Learning Theory.
2. Describe the role of Malcolm Knowles in advancing Adult Learning Theory.
3. Describe the six key assumptions of Adult Learning Theory.
4. Identify the seven elements of designing for adult learners.
5. Illustrate the use of Adult Learning Theory in the law enforcement context.
6. Incorporate the concepts of Adult Learning Theory into law enforcement instructor selection and development.



April 17th
1:00pm – 2:00pm ET
2024

OVERVIEW:

Over 50 years of research and application has validated many of the concepts that Malcolm S. Knowles contributed to the science of learning. Learners in the professional space, such as police officers, corrections personnel, intelligence analysts, and investigators, as well as professional support staff, learn differently than their adolescent selves. Since the first publication of Malcolm S. Knowles' most well-known book on adult education, *The Adult Learner: A Neglected Species*, in 1973, the work has been cited regularly in research and put into practice around the world in numerous settings. This course will revisit the theory posted by Knowles and look for applications to instructor development in law enforcement settings. Building on the work that Knowles and others have advanced, the course will dive into the beginnings of adult learning theory, review core concepts and differentiators in the way adults learn, and identify key attributes of instructors that can ensure adults learn most effectively, whether in an academy setting, an in-service course, or a longer, advanced program.

SPONSOR:



INSTRUCTOR:

COLIN MAY

Colin May, M.S., CFE, 3CE, INCI is Senior Advisor to the Assistant Inspector General for Investigation at the U.S. Department of Housing and Urban Development, Office of Inspector General (HUD OIG). Previously, he was the Assistant Director of Strategy and Training where he was responsible for the training and development of nearly 200 special agents and professional staff. He is also a Professor of Forensic Studies and Criminal Justice at Stevenson University, developing and teaching graduate courses since 2010. For over 10 years, he was a Special Agent with two federal agencies. He became a Certified Fraud Examiner (CFE) in 2006 and a Certified Cyber Crime Examiner (3CE) in 2018. In 2023, he was granted the National Certified Instructor (INCI) certification by the International Association of Directors of Law Enforcement Standards and Training (IADLEST). Colin has been an adjunct faculty member at the U.S. Department of Justice's National Advocacy Center and the National Cryptologic University. Colin has written extensively in *Fraud Magazine*, the *ACFE Blog* and *The Fraud Examiner* and has articles published in *Public Administration Times*, *Security Management*, the *FBI's Law Enforcement Bulletin*, *The Journal of Public Inquiry*, *Police Chief Magazine*, *FBI-LEEDA Insider*, *Training and Standards Director Magazine*, and the *Journal of Intelligence Analysis*.

REGISTRATION LINK: [CLICK HERE](#)

From the COPS Office

New

The Office of Community Oriented Policing Services (COPS Office) and the National Policing Institute (NPI) convened a series of meetings in 2023 to discuss specialized units in state, local, tribal, and territorial law enforcement agencies and create guidance for those agencies' leadership to consider when forming, managing, and disbanding such units. It includes sections on identifying the need for a specialized unit selecting the unit's membership and leadership managing the unit establishing its policies, procedures, and end date holding the unit and its members accountable and working with the community when they have feedback on the specialized unit's operations.

The information presented in this guide was gleaned from many dedicated experts concerned with improving policing and creating safe communities. It is presented as considerations because they are just that: considerations, not edicts. Every law enforcement agency is different, serving unique communities and with unique public safety concerns. Recognizing these disparate needs, each agency should use the considerations in this guide in the manner that works best for it. The COPS Office and NPI strongly believe that using these considerations will strengthen an agency's ability to police in an effective and just manner.

The guide is to give practical, actionable considerations to help determine whether to form a specialized unit, and if so, how to ensure appropriate management, oversight and accountability for any such unit.

The guide looks at 4 critical stages in the development of a specialized unit. Several key considerations are put forth for each section guide.

Considerations for Specialized Units

A Guide for State and Local Law Enforcement Agencies to Ensure Appropriateness, Effectiveness, and Accountability

National Policing Institute

To get your copy, click on the link below:

[PDF \(3,834k\)](#)

Publication Date: January 2024



Why Does Good Communication Matter?

By Jean Reynolds, Ph.D.



For many years, I taught communication skills to FTO classes in a police academy. Not surprisingly, there were usually a few officers who didn't look forward to that class. They always listened politely—but I could tell that

they didn't want to hear another lecture about the need for courtesy, professionalism, and the rest of it.

I wanted to change things up. But what could I tell those officers that they hadn't heard before?

Today I'm going to talk about a scenario that proved successful again and again. It's based on a true story that a friend—not a police officer—told me.



One springtime evening, he took the family dog out for a walk. The weather was warm, and a breeze was blowing. His wife and eight-year-old son decided to go too.

While they were walking, a police car pulled up. The officer told the family that a prowler had been reported in the neighborhood. My friend thanked him for the warning. They chatted for a few moments about common-sense security practices—locks, lights, and similar measures.

Then the officer asked my friend and his wife to show him their IDs. It was a strange request: they pointed to their house, just down the street, and protested that *nobody* takes an ID with them when they walk the dog.

Things got tense, with the officer insisting that *every* responsible citizen should carry an ID *at all times*. After a stern lecture, he returned to his patrol car and drove away.

That's the entire story. My next step was to ask the class to form small groups and make a list of the consequences of that story. The results were predictable: A bad image for the agency. The officer looked unprofessional. A lack of trust.

Often a member of the class would say a few words in defense of that officer. Yes, that was a mistake. But officers have to project an image of strength and authority. He just chose the wrong way to do it.

The minutes would tick by. Often I would see other officers nodding in agreement—and a few bored faces. They'd heard all this before! Geez, when would this class be over?



And then I would ask about the effect on that eight-year-old boy.

Suddenly the faces in the room would change. Many officers looked thoughtful, concerned—even worried. I put the officers back into their groups to talk.

After five minutes, they reported what was said in their group. Stories—both positive and negative—were shared. Officers who were parents talked about how painful it was to be humiliated in front of your children. Someone would point out that kids should learn to trust officers, not fear or dislike them.

Continued on page 21

There was always someone who noted that the lone officer in that incident might well have been the first officer that boy had ever met. He could carry that memory—and his negative impression of law enforcement—with him for the rest of his life.

At this point, I asked the officers to go back to their groups one final time. You're preparing to be an FTO. What advice will you give your trainee about communication?

Now the class was energized and interested. The ideas that came out had authenticity and originality. Often, there were stories about a mentor—an experienced officer who explained how the right words could defuse a tense situation.

And that brings me to the point of this story. The officer who told my friends about the prowler was doing exactly what officers should do: protecting them.

But sometimes the need for strength and a take-charge attitude can get in the way. I always tell my classes to keep thinking about that eight-year-old boy—and to remember that there's an eight-year-old boy or girl hidden within every person you meet. Sometimes, you have an opportunity to say a friendly or reassuring word to that small person. Take advantage of it.

And always—*always*—remember that you may be the first officer that small (or big) person has ever met. What will they carry with them after you've talked with them? Use that question to help guide your words and actions. ~

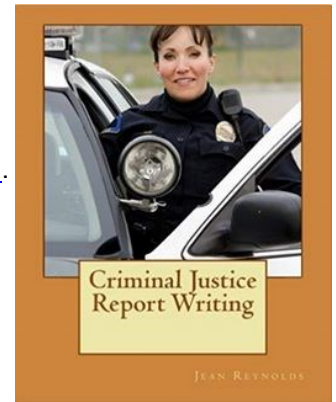


"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." —Maya Angelou

Dr. Jean Reynolds is Professor Emeritus at Polk State College in Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections. At Polk State College, she has taught report writing classes for recruits and advanced report writing and FTO classes for police and correctional officers. Dr. Reynolds has been a devoted author for IADLEST's *Standards & Training Director Magazine* since its inception, in an effort to share her knowledge with law enforcement Report Writing instructors. She is the author of *Criminal Justice Report Writing*.

For more writing practice and updated information about report writing, visit www.YourPoliceWrite.com.

Instructors can download free instructional material by sending an email from an official account to: jreynoldswrite@aol.com.



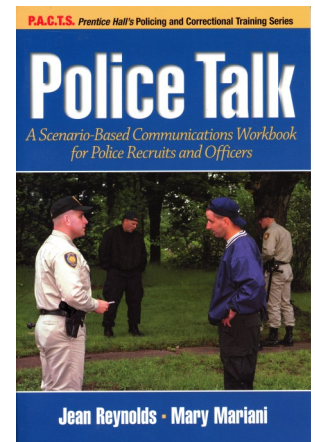
Dr. Jean Reynolds is also coauthor of the book

POLICE TALK: A Scenario-Based Communications Workbook for Police Recruits and Officers

written with Major Mary Mariani, Ph.D.,
Winter Haven Police Department, Florida.

This book addresses an officer's most important ability—the power of communication.

It contains instruction, scenarios, and discussion questions for officers and recruits that will hone their skill in meeting some of today's greatest challenges.



What Are Officers Being Trained and How Will It Impact Agency Liability

The Need to Audit Training

By

Jack Ryan, Co-Director LLRMI

For many years, in response to failure to train claims, courts simply looked at training records to determine if officers had received training on the particular topic alleged to be deficient. More recently, the trend has been for courts to more closely scrutinize the content of the training the officers have received to determine whether an officer has been properly trained. These decisions make clear that there is a need for agencies to review the content of all training, irrespective of who is delivering the training.

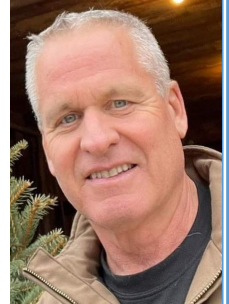
In light of cases where courts have begun scrutinizing the content of training, persons bringing lawsuits against officers have tried to bring the agency into federal court by looking at the actual content of training being given by the agency or being given by other groups that are being paid by the agency.

At the outset, it should be recognized that law enforcement agencies only become defendants in civil rights lawsuits if the agency played a role in an officer's unconstitutional conduct. In other words, the person bringing the lawsuit would have to establish that the officer violated their constitutional rights and that some action by the agency was the moving force that caused the officer to act unconstitutionally. One of the most common methods is to show that the officer had improper training that caused the officer to act unconstitutionally.

As a trainer or as the Sheriff or Chief, how would you answer the following questions about the content of training:

- Is your training consistent with the United States Constitution and decisions of the United States Supreme Court?
- Is your training consistent with your state's constitution and the laws of your state?
- What are the professional teaching points of the videos, photographs, and statements within your presentation? Is it simply humor and entertainment, or does it actually have a connection to proper training?

Jack Ryan is an attorney in Rhode Island, a graduate Juris Doctorate, Cum Laude, of Suffolk University Law School. He has 20 years of police experience as a police officer with the Providence Police Department, Providence, RI. His law degree and experience as a police officer give him a unique perspective on law enforcement's legal and liability issues. Mr. Ryan is also a former adjunct faculty member at Salve Regina University and lectures frequently throughout the United States. He is the Co-Director of the Legal Liability Risk Management Institute.



- Are photos, videos, and images that are included in the presentation based in reality, i.e., from an actual event, and do they have a valid connection to the training objective?
- How does the use of profanity by the instructor add to your training or promote professionalism?
- Would a particular slide, video, photograph, or statement be seen as promoting a lack of professionalism, or unlawful or improper conduct by participants of the training?
- Does the training style promote professionalism, or does it promote insubordination, improper or unlawful conduct to include excessive force?
- Would any portion of the training presentation be offensive based on race, gender, religion, ethnicity, or other suspect class recognized by state law, the Constitution, or current societal expectations?

Recently, the New Jersey Comptroller issued a report on training by a private vendor that was attended by 1,000 officers from around the United States, that included hundreds of officers from New Jersey.¹

According to the N.J. Comptroller's report, investigators found:

- Instructors at the Conference promoted the use of unconstitutional policing tactics for motor vehicle stops;

¹ <https://www.nj.gov/comptroller/reports/2023/20231206.shtml>

* Photograph by Brittany Alston, North Carolina Department of Justice, Salemburg, *Woman Officer Running Combat Course-Firearms Range*

- Some instructors glorified violence and an excessively militaristic or “warrior” approach to policing. Other presenters spoke disparagingly of the internal affairs process; promoted an “us vs. them” approach; and espoused views and tactics that would undermine almost a decade of police reform efforts in New Jersey, including those aimed at de-escalating civilian-police encounters, building trust with vulnerable populations, and increasing officers’ ability to understand, appreciate, and interact with New Jersey’s diverse population; and
- The Conference included over 100 discriminatory and harassing remarks by speakers and instructors, with repeated references to speakers’ genitalia, lewd gestures, and demeaning quips about women and minorities.

The report included videos (see footnote to access) from the conference to support the conclusions reached in the investigation and report.²

“Street Cop,” the private vendor, is based in New Jersey and reportedly trains 2000 New Jersey officers per year, supported by public funding.

Days after the comptroller’s report was issued, media groups began reporting the impact of the training on prosecutions in New Jersey, noting, “Attorneys expect criminal cases could topple across New Jersey in the wake of [a watchdog’s scorching report](#) this week that accused instructors for New Jersey’s busiest police training firm of teaching unconstitutional and discriminatory policing tactics.”³

One of the recommendations of the comptroller’s report indicates that the Attorney General should consider *Brady* listing any officer who has attended a Street Cops conference. The report recommended, “Given that many comments were made during the conference touching on the protected categories of color, race, ethnicity, and/or national origin, the Attorney General should consider issuing a directive or other guidance to law enforcement agencies addressing whether the fact of any officer’s attendance at or involvement in the conference may need to be disclosed to comply with any criminal discovery obligations.”⁴

Law enforcement training is serious business for several reasons. A well-trained officer can improve their own safety, the safety of the public, and even the safety of suspects. This safety not only includes physical safety but also includes legal safety. An officer who acts in a constitutional manner protects their exposure to criminal and civil liability. An officer

who acts constitutionally ensures justice for the members of the public who become victims of crime. And, the officer who acts constitutionally ensures that suspects/defendants are handled consistently with Constitutional mandates to protect the rights of the suspect.

All trainers and agencies must audit their internal training programs and the external training programs they send officers to.

All trainers and agencies must also be auditing their internal training programs in addition to the external programs they send officers to. The criticisms and scrutiny of courts have not been limited to the Street Cops training in New Jersey.

Consider, Wright v. City of Euclid,⁵

A. Wright’s Stop, Arrest and Experience in Custody

On November 4, 2016, at around 6:00 p.m., Lamar Wright pulled an SUV onto a residential driveway off of 207th Street in Euclid, Ohio. After Wright rolled down his window, conversation ensued with a friend who stood outside the residence. The friend never came over to the SUV, and Wright never exited the vehicle. Their visit lasted for about a minute.

Unbeknownst to Wright and his friend, plain-clothed Officers Kyle Flagg and Vashon Williams, in an unmarked vehicle, were surveilling the friend’s home based on reports of illegal drug activity in the area and at that residence in particular. The officers identified Wright’s vehicle as a rented Ford Edge SUV. Based on the short amount of time Wright spent at the house, the officers suspected that he may have been involved in a drug transaction.

After Wright pulled out of the driveway, Flagg and Williams followed him. He turned right onto Recher Avenue and then left onto East 212th Street. The officers maintain that at both turns, Wright failed to

² <https://data.nj.gov/stories/s/NJ-Comptroller-Police-Training-Report/qr2h-vn6y/>

³ <https://newjerseymonitor.com/2023/12/08/lewd-unconstitutional-police-training-could-threaten-criminal-prosecutions-attorneys-warn/>

⁴ <https://www.nj.gov/comptroller/reports/2023/20231206.shtml>

⁵ Wright v. City of Euclid, 962 F.3d 852, 880-81 (6th Cir. 2020).

use his turn signal, but there is no dash-cam footage or other evidence to confirm the officers' word. Wright insists that he did use his turn signal in both instances.

The situation escalated after Wright pulled into a second driveway to answer a text message from his girlfriend. While Wright texted in the SUV, the officers exited their vehicle, drawing their guns as they approached the SUV. One of the men caught Wright's eye when he glanced up from his texting. In his side mirror, Wright could see this man dressed in dark clothing with a gun pointed at the SUV. Believing that he was about to be robbed, Wright dropped his cellphone in the center console and threw the car into reverse. Glancing to his left, he saw another armed man, but this time he noticed a badge. Wright heard the men yell: "Shut the car off!" and "Open the door!" Now realizing that the men were police officers, he put the car in park and put his hands up. These events are corroborated by the body-cam footage. At this point, Flagg stood beside the driver's side door while Williams was next to the front passenger door. Both officers holstered their guns.

Next, Flagg yanked the driver's side door open and demanded that Wright shut off the vehicle. Wright complied and then raised his hands once more. Flagg grabbed Wright's left wrist, twisting his arm behind his back. The officer then attempted to gain control of Wright's right arm in order to handcuff him behind his back while he remained seated in the vehicle. Flagg was unsuccessful in his efforts. As Flagg continued to twist the left arm, Wright repeatedly exclaimed that the officer was hurting him, to which Flagg responded, "let me see your hand," apparently referring to Wright's right hand.

Flagg then tried to pull Wright from the vehicle, but the latter had difficulty getting out. As noted, Wright had recently undergone surgery for diverticulitis, which required staples in his stomach and a colostomy bag attached to his abdomen. Though the officers apparently could not see the bag and staples, these items prevented Wright from easily moving from his seat. Wright placed his right hand on the center console of the car to better situate his torso to exit the car. By this point, Williams had moved over to stand behind Flagg on

the driver's side. Williams responded to Wright's hand movement by reaching around Flagg to pepper-spray Wright at point-blank range. Flagg simultaneously deployed his taser into Wright's abdomen. The besieged detainee finally managed to exit the car with his hands up. He then was forced face down on the ground, where he explained to officers that he had a "shit bag" on. Officer Williams next handcuffed Wright while he was on the ground.

Wright was bleeding from the staples that attached the colostomy bag to his abdomen. The bag was now visible to Williams, who would testify that he "was kind of leery of getting some sort of biohazard on [him]." The officers had Wright sit on the trunk of his car while they called an ambulance. As the body cam continued to record, Flagg made various arguably self-serving statements, including that "[Wright] was reaching like he had a f***ing gun," and that Flagg had been afraid that Wright was going to shoot him. Wright did not have a gun, nor did he have any drugs or other contraband. The officers conceded that they did not have probable cause to arrest Wright until after they believed he was resisting, and that they had not seen Wright engage in any illegal activity prior to the arrest apart from his alleged failures to use his turn signal. They arrested Wright for the misdemeanors of obstructing official business and resisting arrest.

After Wright's arrest, a hospital doctor treated him for bleeding in his abdomen because of the stress placed on the staples around his colostomy bag. Wright refused to submit to an x-ray because of his recent surgery. The officers responded by demanding a CT scan of Wright's abdomen, but the doctors refused to perform the scan after consulting with the hospital's legal department. Wright was then discharged from the hospital and taken to the Euclid jail.

At his 10:45 p.m. booking, Wright was charged with the two misdemeanors for which he was arrested (obstructing official business and resisting arrest), along with two other offenses (criminal trespass and failure to use a turn signal). Despite the fact that Wright had no drugs when he was arrested and was not charged with any drug-related offenses, the officers designated Wright's arrest as stemming from a drug investigation. Flagg acknowledged that

Continued on page 25

he knew that this designation would result in Wright's being subjected to additional, more thorough searches.

Wright posted bond between 11:00 p.m. and midnight, but he still was not released from police custody. As Wright was attempting to leave the Euclid jail, a corrections officer told him that he would be taken to the Cuyahoga County jail for a full body scan to see if he was hiding drugs in his abdomen. Shortly after 1:00 a.m., he arrived at this next facility, where jail staff searched him using a body scanner. The search turned up nothing. Wright finally was released from custody at 3:55 a.m.

Over seven months later, all the charges against Wright were dropped. Neither Flagg nor Williams was investigated or disciplined for his encounter with Wright, and their use of force was approved by their supervisors. (citations omitted).

Wright filed a lawsuit against the officers and the agency. In reviewing the Federal District Court's decisions on summary judgment and qualified immunity for the officers and the propriety of the claims against the City of Euclid, the United States Court of Appeals looked at the substance of use of force training within the Euclid Police Department.

The court noted:

Wright argues that his injury is directly attributable to the City's policy or custom of indifference to use of force. Euclid police officers undergo "defensive tactics training" that purportedly trains officers in methods to defend themselves or defuse a situation. Flagg maintains he used "defensive tactics" in subduing Wright.

This training contains a link to a YouTube video of a Chris Rock comedy skit entitled "How not to get your ass kicked by the police!" The video shows numerous clips of multiple police officers beating African-American suspects. During the video, Rock says things such as: "People in the black community . . . often wonder that we might be a victim of police brutality, so as a public service the Chris Rock Show proudly presents: this educational video."

"Have you ever been face-to-face with a police officer and wondered: is he about to kick my ass? Well wonder no more. If you follow these easy tips, you'll be fine." "We all know what happened to Rodney King, but Rodney wouldn't have got his ass

kicked if he had just followed this simple tip. When you see flashing police lights in your mirror, stop immediately. Everybody knows, if the police have to come and get you, they're bringing an ass kicking with 'em."

"If you have to give a friend a ride, get a white friend. A white friend can be the difference between a ticket and a bullet in the ass." InsaneNutter, Chris Rock-How not to get your ass kicked by the police! (Feb. 2, 2007), <https://www.youtube.com/watch?v=uj0mtxXEGE8>; [<https://perma.cc/NU2W-MGLN>].

Sergeant Murowsky conducts the use-of-force trainings and reviews all incidents of officer involved force. He stated that he thought the video was humorous and that it related to things that Euclid police officers have experienced. The City's use-of-force training also includes a PowerPoint presentation, the first page of which displays a stick figure cartoon portraying a police officer in riot gear beating a prone and unarmed civilian with a club with the caption "protecting and serving the poop out of you."

Sergeant Murowsky testified that he did not believe that the graphic conveys that the Euclid Police Department "beat[s] the hell out of people," but he didn't know what other message could possibly be taken away from the image.

Wright points to the Euclid Police department training on use of force to support his argument that the City has a custom of allowing excessive force. First, there is the link in the training materials to the YouTube video of the Chris Rock comedy sketch discussed earlier. As noted, it is entitled "How not to get your ass kicked by the police!". It includes numerous vignettes depicting police officers beating African-American suspects, with commentary from Rock about Rodney King and other matters as also described earlier.

The evidence further includes, as also noted, a slide from the same training titled "Defensive Tactics Training." The slide includes a cartoon in which a stick figure police officer in riot gear is shown beating a prone and unarmed civilian with a club with the caption "protecting and serving the poop out of you." Again, as noted, Murowsky testified

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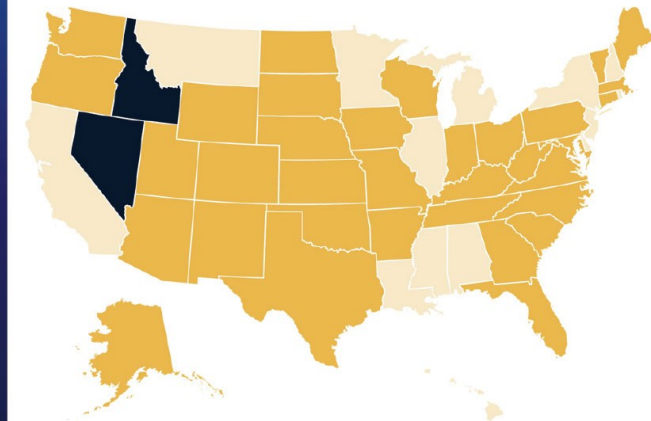
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that he did not believe that the image conveys that the Euclid Police Department "beat[s] the hell out of people," but that he didn't know what other message could possibly be taken away from the image.

Finally, the use-of-force training contains a meme that depicts two officers with their guns drawn and aimed at something. It is captioned "Bed bug! Bed bug on my shoe!". Murowsky testified that he believed the image conveyed that the officers were overreacting to and escalating a situation.

*Wright has produced enough evidence such that a reasonable jury could find that the City's custom surrounding use of force is so settled so as to have the force of law and that it was the moving force behind violations of Wright's constitutional rights. We therefore **REVERSE** the district court's grant of summary judgment on the issue of municipal liability under § 1983. (citations omitted).*

Thus, the court found that the case against the City could go forward to a jury based on unprofessional training that, at least in the instance of the training sergeant with respect to the Chris Rock video, he found humorous.

Consider the following from Louisville, Kentucky.

An ongoing lawsuit in Louisville, Kentucky, also provides an example of how PowerPoints and lesson plans may be used to allege that training was the moving force behind unconstitutional actions by officers.

"There is no hunting like the hunting of man and those who have hunted armed men long enough and liked it, never really care for anything else thereafter..."

The quote, from Ernest Hemingway in a 1936 Esquire magazine piece, appeared on the cover of a training course on executing search warrants used by the Louisville Metro Police Department.

Louisville police have since removed the words from the training manual, calling them "completely inappropriate."

But a recent court filing has brought scrutiny to the quote and images in the training materials, including a picture of a bloody Black man who appears to be dead as well as a cartoonish gang member shooting a gun alongside images of drugs

and money... The training materials were filed in an [ongoing lawsuit](#) accusing at least 10 SWAT officers of raiding a vacant home to serve a search warrant on a drug suspect – only to handcuff a house painter, his girlfriend and her 11-year-old daughter.

In a statement to WDRB News, a police department spokeswoman said the training class was taught by someone outside the department and 'the quote and pictures were removed from the curriculum about a year ago after LMPD's Training staff requested the instructor take out that portion.'"⁶

Another example occurred in Portland, Oregon, as attorneys prepared materials to turn over to lawyers for Don't Shoot Portland, a nonprofit that sued Portland police over its use of force during social justice protests in 2020.

"A Portland Police Bureau [training presentation](#) on protests ended with a PowerPoint slide listing a prayer for a 'dirty hippy' and the promise to send 'my humble servants' with hats and bats to 'christen' their 'heads with hickory' accompanied by a photo of a helmeted officer raising his arm to a woman.

The city made the slide public, months after city attorneys turned it over to lawyers for the nonprofit Don't Shoot Portland, a Black-led nonprofit that advocates for social and racial justice. The group has sued the city in federal court alleging officers used excessive force responding to protests in 2020.

Wheeler called the slide 'unauthorized' and said it was discovered last September while the city was reviewing and preparing documents to be turned over in the [Don't Shoot Portland legal case](#).

The mayor said it's unclear who drafted or added the slide to the training material or if it was used in training. An initial investigation suggests it may have been created in 2018, 'though further investigation is needed to confirm,' according to the mayor's office."⁷

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⁶ https://www.wdrb.com/wdrb-investigates/hunting-of-man-quote-used-in-warrant-training-for-louisville-police/article_27540c9c-02ef-11ed-8805-bf6155d98224.html

⁷ <https://www.oregonlive.com/crime/2022/01/portland-police-training-on-protests-ends-with-slide-showing-mock-prayer-for-dirty-hippie-prompts-investigation.html#:~:text=A%20Portland%20Police%20Bureau%20training,his%20arm%20>

There have also been a number of cases where it is alleged that “warrior style” training is the moving force behind excessive force in order to make the agency a defendant in the case.

Although unsuccessful in French v. City of Los Angeles,⁸ the plaintiff alleged that customs and practices of the Los Angeles Police Department were the moving force behind an officer’s off-duty shooting that was alleged to be unconstitutional. With respect to training, the person bringing the lawsuit reported the inappropriate custom to be, mandating training programs, such as “warrior training,” that foster irrational fear that everyone is out to kill them or that unexpected danger lurks around every corner despite the potential for officers to overreact and use excessive force;...”

In Oakry v. City of Tempe, the Federal District Court outlined the facts as follows:

In his First Amended Complaint, Plaintiff sues the City of Tempe and Tempe Police Department (TPD) Officers Ronald Kerzaya, David Hanson, and Amy Pfeifer. Plaintiff alleges that on the morning of June 15, 2019, multiple TPD officers responded to a domestic disturbance call at an apartment complex initiated by the mother of Plaintiff's three minor children. She confirmed that there were no drugs or weapons in the third-floor apartment and that Plaintiff had the couple's three children in the apartment. She informed the dispatcher that she would wait outside the apartment for police to arrive.

Defendant Kerzaya arrived at the scene first and went to Plaintiff's door. When Plaintiff opened the door, Kerzaya asked Plaintiff what was going on, and Plaintiff responded, "nothing" and "this is my house." Kerzaya replied, "I don't care if it's your house or not, put your hands behind your back," and Kerzaya moved into the apartment, less than 8 seconds after asking Plaintiff what was going on. Plaintiff told Kerzaya that he "was not allowed" to come into the apartment, and Kerzaya told Plaintiff to "put [his] fucking hands behind [his] back!" Plaintiff began to raise his arms in a "surrender" position, and Kerzaya pointed his taser at Plaintiff. Plaintiff told Kerzaya that he had not given the officer permission to enter, and voiced his objection to his children witnessing this show of excessive force inside their own home, but Kerzaya continued to hold Plaintiff at taser-point and repeated his

demands that Plaintiff put his hands on his head. At some point, Plaintiff's 1-year-old son ran into the room and tugged at Plaintiff's shorts, and Plaintiff picked him up. Kerzaya yelled, "put the baby down and put your hands on top of your head!" and Plaintiff turned his body to shield his son.

Soon thereafter, TPD Officer Fernandez and Defendants Hanson and Pfeifer arrived and entered the apartment. Fernandez escorted the other two children out of the apartment, and Kerzaya, Pfeifer, and Hanson kept their tasers pointed at Plaintiff, who was still holding his son. Kerzaya instructed the other officers to "Shoot him low!" and Defendants Kerzaya, Hanson, and Pfeifer simultaneously fired their tasers at Plaintiff. Plaintiff fell to the ground and was able to avoid landing on top of his son. The officers moved Plaintiff away from his son and then tased Plaintiff two more times.

According to a news article containing an embedded video referenced in the First Amended Complaint, the officers involved in Plaintiff's arrest were ordered to undergo additional de-escalation and use of force trainings following Plaintiff's arrest.

On November 5, 2019, TPD Chief of Police Sylvia Moir held a press conference addressing Plaintiff's arrest and stated that Defendants Kerzaya, Hanson, and Pfeifer's tasing of Plaintiff had been reviewed, and it was "determined that no policy violations had occurred."

On August 29, 2020, Defendant Kerzaya "unconstitutionally held a black man at gunpoint while responding to a call at a hotel to remove a white trespasser."

In Count One, Plaintiff alleges a Fourth Amendment unlawful entry claim against Defendant Kerzaya. In Count Two, Plaintiff alleges Fourth Amendment excessive force claims against Defendants Kerzaya, Hanson, and Pfeiffer. In Count Three, Plaintiff alleges a municipal liability claim Plaintiff alleges a municipal liability claim pursuant to Monell v. Dep't of Soc. Servs., 436 U.S. 658, 98 S. Ct. 2018, 56 L. Ed. 2d 611 (1978), against the City of Tempe ("the City"). Specifically, Plaintiff alleges municipal claims for ratification/failure to discipline

⁸ French v. City of L.A., No. EDCV 20-416 JGB (SHKx), 2021 U.S. Dist. LEXIS 254452 (C.D. Cal. Jan. 8, 2021).

and **failure to train/supervise** against the City. (citations omitted).⁹

As part of the complaint in this case, the plaintiff alleged that warrior-style training was improper and was the moving force behind an officer's alleged excessive force. The court noted: "In the First Amended Complaint, Plaintiff alleges that the City "fail[ed] to adequately train any of these officers on proper and appropriate de-escalation tactics, or to equip these officers with basic training, strategy, and tactics to gain the compliance of a subject without resorting to an unconstitutional use of physical force" and that "rather than providing proper de-escalation and use of force trainings to Officers Kerzaya, Hanson, and Pfeifer, it is believed that [the City] used a hyper-aggressive 'kill or be killed' warrior-inspired program to teach these officers to use force liberally, unconstitutionally, and as a first resort." ¹⁰

... it is clear that persons bringing lawsuits see "warrior" style training as a failure by law enforcement to promote de-escalation.

While ultimately, this claim was abandoned by the plaintiff at the summary judgment stage of the proceedings, it is clear that courts are willing to consider the substance of training as an issue that will support a failure to train claim. More importantly, it is clear that persons bringing lawsuits see "warrior" style training as a failure by law enforcement to promote de-escalation.

In Jones v. City of St. Paul, the court outlined the facts as follows:

In the early morning of March 15, 2017, the St. Paul Police were called to an apartment building at the corner of Sixth Street and Sinnen Street after a 911 caller reported screaming in the building. Officers Norman and Younce were nearby and responded to the call.

Handy and his girlfriend, Markeeta Johnson-Blakney, lived in the apartment building. According to Johnson-Blakney - and corroborated by cell phone footage - Handy woke her up at 2:00 a.m. with the belief that someone intending to harm him was in their apartment. At the time, he was under the influence of Tetrahydrocannabinol (THC) and n-ethyl pentalone (referred to as Molly), which can cause

agitation, aggression, paranoia, and hallucinations, among other things. Although Johnson-Blakney assured him that no one was in the apartment, Handy armed himself with a handgun with an extended magazine. Handy ultimately discharged the handgun in the apartment, firing sixteen shots. He then left the apartment with the handgun and went into the street.

When Norman and Younce arrived at the apartment building, they met Johnson-Blakney and a neighbor, Jill Mollner, coming down the stairs, presumably to follow Handy outside. Johnson-Blakney and Mollner testified that they told the officers that Handy had a gun, but that it was not loaded.

Norman and Younce pursued Handy down the street, and both ultimately shot him numerous times after apparently believing that he was about to shoot Norman. After being shot, Handy rolled onto his side and continued to move. Not knowing whether Handy still had the gun, Younce fired one more shot at Handy. Shortly after the shooting - within seconds according to Norman and Younce - Wild and other officers arrived on the scene. After Wild arrived, Norman and Younce handcuffed Handy and called for medical assistance at 2:26:36 a.m. At this point, approximately ten more officers were on the scene. Younce believes that one of the newly arrived officers checked on Handy's condition while Wild stood guard over Handy's nearby gun. (citations omitted).¹¹

The court noted the plaintiff's claim that the actions of the officers in shooting Handy were the result of speech made by a St. Paul officer espousing a warrior-style approach to law enforcement.

According to plaintiff, the St. Paul Police Department espouses a "warrior mentality" in which officers are instructed to treat suspects as enemy combatants. She bases this belief on a 2012 speech made by a St. Paul police officer unrelated to this case in which he encouraged officers to treat suspects as enemy combatants. There is no evidence

Continued on page 30

⁹ Oakry v. City of Tempe, No. CV 20-01167-PHX-JAT (DMF), 2021 U.S. Dist. LEXIS 258465, at 1-5 (D. Ariz. May 18, 2021)

¹⁰ *Ibid.*, Oakry v. City of Tempe, at 12.

¹¹ Jones v. City of St. Paul, No. 20-707(DSD/ECW), 2022 U.S. Dist. LEXIS 116417, at *2-4 (D. Minn. June 30, 2022)

in the record that Norman or Younce were in the audience during the speech or that they otherwise agree with or were trained under that approach. Further, Todd Axtell, who has been the chief of the St. Paul Police Department since 2016, banned warrior training. He views police officers as guardians rather than warriors. As such, he believes that police officers are collaborative partners with the community and has emphasized that philosophy throughout his tenure.

In its consideration, the court noted that both officers had mandated de-escalation training and also had crisis intervention training (CIT), thus the allegation that the officers were not trained on de-escalation failed.

Ultimately, the court found that based on the Chief's testimony regarding the ban on warrior-style training as well as the agency's philosophical approach to law enforcement, plaintiff could not establish that warrior-style training was the moving force behind the shooting.



It is noted that Minnesota has restricted “Warrior Style” training by state statute.

626.8434 WARRIOR-STYLE TRAINING PROHIBITED.

Subdivision 1. Definition. — For purposes of this section, “warrior-style training” means training for peace officers that dehumanizes people or encourages aggressive conduct by peace officers during encounters with others in a manner that deemphasizes the value of human life or constitutional rights, the result of which increases a peace officer’s likelihood or willingness to use deadly force.

Subd. 2. No continuing education credits or tuition reimbursement.

(a) The board may not certify a continuing education course that includes warrior-style training.

(b) The board may not grant continuing education credit to a peace officer for a course that includes warrior-style training.

(c) The board may not reimburse a law enforcement agency or a peace officer for a course that includes warrior-style training.

Subd. 3. Training prohibited. — A law enforcement agency may not provide warrior-style training, directly or through a third party, to a peace officer.¹² ~

¹² Minn. Stat. Ann. § 626.8434 (LexisNexis, Lexis Advance through the end of the 2023 regular session).

This article was originally published at https://www.llrmi.com/articles/legal_updates/2023_audit_training/ and modified for IADLEST’s *Standards & Training Director Magazine*. You can read this and more articles written by Jack Ryan by going to the Legal Liability Risk Management Institute website at: <https://www.llrmi.com/>.

Note From The Editor

On February 18, 2024, by [written memorandum](#), Attorney General Matthew Platkin ordered all participants in the Street Cop conference to attend a retraining event on March 14, 2024, in Trenton, New Jersey.¹ 240 current law enforcement officers from 87 agencies are expected to attend the scheduled retraining. The order follows release of December 2023 State Comptroller investigative findings. According to another recent filing, “at least nine states — New Jersey, Maryland, California, Illinois, Michigan, Minnesota, Missouri, Nevada, and Oregon — to prohibit their law enforcement agencies from attending Street Cop training.”²

¹ <https://newjerseymonitor.com/wp-content/uploads/2024/02/Memo-from-Attorney-General-Regarding-Mandatory-Retraining.pdf>

² <https://newjerseymonitor.com/2024/02/21/controversial-police-training-firm-files-for-bankruptcy-blames-new-jersey-investigations/>



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Training Lexicon

The vocabulary of a particular language, field of work or study, class, person, etc.

Scaffolding A teaching technique where instructors deliver lessons in distinct segments, providing less and less support as students master new concepts or material. Much like construction scaffolding, this technique provides students with a framework on the topics they learn, then as learning continues, strengthens understanding.

Seven Scaffolding Learning Strategies for the Classroom, University of San Diego, Professional and Continuing Education (Accessed January 27, 2024), <https://pce.sandiego.edu/scaffolding-in-education-examples/>.

Bloom's Taxonomy

A set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity. They cover learning objectives in cognitive, affective and psychomotor domains. They have been the primary focus of most traditional education and are frequently used to structure curriculum learning objectives, assessments and activities. Named after Benjamin Bloom, who edited the first volume of the standard text, *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1953). It was designed to improve communication between educators on the design of curricula and examinations.

Bloom, B. S.; Englehart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Vol. Handbook I: Cognitive domain. New York: David McKay Company.

Shane, Harold G. "Significant Writings That Have Influenced the Curriculum: 1906-81." *The Phi Delta Kappan* 62, no. 5 (1981): 311-14. <http://www.jstor.org/stable/20385884>.

Interleaving Involves learning multiple related concepts at the same time while alternating between them. By switching between different topics or types of problems, interleaving is thought to promote the ability to discern key differences between concepts and to enhance the ability to apply and transfer knowledge to new and varied situations.¹ Rather than block learning subjects "AAA BBB CCC", practice on several related skills together (forming the pattern "ABC ABC ABC").²

¹ <https://www.coursera.org/articles/interleaving>

² <https://www.scientificamerican.com/article/the-interleaving-effect-mixing-it-up-boosts-learning/>

US National Library of Medicine. "Effects of Interleaved and Blocked Study on Delayed Test of Category Learning Generalization, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4141442/>." Accessed January 25, 2024.

Taxonomy The study of the general principles of scientific classification : [systematics](#) ; or the practice and science of [categorization](#) or [classification](#). A taxonomy is a scheme of classification, especially a [hierarchical classification](#), in which things are organized into groups or types. Among other things, a taxonomy can be used to organize and index knowledge (documents, articles, etc.), such as in the form of a [library classification system](#), or a [search engine taxonomy](#), to more easily find the information being searched for.¹

¹ <https://en.wikipedia.org/wiki/Taxonomy>

Inter alia "Among other things."

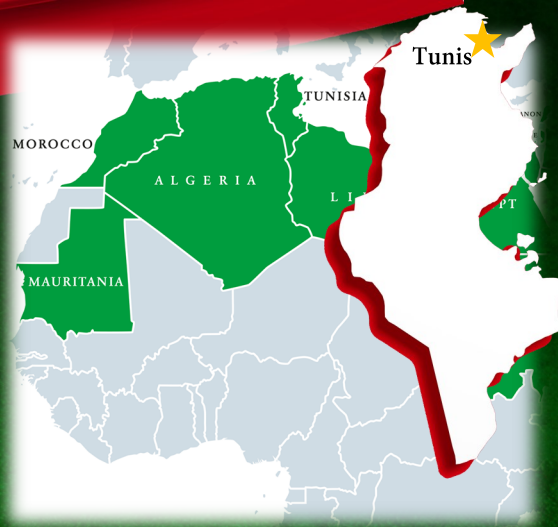
Merriam-Webster Dictionary

<https://www.merriam-webster.com/dictionary/inter%20alia>



TUNISIA

Cover Story



Overhauling the Training System of the Tunisian National Guard:

The Road to Building a Resilient Public Service- Oriented Policing Model



“The challenge of establishing a resilient police force capable of navigating a rapidly changing environment constructively and safely has consistently been a prominent concern for actors in the security sector in Tunisia and worldwide. Striking a delicate balance between equipping the operational force with the know-how to address ever-evolving complex security challenges effectively while upholding institutional ethics and respecting core values of human dignity and accountability is the cornerstone for building a public service-oriented policing model where trust with citizens finds robust avenues to thrive.”

About the Author



Lieutenant Colonel Aicha Rakrouki is a distinguished officer within the Tunisian National Guard. Having completed her studies in electromechanical engineering at the Tunisian Military Academy in 2013, she has undertaken various positions leading up to her current role as the deputy director in charge of the

Competencies Development Department within the Directorate of Training of the National Guard. Among her key responsibilities is supervising the integration of a Learning Management System as part of the National Guard's transition to a digital training management and delivery model.



The Directorate of Training of the National Guard spearheads training and competencies development for all personnel, enhances their operational capabilities, and establishes an operational force that respects the organizational ethics and values while providing security for the country and all

citizens. This mission is accomplished through a series of responsibilities, including the supervision of training for all National Guard agents in Tunisia, ranging from new recruits undergoing basic training to seasoned agents engaged in continuous and specialty training.

The scope of the training institution's responsibilities encompasses, inter alia, the development of the training strategy, the identification and assessment of training needs, the oversight of curriculum development and training programs planning and execution, and the evaluation of the performance of both trainers and trainees. This critical role is carried out in close coordination with various training schools, notably the National School of the National Guard in Bir Bouregba, the Commandos Training School in Oued Zarga, the Continuous Training School in Chbika, and the Multi-Disciplinary School in Morneguia. The latter is comprised of eight specialized centers, each focusing on a specific competency, notably foreign languages, traffic management, specialty driving, riot control, K9, cavalry, coast guard and maritime operations, and criminal investigation.

Structurally, the training institution reports to the General Directorate of Common Services, which, in turn, falls under the purview of the General Directorate of the National Guard. This hierarchical structure ensures



effective coordination and alignment with the broader organizational vision and goals.

The Tunisian National Guard is an integral part of the law enforcement apparatus in Tunisia.

As a law enforcement agency, it serves a comprehensive mandate and prioritizes prevention and deterrence. Its duties extend to the protection of land and maritime borders, vigilant oversight of roads and high-ways, and the investigation of crimes to identify and apprehend perpetrators for subsequent legal procedures before courts in strict adherence to the law. Additionally, the National Guard plays a crucial role in reinforcing administrative regulations, monitoring and managing explosive and hazardous materials, and participating in the national service draft process throughout the republic's territory.

The challenge of establishing a resilient police force capable of navigating a rapidly changing environment constructively and safely has consistently been a prominent concern for actors in the security sector in Tunisia and worldwide. Striking a delicate balance between equipping the operational force with the know-

Continued on page 35



ledge how to address ever-evolving complex security challenges effectively while up-holding institutional ethics and respecting core values of human dignity and accountability is the cornerstone for building a public service-oriented policing model where trust with citizens finds robust avenues to thrive.

Doing so requires sustained effort and is a long-term process involving various entities and institutions at all levels of the security system. Within this complex nexus, the training system is the linchpin, serving as the common thread where transformative processes take root and spread institution-wide.

... *“the training system is the cornerstone for security sector reform” (...) “it is where law enforcement agents assimilate key values of accountability, transparency, respect for human rights and rule of law, and effectiveness.”*

The Tunisian National Guard firmly believes that real change starts by instigating a mindset shift within the force, primarily through training. Underscoring the importance of training reform, two high ranking officials within the National Guard state: *“the training system is the cornerstone for security sector reform” (...) “it is where law enforcement agents assimilate key values of accountability, transparency, respect for human rights and rule of law, and effectiveness.”*

It is based on this premise, that the Tunisian National Guard has embarked since 2016 on a multi-phased undertaking to entirely overhaul the training system as part of a partnership with the United States Institute of Peace (USIP) and the US State Department Bureau of International Narcotics and Law Enforcement Affairs. This initiative was designed following a thorough



diagnosis of the training system within the National Guard, allowing the adoption of a data-driven, tailored approach to training reform that aligns with national and international standards of excellence.

The transformation includes a series of substantial reforms and structural changes and is organized around three core axes interwoven to produce a distinctive reform model that can be exported in its entirety or in part. Namely, institutional preparedness, substantive procedural changes, and modernization.

Ensuring institutional preparedness is the foundational element in this transformative process. To this end, the National Guard Directorate of Training developed a reform-oriented and gender-sensitive strategy for training. This strategic framework serves as a guiding compass, steering the training institution towards achieving its strategic and operational objectives while aligning with core institutional values of excellence, integrity, equity, transparency, openness, and discipline.



This framework also lays the foundation for establishing clear interdepartmental collaboration mechanisms, creating constructive channels between the training system and relevant departments within the force, such as Human Resource and General Inspection of the National Guard. These interdepartmental mechanisms are designed to facilitate field performance evaluation of the entire operational force, identify performance weaknesses, and leverage training to tackle these gaps and to facilitate a transparent, more informed assignment of agents based on competencies.

The substantive procedural changes of this process involve a shift towards a competency and human rights-based approach to curriculum design, review, and delivery. This transition entails the establishment of specialized units to spearhead the standardization and



digitization processes of the training content, ensuring a consistent learning experience across all schools and centers. Concurrently, central control and oversight mechanisms are adopted to examine and validate the training content against a set of rigorous standards before dissemination. These standards include adherence to institutional values of human rights and gender equity, as well as compliance with a standardized curriculum development methodology. The institutionalization of a data-driven and evidence-based approach to content development will allow the training institution to develop engaging quality training materials accessible to the entire force, which is further reinforced by the qualification of trainers across the institution.

In tandem, the National Guard Directorate of Training is in the process of integrating a digital Learning Management System (LMS), marking a significant stride in the ongoing transition to a digital training management and delivery model. This software has been meticulously adapted to align with the specific needs of the training institution and tailored to its unique structure. The LMS holds, inter alia, the capability to



provide online learning opportunities for the entire operational force, comprising a workforce of over 35,000 agents, thereby ensuring equal access to training and fostering upward mobility. Beyond online learning, the LMS facilitates a centralized and timely oversight over the training system, training corps, and individual trainees. Furthermore, certain elements of the LMS will be open to the public, expanding opportunities for citizens, civil society, and international organizations to engage in training programs – reflecting the National Guard's openness to the public.

The integration of this platform serves as the common thread that brings together these reforms, helping integrate their systemic implementation and widespread impact across the institution.

Recognizing that this profound reform process aligns with international standards and criteria, a connection has been established with the International Association of Directors of Law Enforcement Standards and Training (IADLEST) during the National Guard's and USIP's joint participation in IADLEST's 2023 annual conference in Denver, Colorado. Subsequently, the National Guard conducted a self-evaluation in preparation for pursuing accreditation for its academies, trainers, and curricula.

As the National Guard steadfastly advances on its journey towards excellence, the ongoing process of reform, modernization, professionalization, and alignment with national and international standards is bringing it ever closer to realizing its aspiration of serving as a global model for progressive change in law enforcement. ~



Special thanks is given to the United States Institute of Peace for assisting IADLEST in publishing this article.



From the COPS Office

New

On May 24, 2022, a mass shooting at Robb Elementary School in Uvalde, Texas, shook the nation. In the aftermath of the tragedy, there was significant public criticism of the law enforcement response to the shooting. At the request of the then mayor of Uvalde, the U.S. Department of Justice (DOJ) conducted a Critical Incident Review (CIR) of the law enforcement response to the mass shooting. In providing a detailed accounting and critical assessment of the first responder actions in Uvalde, and the efforts since to ameliorate gaps and deficiencies in that response, this report is intended to build on the knowledge base for responding to incidents of mass violence. It also will identify generally accepted practices for an effective law enforcement response to such incidents. Finally, it is intended to help honor the victims and survivors of the Robb Elementary School tragedy.

This report provides answers to many questions arising from the response of local, state, and federal law enforcement agencies and personnel. It identifies crucial lessons learned, discusses initiatives for prevention and improving future preparation and responses to mass shootings in other communities. It is intended to build on the knowledge base for responding to incidents of mass violence. It also will identify generally accepted practices for an effective law enforcement response to such incidents.

Critical Incident Review Active Shooter at Robb Elementary School



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Publication Date: January 2024

Improving the Quality of Training through Targeted Instructor Development:

A Replicable Training Model from the Portland Police Bureau

*By Ben Steiner,
Officer Rehanna Kerridge, and
Dr. Rebecca Rodriguez*



Introduction

Training is an essential component of the continual evolution of policing. In 2023, the need for additional police training continues to be a contentious refrain both within agencies and the communities they serve. However, as Former NYPD Training Chief Kenneth Corey explains, “We hear so much about needing more training. Well, more training is better. But better training is better still.” (PERF, 2022)

The question then becomes: How can an agency enhance the quality of its training?

This paper outlines the approach taken by the Portland Police Bureau (PPB) in Portland, Oregon, to improve the quality of training through an instructor development pilot program focusing on the bottom-up development of instructors’ adult education acumen. While “adult learning” is often assumed to be relegated to classroom learning, the skills taught through formal instructor development are equally transferable to motor-learning and scenario-based training.

There are components of this program that are unique to Portland. However, the overall design is based on support from various other agencies, including the po-

lice departments in Baltimore, Los Angeles, and New Orleans. The hiring of an academic dean, for example, was inspired by comparable efforts in Los Angeles. Despite these previous efforts, comprehensive documentation of existing instructor development programming in policing is limited. Thus, this paper serves to provide a potentially replicable template for other medium-to-large agencies throughout the country.

Before outlining the program, the paper will discuss the current state of instructor qualification and development, as well as identify research undergirding the importance of instructor adult education proficiency and Law Enforcement Officer (LEO) collaboration with non-sworn education professionals.

State of the Field

A robust body of research underscores the need for professional training generally, and police officer development specifically, to utilize evidence-based adult education practices, including participatory learning, high-fidelity scenarios, interleaving, and an integrated learning program (Armstrong, 2020; O'Neill, et al., 2019; Lewinski & Albin, Professional Police Training, 2022; Presi-

Continued on page 39

dent's Task Force on 21st Century Policing, 2015; Lewinski, 2019; sd 2019; Lewinski, 2019). However, the research on *how* LEO instructors teach is limited. Gaps in the literature include the identification of standardized requirements, the amount and frequency of instructor development, recent data on adult education principle implementation in police training, and continuing education beyond initial specialized certification.

The most common prerequisites for LEOs to become instructors are subject matter expertise, years of experience, and POST certification (Department of Justice, 2018). These qualifications are undoubtedly important. Yet, they presuppose that a skilled LEO will naturally be an effective teacher. Research indicates this is not always the case, as many POST-certified instructors lack proficiency in adult education theory and methods (Birzer, 2003). Furthermore, a significant portion of academy training relies on instructor-centered lectures, which have limited transferability to policework in the field (McCoy, 2006).

Instructors at PPB and elsewhere make commendable efforts to maximize the impact of their training by seeking external training, researching independently, and engaging in peer learning within the instructor cadre. However, formalized training could significantly reduce the stress on new instructors, standardize expectations, and ultimately improve learning outcomes among recruits and in-service training participants.

Moreover, the President's Task Force on 21st Century Policing (2015) and the Police Executive Research Forum (PERF, 2022) emphasize the benefits of combining law enforcement and civilian expertise to enhance police training quality. These collaborations can support the adoption of best practices in adult education from other fields, leveraging the knowledge of non-sworn experts and their LEO counterparts.

Agencies around the country have recognized the need for improved quality of instruction, and many have hired education specialists to support sworn instructors. Additionally, some agencies require a base-level instructor certification for instructors to teach at academies. For example, California's POST organization requires new instructors to complete the California POST Academy Instructor Certification Course (AICC) to qualify as instructors. Prospective instructors from across California's law enforcement agencies attend the course.

Some agencies have also made strides toward greater

collaboration between sworn and non-sworn experts. In New York, professors from New York University, the City University of New York, and other institutions have visited the New York Police Department to provide targeted instruction, review curricula, and provide other types of support to the department. Additionally, PPB and the Baltimore Police Department, among others, have hired in-house curriculum and instructional design specialists.

The Portland Model

The approach outlined here was developed and adapted based on visits and input from other agencies, including the Los Angeles and New Orleans Police Departments, but is potentially unique in its commitment to embedding a culture of best practices in adult education among law enforcement instructors. This is achieved through collaboration with a non-sworn Curriculum and Instructional Design Unit (CID), including two full-time instructional designers and a Director of Police Education (DOPE), as well as the support of command staff, including the Captain of the Training Division. The program fosters a culture of effective adult learning and instruction throughout the agency.

The approach is threefold: First, instructors work with the CID to co-develop curricula and materials that blend subject matter expertise with educational best practices. Second, the Bureau is formalizing its instructor development programming, including instructor certification courses. Lastly, instructors will receive continuous support, including non-punitive feedback and growth opportunities.

This model also includes proposed policy language, which adopts the requirement of attendance to an Instructor Development Course (IDC) within 180 days of selection as a full-time PPB instructor. Inherent in the desire for systemic enhancement, policy language is essential to the success of ensuring the sustainability of such organizational efforts.

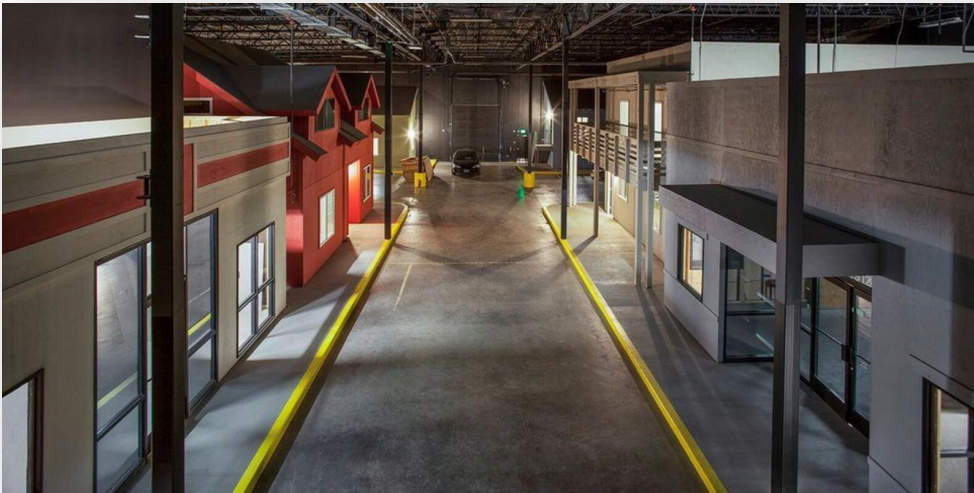
Previous Instructor Development Efforts

The process of enhancing skills and knowledge among full-time instructors in the absence of formal, in-house training programs was significantly influenced by expertise, which predated the formal hiring of education specialists. Since at least 2005, civilian employees have supported instructor development, even when that was not formally their role.

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Post-2005, the influence of civilian instructional design continued to shape training programs. The focus on lesson plan design and the incorporation of adult learning activities became more pronounced around 2010. This period also saw the introduction of a standardized template for lesson plans, fostering consistency and enhancing the quality of instruction across various disciplines.

High-fidelity scenarios and table-top exercises have been a long-standing feature of the training programs. However, there has been a notable shift towards interdisciplinary collaboration, breaking down silos between different training modules. This collaborative approach has been crucial in integrating Crisis Intervention Training (CIT) into Patrol Procedures (PP), a process that gained significant momentum around 2014. The current instructors continue to seek opportunities to expand this integration, ensuring that training remains relevant and effective.



Moreover, scenario-based training has seen an increased emphasis on high-fidelity simulations across all disciplines. The Advanced Academy incorporates a wide range of interdisciplinary training scenarios, which are instrumental in simulating real-life situations. The Training Division has been innovative in combining various disciplines like control tactics and crisis communication, thereby creating training scenarios that closely resemble actual field encounters.

Finally, sworn staff of existing training programs offer extensive training for new instructors, including practical teaching exercises. This approach ensures not only a thorough understanding of the curriculum but also its successful delivery. The involvement of non-sworn adult education specialists has further enriched these

programs, integrating adult learning principles and coaching into the core disciplinary content.

The post-2021 CID unit and IDC training are not necessarily a transformation, but rather a formalization and standardization of processes in response to a desire for formalized training by sworn instructional staff. The goal is to build on the informal, and at times inconsistent, instructor development efforts and thereby lift the overall quality of training at PPB.

LEO and Non-Sworn Collaboration

Beginning in the Summer of 2021, LEO instructors at PPB's Training Division have worked directly with full-time instructional designers to advance adult education practices in police training. The first major iteration of this effort was crowd management training for all sworn members during in-service training. Given Portland's robust history of free speech events, activism, and the

protracted protest movement in 2020, the successful implementation of this training was an important early step for overcoming strained relations between the community and the Bureau.

All-sworn in-service at PPB generally includes a combination of classroom learning, high-fidelity scenarios, and skill practice. One noted growth area is in the quality of classroom training, which tends to rely on instructor-centered lectures from subject matter experts

(SMEs). Through collaboration with instructional designers, LEO instructors co-developed lesson plans for the training, which included a revised suite of tabletop activities, high-fidelity scenarios, and practice activities that reinforced material presented in the increasingly participant-centered classroom modules.

Although the format of the training represented a step forward, participant and observer feedback indicated additional areas for improvement. The lead SMEs for this project processed these responses and continued to work with the CID to further develop their educational skillset.

In the Fall of 2023, the same SMEs worked independently on the second iteration of the crowd management

Continued on page 41

training. The materials the LEO instructors produced included interactive activities that directly supported the learning objectives, and much of the content was presented through participant-centered discussion, high-fidelity practice, and tabletop exercises.

This anecdote mirrors the grassroots cultural shift the Training Division aims to promote by empowering LEO instructors with an enhanced educational skillset. Since this initial project, SMEs at the training division and other divisions at PPB have collaborated with the CID to improve the quality of their training, independently seeking out support because of their individual desires to improve the quality of their instruction.

1500.00 Training, Policy, 3. ... training shall encourage creative thinking, proactive problem-solving, community engagement, and techniques for dealing with quality-of-life concerns. ...

Formal Instructor Development

In line with industry standards, most LEO instructors at PPB are selected for their expertise in policing rather than their instructional skills. Despite limited training, the quality of instruction, especially from full-time lead instructors, remains commendably high. However, many instructors report relying on trial-and-error as their main method of learning to teach. They have expressed a need for more support in developing a skill set tailored to the instructional environment.

In 2021, PPB began creating an in-house instructor development program. As an initial step, PPB's first instructional designer, along with a select group of LEO instructors, participated in the Academy Instructor Certification Course (AICC) conducted by California's POST organization. This week-long course served as a template for developing LEO instructors and was seen as a model that could be replicated and customized to fit PPB's specific needs.

The AICC course spans five days, encompasses theory, presentation skills, facilitation techniques, learning activity creation, and culminates in delivering a brief practice lesson. While the PPB course follows a similar structure, the needs of PPB instructors differ in several critical aspects from AICC content. Notably, PPB's LEO instructors often have the additional responsibilities of

modifying, adapting, or creating lesson plans, curricula, and training materials — advanced skills not covered in the basic AICC course. Furthermore, even new instructors at PPB are frequently tasked with developing and implementing entire courses. Recognizing these specific requirements, the PPB instructor certification course places a greater emphasis on instructional design.

The 40-hour PPB instructor curriculum is structured as follows:

- **Day One: Instructor Expectations and Presentation Skills:**

Day one introduces the role and expectations of a PPB LEO instructor, focusing on the verbal and non-verbal presentation skills necessary to engage participants in learning. Participants are also introduced to core theories in adult education and are required to prepare and conduct a 10-minute presentation on a given theory's applicability in the context of police training.

- **Day Two: Facilitation, Debriefing, and Feedback**

Day two prepares instructors with fundamental skills in facilitating classroom discussions and debriefs, providing opportunities for participants to practice guiding discussions toward a set of pre-determined learning objectives. Additionally, participants discuss the role of feedback and learn to conduct effective debriefs for learning activities and scenarios.

- **Day Three: Basic Instructional Design**

Day three introduces basic concepts of instructional design. During this session, participants discuss an abbreviated ADDIE format, practice facilitating learning activities, and co-develop lesson plans for the final practicum.

- **Day Four: Group Instruction Practicum**

Day four of the program provides an opportunity for participants to demonstrate skills developed across the first three days of instruction. Participants receive peer and instructor feedback.

This instructor development course described here has been piloted across several divisions, including the Records Division, the Behavioral Health Unit, and with field training officers. In January 2024, the complete course will be available to new instructors or those aspiring to become instructors within the Training Division.

Continued on page 43

Upcoming In-Person IADLEST Training funded by Texas DOT

(In-Person Courses are IADLEST NCP Certified)

TxDOT- DDACTS

Texas Agency workshops are as follows:

March 5 & 6, 2024 Humble PD
April 3, 2024 Lakeway PD
April TBA Manvel PD



Analytical Training Workshops at North Central Texas Regional Police Academy

June 17 & 18, 2024

Crime and Traffic Safety Analysis: Techniques to
Support a Data-Driven Operational Model-Level I
(Basic) Analyst: (2-days) Training Course

June 20 & 21, 2024

Data Driven Decision Making for Commanders,
Supervisors and Analyst: Analysis to Drive
Deployment

**There is also on-going analytical assistance
provided upon request at no cost to any
Texas agency.**

IADLEST & TxDOT Web-Based Courses

Virtual Analytical Training

March 14-April 4, 2024 Data Analysis Using
Microsoft Excel®
Intermediate
April 18-May 9, 2024 Analysis in Action: Crashes
& Crime

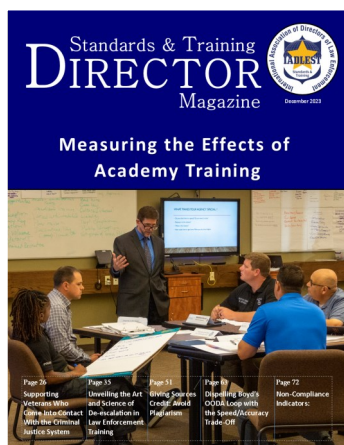
Building Analytical Capacity Webinar Series

March 19, 2024 Part 4- Analyzing Crashes for
Causal Factors
April 16, 2024 Part 5- Data Driven Evaluation

UPCOMING IADLEST PRESENTATIONS

**March 18th & 20th, 2024, Competent, Confident, and Constitutional Decision-Making,
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Ultimately, the Training Division aims to offer the comprehensive course biannually, with shorter versions available throughout the year. These courses will be open to all sworn officers interested in enhancing their instructional abilities and considering applying for instructor roles within the Bureau.

Ongoing Instructor Support

Although a necessary foundation, collaboration with the CID and an Instructor Development Course are not in themselves adequate to assist instructors in cultivating strong instructional expertise. Therefore, the Training Division is also piloting an ongoing instructor support program for instructors of all levels.

Instructors will work directly with the DOPE or another member of the CID to identify goals and growth opportunities related to their instruction. Over the course of the year, a member of the CID will observe the instructor and provide targeted feedback utilizing a standardized rubric. Instructors and the CID will then meet to discuss progress and reassess goals throughout the year.

In addition to the formalized course and classroom observation activities for regular full-time instructors, PPB is in the process of envisioning a more robust framework to develop limited-duration instructors to ensure better recruitment, retention, and succession planning for the training division.

Preliminary Results

Although this program is in its relative infancy, the reaction of instructors has been overwhelmingly positive. Full-time instructors indicated that they wished they had received this training earlier in their careers, and new instructors reported feeling a substantial boost in confidence going into their new roles.

Following an initial pilot of the formal IDC class with the Behavioral Health Unit, command staff summarized the results as follows:

The [IDC course] was an excellent crash-course in how to make the jump from subject matter expert to instructor (recognizing the fact that just because you know the thing doesn't mean you can teach the thing).... Many of our trainings are unfortunately very rooted in PowerPoint and a lecture format that makes it extremely difficult to engage with or retain information. If we expect our instructors to move beyond this format, we need to

give them a model for how to do it better. [This] Instructor development class does just that, in an efficient and compelling way.

As the pilot program continues, the Training Division intends to continue gathering data measuring improvements in training quality across all mediums and training types. This will include surveys at the time of training, ongoing observation, and training participant surveys.

Conclusion

The Portland Police Bureau's (PPB) approach to enhancing police training, as detailed in this white paper, reflects a thoughtful response to the evolving needs of law enforcement education. While PPB's model is one among many efforts nationwide, it offers a potentially replicable framework for other agencies seeking to improve the efficacy of their training programs. This initiative underscores the importance of integrating adult education principles into law enforcement training, shifting from traditional methodologies to more interactive, scenario-based learning experiences.

The collaboration between law enforcement officers and non-sworn educational specialists at PPB highlights a pragmatic approach to training. This partnership, focusing on co-developing curricula that combine policing expertise with educational best practices, can serve as a useful model for other agencies. By emphasizing instructor development through certification courses and ongoing support, PPB demonstrates a commitment to nurturing professional growth and enhancing instructional quality.

The implementation of the 40-hour PPB curriculum, emphasizing diverse pedagogical skills such as presentation, facilitation, and instructional design, reflects an understanding of the complex nature of police training.

The implementation of the 40-hour PPB curriculum, emphasizing diverse pedagogical skills such as presentation, facilitation, and instructional design, reflects an understanding of the complex nature of police training. This structured approach ensures that instructors are well-equipped to deliver effective and engaging training sessions, contributing to the overall improvement of police training standards. Continued on page 44

While PPB's efforts are commendable, it's important to recognize that they are part of a broader trend of innovation in law enforcement training across the country. Many agencies are exploring similar strategies to enhance the quality of their training programs. The PPB model stands as a valuable example of how focused efforts in instructor development and collaboration with educational experts can lead to meaningful improvements in police training.

In summary, the PPB's approach offers insightful lessons for other law enforcement agencies. It highlights the potential benefits of adopting a systematic and collaborative approach to police training, one that balances practical policing skills with effective teaching methodologies. As the landscape of law enforcement continues to evolve, such initiatives become increasingly vital in preparing officers to meet the challenges of modern policing effectively. ~

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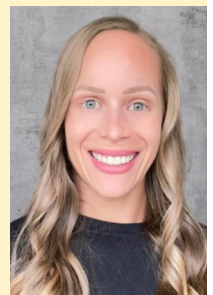
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Ben Steiner is an instructional designer with a decade of experience developing curricula and leading instructor development efforts across the globe. Beginning as a Peace Corps education volunteer in Indonesia, Ben continued working in education development and instructor training in Myanmar, Egypt, Guyana, and Mexico. In his current role, Ben serves as an Instructional Designer on the non-sworn Curriculum and Instruction team at the Portland Police Bureau. Ben also holds a master's in international educational development from Teachers College at Columbia University.



Rehanna Kerridge is a police officer with 14 years of experience in law enforcement, including 7 years serving as an instructor at the Training Division. Prior to becoming a full-time instructor, Rehanna served on the Gang Enforcement Team, Human Trafficking Unit, and Rapid Response Team. As a lead instructor, Rehanna manages the Patrol Procedures program, where she specializes in content development, learning design, and high-fidelity scenario-based training. Rehanna also supports training in a variety of other programs, including AR-15 Carbine, 40mm less-lethal launcher, Control Tactics, Active Bystandership for Law Enforcement (ABLE), and Taser. Rehanna is currently pursuing her master's in Learning Design and Technology from the University of San Diego and holds a bachelor's in Psychology from Portland State University.



Dr. Rebecca Rodriguez is an experienced educator, training facilitator, and administrator. She has served 19 years as an educator, 16 of those years in adult education. Primarily, her work has been in teaching and designing curriculum for high stress professions. She also has 19 years of experience at a clinical social worker thereby using her practice experience in a high stress profession to design effective instruction for settings which require complex and dynamic skills. She has held various leadership, supervisory and mentoring roles. She holds a bachelor's degree in Justice Studies, a Master of Social Work and a Doctor of Philosophy in Social Work and Social Research.





Answers are taken from
articles inside this
magazine.

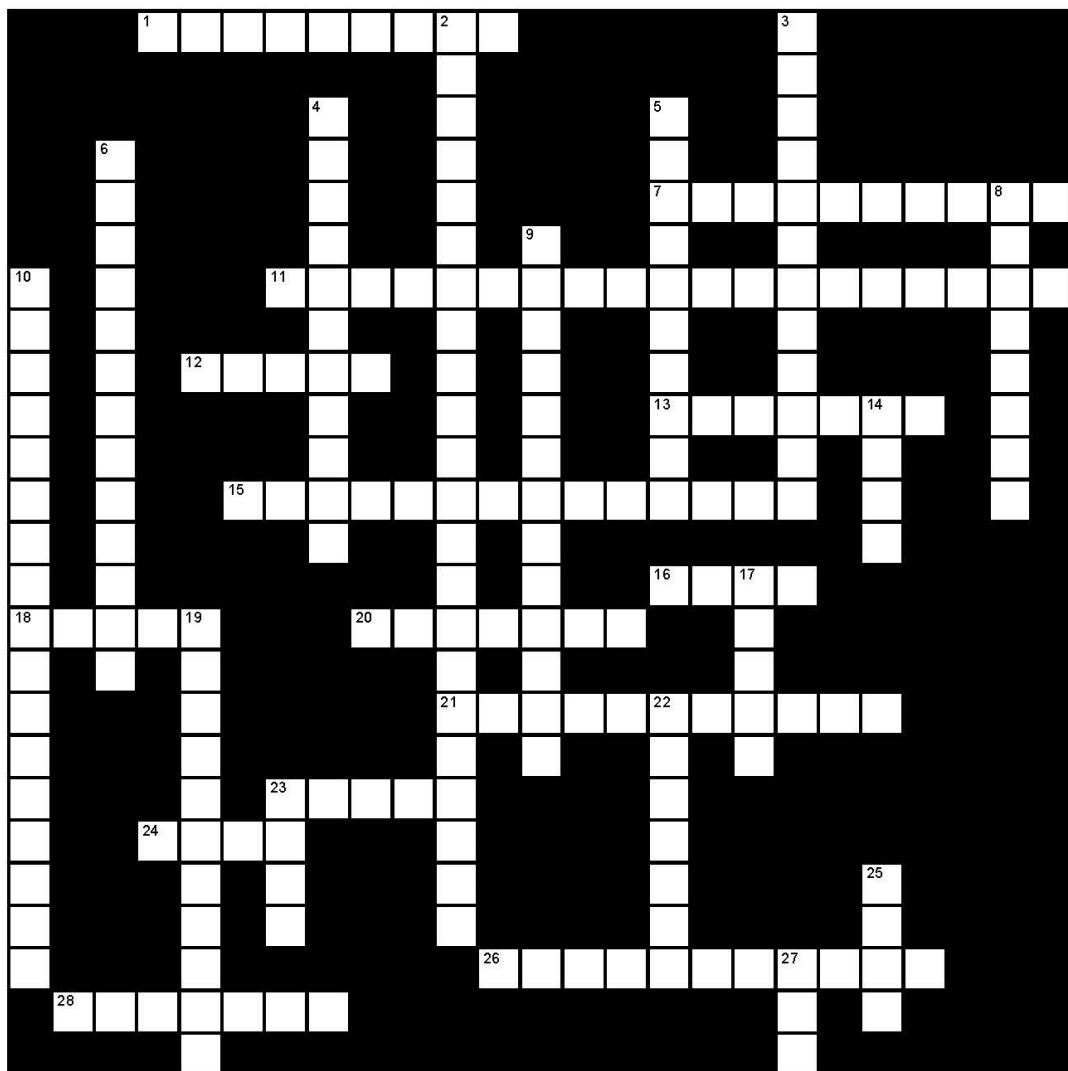
ACROSS:

1. State that prohibits, by statute, warrior-style training. (9)
7. Publication on POST agency operations, soon to be complete by IADLEST. (10)
11. One of the biggest stressors in our personal lives today (2 words). (19)
12. State where Uvalde School shooting occurred. (5)
13. Country within African Continent. (7)
15. To make training relevant, incorporate strategies to promote and involve students in _____ situations (2 words). (14)
16. U.S. Territory with a new POST Director. (4)
18. Last name of the President of IADLEST. (5)
20. City where the 2024 IADLEST Conference will be held. (7)
21. State providing guidance on conduct that undermines public confidence in law enforcement. (11)
23. Developed model used for classification of learning objectives. (5)
24. The end of learning isn't just knowing more, it's doing _____. (4)
26. Identifies learning transfer or immediate knowledge retention of the material being taught. (11)

DOWN:

2. TxDOT Program focusing on large vehicle traffic accidents (4-words). (22)
3. Learning multiple related concepts at the same time while alternating between them. (12)
4. Type of thinking questions referred to as "so what" questions. (11)
5. State planning to certify its basic law enforcement curriculum through IADLEST training certification. (10)
6. Magazine's recommended book section (2 words). (13)
8. It's important to demonstrate that virtual learning meets desired _____. (8)
9. The Council on Criminal Justice Delivers short bursts of content for learners to study at their convenience. (13)
10. The name of IADLEST Southern Region Representative (3 words). (17)
14. IADLEST international instructor certification acronym. (4)
17. Agencies need to _____ training programs they send officers to attend. (5)
19. Teaching technique where instructors deliver lessons in distinct segments much like construction providing a framework for the topics learned. (11)
22. Microsoft AI software that soon you could use with PowerPoint. (7)
23. Last name of IADLEST Midwest Region Representative. (7)
25. The month the 2024 IADLEST Conference will be held. (4)
27. IADLEST training certification acronym. (3)

Answers are found on page 54



The Efficacy of Online Training in a Basic Academy

By Dianne Beer-Maxwell, IADLEST
Jon Blum, FORCE Concepts
Dr. Timothy Bonadies and
Peggy Schaefer, IADLEST

At the height of the COVID-19 pandemic in 2020, many law enforcement academies throughout the United States were forced to close their doors, at least temporarily and in some cases for months. What the virus could not stop was the influx of Generation X retirements and the number of vacant officer positions from growing to levels that had not been seen since the late 1980s and early 90s. Newly minted officers needed to be trained and put into their respective communities quickly. Out of necessity, many academies shifted to online training to deliver lecture content and brought recruits in for in-person role-play practical exercises and physical skills training like defensive tactics, firearms, and emergency vehicle operations.

In essence, law enforcement academies began using what is known as blended learning, or education programs “in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace; and at least in part at a supervised brick-and-mortar location away from home.”¹ Blended learning increases the opportunities to combine on-site and online learning, allowing for flexibility, accessibility, and enhanced learning experiences.²

While multiple studies suggest blended learning is at least as good as, if not more effective than, face-to-face or online-only learning methods, these COVID-driven changes did not appear to increase the effectiveness of academy training efforts.^{3,4} Given the urgency to use online training as a temporary stop-gap during the pandemic’s onset, academies had essentially no time to intentionally develop robust online learning courses that actively engage adult learners. Anecdotal claims have been made that recruits who received online training during the pandemic did not learn as much, and there is an ongoing debate about whether or not online training is a viable content delivery medium for a basic law enforcement academy. “Although police professional development units have been keen to introduce changes to revamp and modernize training content and methodologies,

such efforts have often not been accompanied by an in-depth understanding of adult learning principles or assessment of learner needs. Resulting efforts have been haphazard and ill-thought-through, thus producing ‘change for the sake of change’ because of the gap between research scholarship and practice (Donavant, 2009).”⁵

To help bridge the gap between research and practice, the Academy Innovations Research Project, managed by the International Association of Directors of Law Enforcement Standards and Training (IADLEST) and supported by the U.S. Department of Justice COPS Office, evaluated the concept of “integration,” a content delivery strategy that combines disciplines typically taught separately. The research team used in-person and online instruction to compare recruit learning and retention of core communication skills (e.g., body language, active listening, de-escalation) in several basic law enforcement academies throughout the United States.⁶

Over the experiment’s 90-day period, groups that received in-person and online integrated content performed better than groups that received a traditional in-person lecture or a traditional online course. In fact, on the final test, median test scores for the integrated groups (72.9% [in-person] and 63.8% [online]) were significantly higher than groups that received a traditional classroom lecture (51.5%) or a traditional online course (39.4%).

Blended Learning Implications

While the in-person integrated group scored about 13% higher than the online integrated group on the final test, in-person integrated students received approximately 40 training hours in the classroom, while members of the online integrated group completed all their required content in approximately 12 hours. Both test groups received the same content, but the online group received the content at their own pace. Figure 1, on the following page, shows the average delivery times for in-person and online mediums.

Continued on page 47

Figure 1. Delivery Times

	In-Person	Online
Communication Skills	24 hours	6-8 hours
Persons in Crisis Supplemental/ Integrated Communication	8 hours	1-2 hours
Motor Vehicle Stops Supplemental/ Integrated Communication	8 hours	1-2 hours

In other words, content delivery for the in-person group required 233% more training time to achieve a 13% higher performance difference. A blended learning strategy could take advantage of this apparent efficiency offered by online content delivery and augment online content delivery with hands-on practical exercises. With the Academy Innovations content, a 40-hour blended program matching the length of the in-person integrated instruction would include the following components:

Online content delivery	12 hours
Hands-on practical exercises	28 hours

With repetitive practice being critical to skill development in adult learners, this blended approach provides significantly more time for students to apply learned concepts and would likely increase information retention and task competence.⁶

Creating a Blended Learning Program

Academies could employ blended learning by delivering basic content online and re-allocating time saved to hands-on practical exercises. However, creating an effective blended program is difficult and requires a thoughtful plan for training design.⁷ Best practices to consider when developing a blended program include:⁸

- Promote collaborative and participatory learning activities by designing synchronous and asynchronous learning such as discussion boards, video chats, recorded lectures, and breakout rooms for small group discussions.
- Provide practice opportunities, such as quizzes or assignments, to allow students to assess their knowledge and track their learning progress.
- Generate short learning videos to reduce cognitive load and contribute to the retention of learning.
- Integrate instructional strategies including demonstration, deliberate practice, and feedback.

- Use assessments that mirror real-world tasks and engage students and require them to identify multiple solutions to a problem or scenario.

Conclusion

“There are clear indications that the future of police training is moving towards a blended approach.”⁹ The results of the Academy Innovations study

suggest that integrated online content delivery is slightly less effective than integrated in-person delivery but significantly more efficient. Academies could take advantage of time freed up by delivering content online to provide students with multiple opportunities to apply learned concepts in practical settings. When programmed properly, this method will be as or more effective than traditional classroom approaches and will provide recruits with the practice they need to become competent at basic policing skills.

“Improving Learning Outcomes in Police Academy Training” is the project report that details study results and provides practical integration implementation best practices for use in police instruction. The guide is now available at: <https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-r1138-pub.pdf>.

Additional information and resources on the Academy Innovations Project, including the practitioners’ guide, research publications, and sample integrated communication skills curriculum, are available at <https://www.iadlest.org/our-services/academy-innovations>. ~

Note: This project was supported, in whole or in part, by cooperative agreement number 2020CKWXK049 awarded by the U.S. Department of Justice, Office of Community Oriented Policing Services. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

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⁶ The Project Team recognizes the following academies for their participation in the Academy Innovations Study: Baltimore Police Academy; Collin College, Texas Law Enforcement Academy; State of Nevada Peace Officer Standards and Training (POST) Academy; New Mexico Law Enforcement Academy; and Ulster County, New York Police Academy.

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Jon Blum is the lead curriculum developer and instructor for the Academy Innovations project. A North Carolina-based curriculum developer, Jon has dedicated the last 30 years of his professional work life to law enforcement and advancing public safety. He develops evidenced-based law enforcement curricula for State POSTs and other national stakeholders that include IADLEST, IACP, and the COPS Office. Jon has also served as a law enforcement training expert in 60+ federal civil cases throughout the United States. He earned his Master of Public Administration and Bachelor of Science in Criminal Justice from the University of North Carolina at Greensboro and Charlotte, respectively.



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Peggy Schaefer is the senior advisor to the Academy Innovations project. Over a 40-year career, Peggy has led dynamic and innovative teams comprised of trainers, curriculum developers, program reviewers, content experts, and software specialists committed to ensuring that criminal justice training content and delivery methods comply with nationally accepted standards. Peggy was a sworn officer for 35 years, retiring in 2015. She also served as the CEO of the NC Justice Academy responsible for basic and in-service training. She earned her Bachelor of Science in Criminal Justice/Law Enforcement Administration from Guilford College and Master of Public Administration-Public Management from University of North Carolina Pembroke.



Micro Learning

By Brett Bennett

Due to the pandemic, federal, state, and local law enforcement agencies had to modify their training protocols in a multitude of ways. The most evident change is the transition from in-person training to virtual training to meet initial, sustainment, and developmental training requirements. To fill the training void and have a plan for future interruptions to training, Human Performance Technology (HPT) based micro-learning has been proven to be effective in fulfilling both the need and opportunity of alternative training methods, as well as re-examining ineffective and outdated training techniques going forward.

Micro-Learning

Micro-learning utilizes videos, text, images, and audio resources in the form of modules. These modules provide the learner with frequent small bits of information rather than the overloaded and infrequent delivery typical of standard training (Dolasinski & Reynolds, 2020). The micro-learning format is similar to popular modern micro-content platforms, e.g., Twitter, blogs, wikis, and podcasts (Redondo et al., 2021). Many modern learners prefer this method as it aligns with today's fast-paced world. Micro-learning breaks down into the following seven dimensions that guide the learning process: time, content, curriculum, format, process, media, and learning models. These dimensions and the following literature illustrate how

About the Author

Dr. Brett Bennett has worked in law enforcement in the California San Francisco Bay area for over twenty years. Throughout his career, Brett was afforded many opportunities such as being a Force Options Instructor, Canine Handler, and Field Training Officer (FTO). Brett is also an Adjunct Professor in the field of Criminal Justice and a Certified Force Science Analyst. He holds both a Bachelor's and Master's degree in Criminal Justice Administration, as well as a Master's degree in Performance Psychology. Brett also recently received his doctorate degree in Education with a focus on Performance Improvement Leadership.



a micro-learning program would fulfill both the need and opportunity for change in the industry (Kang & Molenda, 2018).

Presenting information through web-based platforms, e.g., YouTube videos, or industry articles followed by a short 15-minute in-person dialogue during daily briefing training, enables the practice of spaced retrieval. Spaced retrieval extends the opportunity to retrieve important content, in contrast with typical mass learning (Hopkins et al., 2016). This process

Continued on page 50

can improve the long-term retention of complex tasks, and it commonly keeps the learner more engaged than other approaches. This micro-content focuses exclusively on transmitting relevant information with the help of visual, interactive, and brief didactic elements, so the trainee is less likely to become distracted during training (Redondo et al., 2021). However, most law-enforcement training is conducted in large chunks, also known as block training, which ranges from one hour to days at a time. The problem with this silo training approach is that it is not conducive to long-term learning retention (Lewinski, 2019). Studies have found that only 15% of workers can competently apply the knowledge they have gained through block training and that they forget 80% of that content after just one month (Redondo et al., 2021). In the business world, traditional formal education represents less than 6% of training, whereas 74% of in-company training courses already integrate distance-learning environments based on new technologies. While many combine both approaches in mixed learning and blended learning environments (Redondo et al., 2021).

Although researchers have found that some students prefer to study and memorize subjects in a block fashion, interleaving, or recalling the material at different times is usually better for long-term learning (Tauber et al., 2012). Learning block information is preferable because learners feel they are absorbing more information, but it only goes into short-term memory. By interleaving topics and having to recall material presented in a staggered fashion, learners are better able to retain the information in their long-term memory. When learners watch a training video, come to their own conclusions, and then follow up those thoughts with a group dialogue, they are learning the material twice, thus more efficiently committing the new knowledge to their long-term memory. Such a process is very different from most traditional block-style learning methods that only input new knowledge in a silo approach. In contrast, micro-learning and teach-backs provide the learner with a better way to recall the necessary information and promote necessary job knowledge. This allows for better decision-making and paves the way for physical skill development.

With technology, micro-learning can occur anywhere and at any time, as officers can watch training videos



on their smartphones while off duty and still gain knowledge via short bursts of learning. Thus, in addition to having a smaller amount of information to process, the convenient accessibility of this knowledge is extremely beneficial (Monturo & Brockway, 2019). Furthermore, micro-learning is a learning multiplier, as one specific topic can spark conversations about many more topics (Jomah et al., 2016). This concept is important because law enforcement use of force is multifaceted and draws knowledge from various domains, e.g., law, tactics, psychology, and history. Micro-learning is not limited to a single topic or timeframe, and allows learners to explore topics both cognitively and experientially.

In contrast to the traditional approach, other learning domains have seen success with micro-learning programs. For example, Yin et al. (2021) reported that students in information and communications technology programs utilizing micro-learning performed 18% better than students using conventional techniques. In short, micro-learning effectively and efficiently improves learning with longer knowledge retention periods. In South Africa, 7,673 bank employees from one of the largest retail banks were surveyed to determine the effectiveness of micro-learning and to identify any resulting gaps (Madden, 2020). The research showed that most learners reacted positively to the micro-learning program, and just over a third of the respondents believed a facilitator could have improved their micro-learning experience. These data not only confirm the potential of implementing a micro-learning program but also suggest that the use of a facilitated discussion in briefing training can improve the effectiveness of such a program. Regardless of the field, micro-learning can promote learning in both mental and physical capacities.

Experiential Learning

David Kolb developed the experiential learning theory, which utilizes reflective observation and abstract conceptualization, to better allow learners to develop knowledge on their own (Kuraoka, 2018). Kolb defined learning as the process of knowledge being created through the transformation of experience (Kuraoka, 2018). To take basic learning a step further, experiential learning theory employs a four-stage cycle in which the learner first has new experiences (concrete experience), then reflects upon these experiences and interprets them from different perspectives (reflective organization), later creates concepts that integrate the observations into theoretical explanations (abstract conceptualization), and finally uses these explanations to make decisions and solve real-life situations (active experimentation). To synthesize this theory, officers can experience something through media or on the job, i.e., their concrete experience. They will then take this experience and ask themselves what went well and what they could have done differently, i.e., reflective or-

ganization. Next, they take those concepts and cognitively conceptualize them into theories based on past training and experience. Last, officers can either discuss these conclusions during a briefing or apply them on the job. They can implement this learning process daily instead of attending block-style training a few times a year.

Supervisors can deepen their subordinates' learning by delivering effective micro-feedback during group discussions, thus adding more to officers' overall knowledge development (Baseer et al., 2017). Experiential learning theory focuses on the importance of prior experience and knowledge. Such a process improves upon prior learning and provides new knowledge to the less experienced (Zhai et al., 2017).

Individual learners learn better when they Socratically discover knowledge or when they answer questions they glean from learning on their own. They will retain their conclusions from such individual discoveries for much longer than those from traditional block-style instructional methods. Cognitive integration, which

MICRO LEARNING

Continuing Professional Development

Briefings



10-Minute briefs on current items as reminders of training or new discussions on policy, tactics, or issues of public awareness

Articles



Short training publications or other readings of interest to the officer or department for professional or safety concerns

Web-Based



Webinars, videos, podcasts, training simulators or other learning simulations, that provide knowledge or training on professional practices

Teach-Backs



Knowledge sharing by Field Training Officers or individual officers based on training or experience that complies with policy and acceptable actions

involves directing learners to create meaningful relationships between relevant types of knowledge, can improve transfer outcomes (Cheung et al., 2018). Learners engaged in expanded conceptual processes tend to create more meaningful and memorable mental representations of movement tasks. Thus, by instilling strong cognitive connections through the portions of knowledge they gain from micro-learning, officers can apply psychomotor skills more effectively and retain them for a longer period after training.

Teach-Backs

In line with the micro-learning program, the concept of teach-backs has also been successful in healthcare. Medical patients most commonly use teach-backs when they use their own words to confirm their understanding of the information medical staff give them (Anderson et al., 2020). This learning strategy helps to mitigate healthcare literacy issues and allows healthcare providers to confirm comprehension and re-educate the patient if necessary, reducing the risk of patient misunderstanding.

The use of a teach-back improves the opportunity for both information delivery and reception. Teach-backs encourage the use of open-ended questions, which is consistent with experiential learning, in which learners come to conclusions on their own (Scott et al., 2019). Because individuals are active participants in their learning, they will be more engaged in the material, and they can discover any gaps in the knowledge or questions that may arise. The current literature suggests that patients forget up to 40%–80% of medical information immediately following instruction and that much of the information they recall is inaccurate (Tran et al., 2019). There are similar statistics in the educational field, so the same lack of learning retention can occur in any adult learning situation (Leonard et al., 2020). In one study, following the implementation of teach-backs, the proportion of patients who left the emergency department with a comprehension deficit declined from 49% to 11.9% (Mahajan et al., 2020). In another qualitative study, a short 2-hour training session that combined video demonstration, handouts, role play, and peer learning revealed that nurses benefited from teach-back style training as well (Anderson et al., 2020). Thus, teach-backs can benefit both learners and those who are delivering the information.

When the concept of teach-backs is applied to law enforcement training, employees receive an opportunity to teach back what they have learned to the group in small chunks, covering only the most important information. Similarly, utilizing the teach-back concept in training personnel can confirm understanding and improve long-term learning retention (Bodenheimer, 2018). Not only does the individual learn from the teach-back process, but in the case of briefing training, the team also benefits from the tacit knowledge it gains from group discussion, instant feedback, and the added confidence from public speaking. The employees compound their learning by first learning the material for themselves and then from the group discussion. There are three learning levels within any organization: the individual, the group, and the organizational. The individual level is concerned with interpreting and intuiting, the group level involves interpreting and integrating, and the organizational level relates to the institutionalization of what is learned (Gil & Mataveli, 2017). With teach-backs, individuals can guide their own learning, gain feedback from the group, and instill organizational learning for the long term.



Micro-learning and teach-backs are quite significant learning concepts in this change management system. First, unfreezing, changing, and refreezing how training is implemented paves the way for micro-learning and teach-backs to occur. Second, once the new training is implemented, learners can draw from the vast experience of their coworkers, which is the main concept behind experiential learning. Third, this micro-learning and teach-back system allows the learners to gain the knowledge they need to improve their physical skills and abilities, which may last them throughout their careers. Finally, by presenting re-

search from other fields, stakeholders can see that this proven theoretical framework is necessary for successful change implementation. ~

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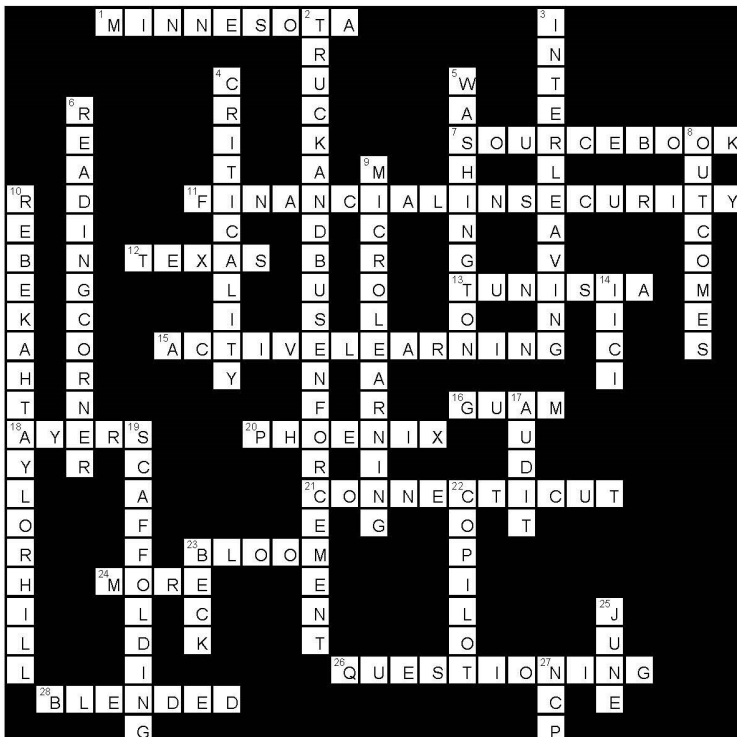
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April 17, 2024, 1:00 PM (EDT) **Adult Learning Theory and Practice for Law Enforcement Instructors**

[Click Here](#)

Crossword Puzzle Answers

From Page 45



Federal Training Opportunities for Law Enforcement Officers

There are a number of opportunities for local, state, and tribal law enforcement officers to attend training presented by the federal government. IADLEST maintains a web page listing federal agencies that present this instruction, and some listings have available course catalogs identifying the training programs that are available for those law enforcement officers to attend.

Federal Training Opportunities information can be viewed [HERE](#)



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These webinars are free to IADLEST members and nonmembers, worldwide. Anyone can listen to the live presentations or get access to the recorded version after each event. Registration is required.

Continued on page 57



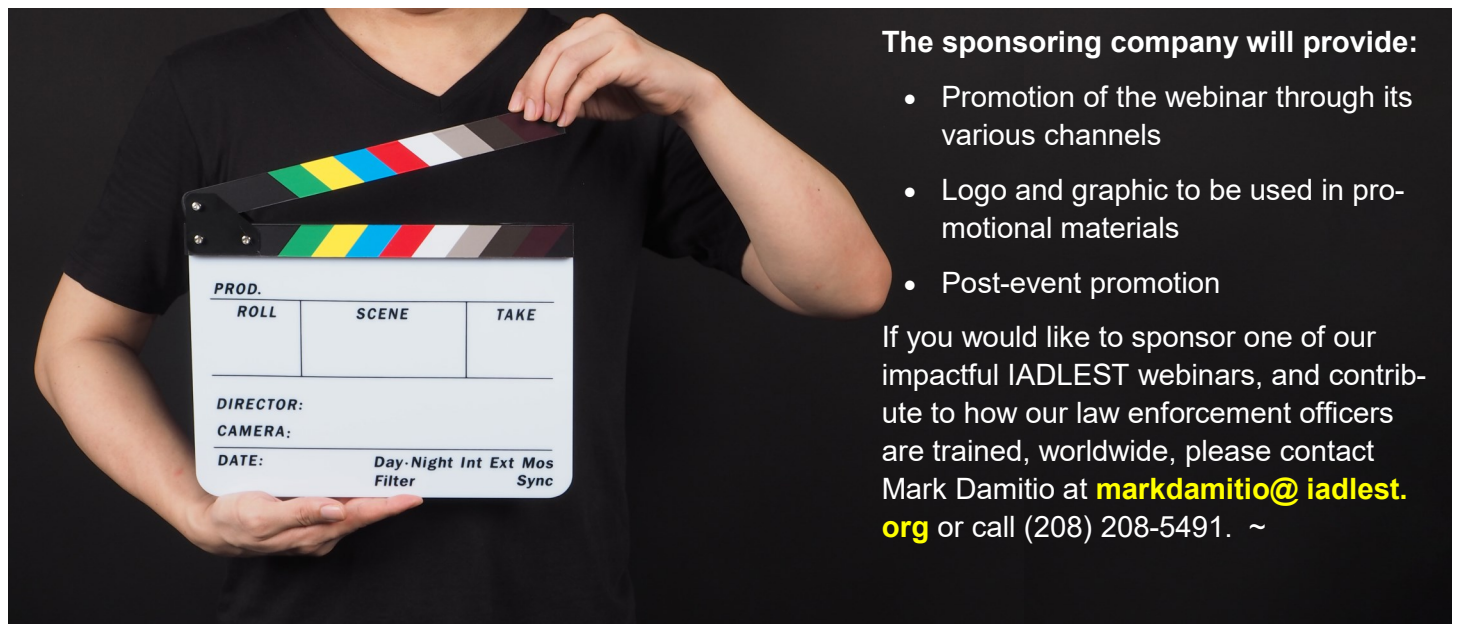
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Using Microsoft Copilot (AI) in PowerPoint

by Ellen Finkelstein

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Published February 10, 2024

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Almost a year ago, Microsoft announced Copilot to great fanfare. Copilot integrates ChatGPT and AI into Microsoft 365 (Office).

Many people are still waiting for it. But I'm pleased to tell you that, as PowerPoint MVP (Most Valuable Professional, a Microsoft award), I have had access to it for a few weeks now and I can tell you about it. Even better, I'll show you.

What can you do with Copilot in PowerPoint?

There are 3 main categories of tasks Copilot can do for you:

1. Creating a presentation from scratch or from a document.
2. Editing a presentation, including re-organizing, replacing an image, and reformatting.
3. Getting help from Copilot, including how to do a task in PowerPoint, summarizing a presentation, and finding content.

In this [article], I'll also cover some best practices for getting the best results and explain what Copilot can't do, at least not yet.

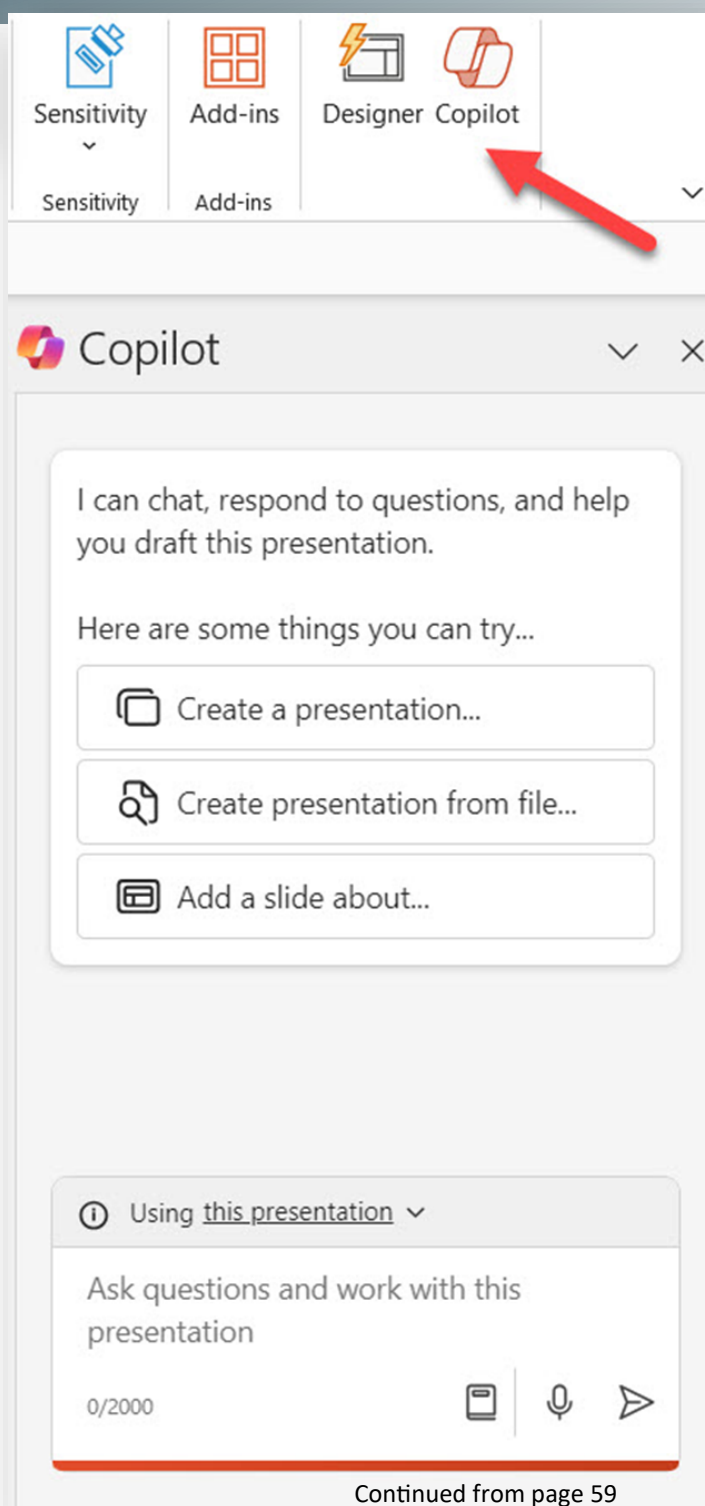
One point to make clear is that you always have full control over your presentation. It's just a regular .pptx file and you can edit it manually however you want.

Getting started with Copilot

— There are 3 Versions —

To [get Copilot](#), you can go [here](#).

There's a free version, but it doesn't work in PowerPoint or the other 365 apps. It also includes image creation in Designer, and if you're signed in with a Microsoft 365 business or enterprise account you get some additional privacy/data protection features. It seems to me like it's mostly like the free version of ChatGPT.



Continued from page 59

Then, there's Copilot Pro. It gives you some bonus features in Edge, but if you're a Microsoft 365 Personal or Family subscriber it also gives you Copilot integrated into Word, PowerPoint, Excel, Outlook, and OneNote. This is \$20 per user, per month.

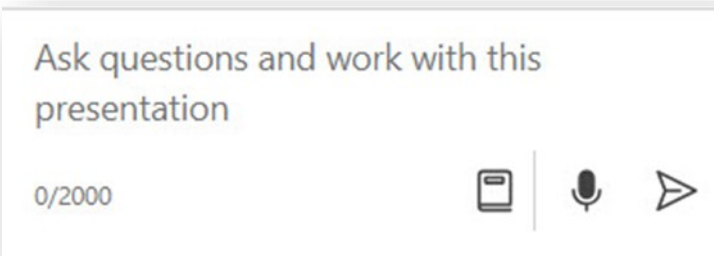
Finally, there's Copilot for Microsoft 365 which lets you use Copilot with PowerPoint, Word, Excel, Outlook, OneNote, and Teams — as long as you have a Microsoft 365 account. And it includes other Microsoft apps and services that have (or will have) Copilot, and integration with the Microsoft Graph (your business data in Microsoft 365). That's \$30 per user, per month.

At one time, you had to buy a certain minimum number of seats but that's no longer true. Anyone can sign up.

Copilot for Microsoft 365 is what I'm showing you here.

Opening the Copilot pane

Once you have Copilot, when you open PowerPoint, you'll see the Copilot button at the right end of the Home tab. (By the way, it works differently in Word. There, you see the Copilot prompt on your page automatically.)



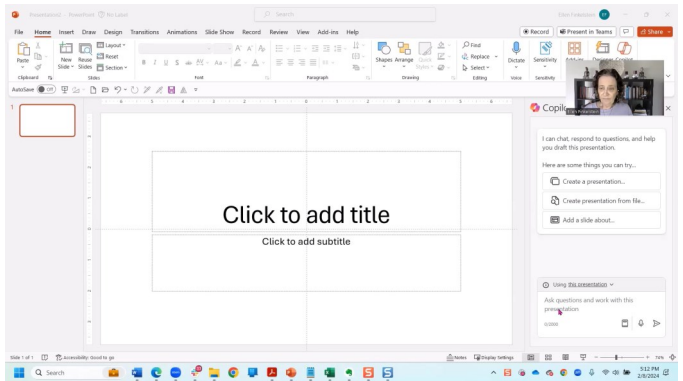
Click the button to open the pane, which you see above. There are some suggestions at the top but you'll spend most of your time at the bottom, in the prompt area. You can type up to 2,000 characters in this box.

On the right side of the prompt box are 3 buttons:

1. **View Prompts** gives you some suggestions for prompts.
2. **Microphone** lets you dictate prompts. Be careful with this, because if you aren't precise and clear, you won't get the results you want; and
3. **Send** is like pressing Enter and it submits your prompt.

Creating a presentation from scratch

You can create a presentation from scratch by describing what you want in a prompt. In this video, you see me prompt Copilot to create a presentation about gamification. (I didn't narrate it, so there's no sound.) (Click on the Screen picture below.)



What did you think of it? Considering that my final prompt was, "Create a presentation with 6-8 slides about what gamification for corporate online courses is and why a Training Department might want to use gamification in it in-house online courses," I think it's missing the first part completely, a definition of gamification.

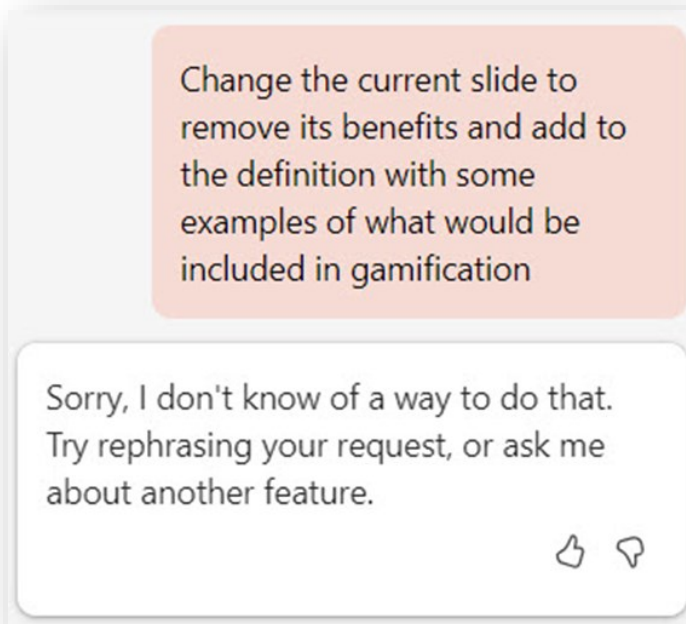
Also, although it's a good-looking presentation, I object to all the bullets. Unfortunately, Copilot can't use SmartArt. More about that later.

Editing a presentation

You can open an existing presentation and use Copilot for it. In this case, I'll use the one I just created and edit it.



As I indicated, I was unhappy that the presentation didn't include a definition of gamification. My next prompt was this and it got me a new slide as you see here.



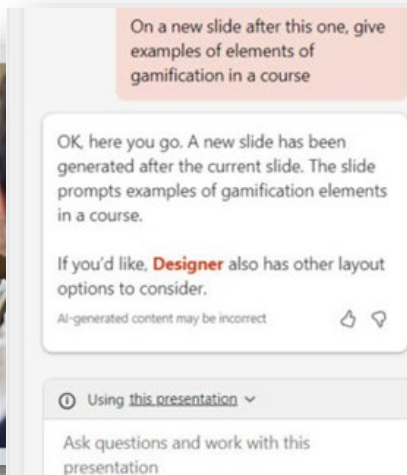
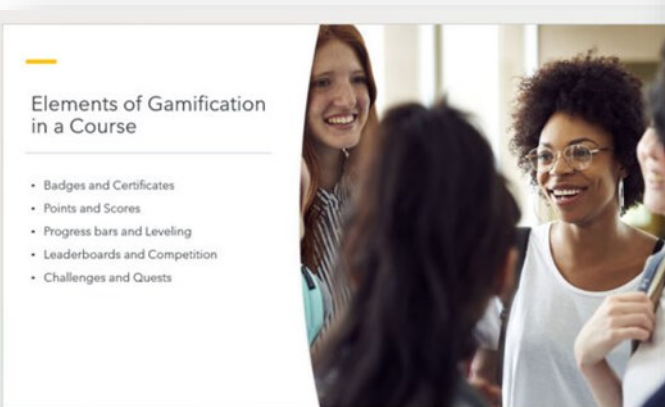
That was OK, but I needed some examples. So I went to the slide with the training listing benefits. You can see my prompt and Copilot's answer here.

You do want to tell Copilot which slide to work on, but still, its response was terrible!

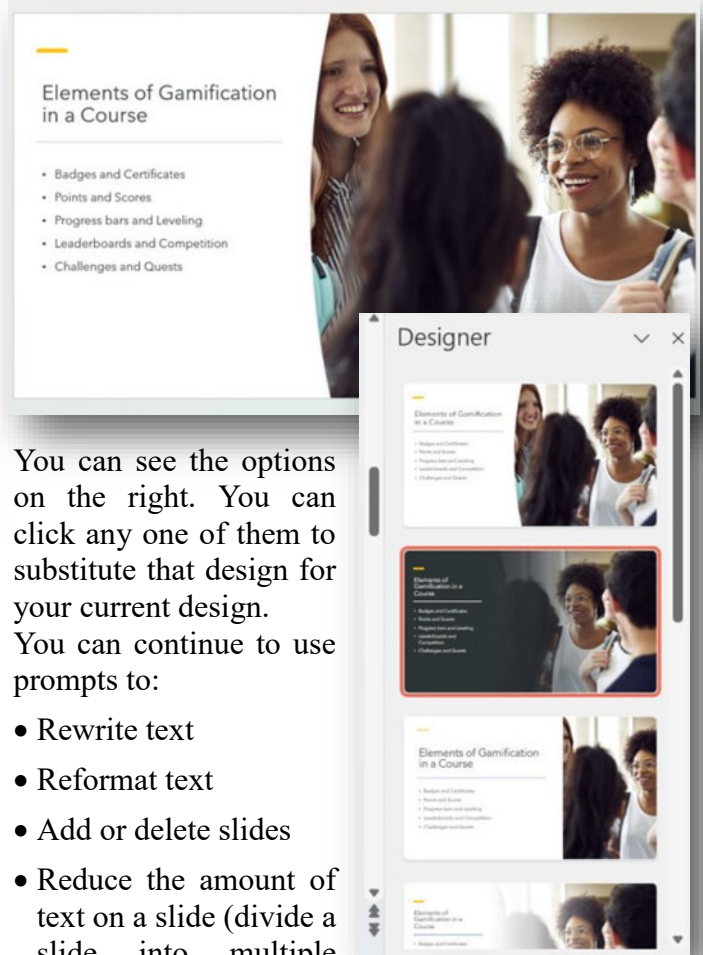
One lesson you need to learn with Copilot (and ChatGPT for that matter) is to have a conversation with it. If you don't get the results you want rephrase your prompt.

So I tried in a different way. I was more specific and that worked!

Here you see the prompt and the resulting slide. Much better, right?



Copilot creates slides using the same resources that the Designer pane uses. It will periodically recommend that you use Designer, as you see above. When I clicked "Designer," the Designer pane opened and gave me some variations. This isn't really a Copilot feature at all, as you have that option even without Copilot.



You can see the options on the right. You can click any one of them to substitute that design for your current design. You can continue to use prompts to:

- Rewrite text
- Reformat text
- Add or delete slides
- Reduce the amount of text on a slide (divide a slide into multiple slides)
- Insert a picture and more ...

For example, if a slide title is in title case (initial caps) and you want sentence case, use the prompt, "Change the title of this slide to sentence case" and Copilot will do it for you.

However, if I ask, "Change all the slide titles in this presentation to sentence case," Copilot responds, "You can find the "Change

Continued on page 61

Case” feature on the Home tab of the ribbon, but I can’t access it directly. Would you like me to show you where it is?”

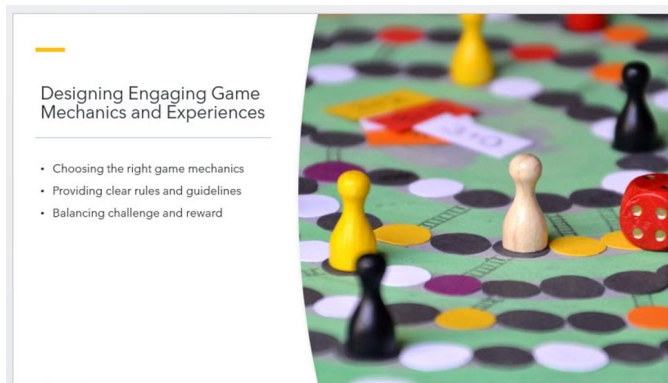
Well, I know where it is but that would require me to go into each slide separately. I left a frown about that one. (See later in the blog post for how to do that.)

One slide had a picture of dice and to me that represented gambling, which I didn’t think was relevant to gamification. Here’s what happened with I tried to fix it.

I wrote, “Please change the picture on this slide to a picture that doesn’t represent gambling”

Copilot said: OK, here you go. The picture on the slide has been replaced with a non-gambling image. For other options, try using the insert tab in the ribbon.

But it was another picture of dice!



I wrote, “No, dice represent gambling. Please change the image to something game-related but without dice.”

Copilot said: “OK, here you go. The image has been changed to a game board with pieces and cards, but no dice.”

This one was much better. So you see how you need to have a back-and-forth conversation?

Creating a presentation from a document

Copilot lets you work on your desktop version of PowerPoint (as well as the web version, which I don’t like to use), but the files have to be in OneDrive or Sharepoint, that is, online.

When creating a presentation from a Word document, here are the steps I use:

1. Open that document where it resides online

2. Click the Share button and copy the link.

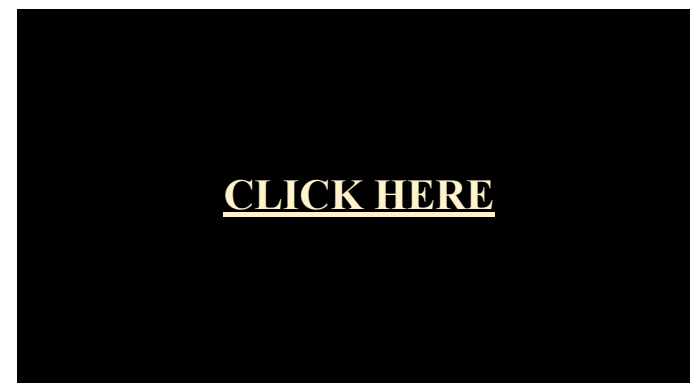
3. In the CoPilot pane, click Create Presentation from File.

At the bottom of the pane, you’ll see a prompt for the link. Paste it there.

By the way, in Word, I could have used Copilot to ask for a description of brainstorming and its value. But I wrote this myself. Here’s the document I created. You can see that it’s very simple, with no formatting.

Brainstorming is a way of eliciting ideas that you might not think of otherwise
Use brainstorming when you want to come up with a variety of new approaches or ideas, by yourself or in a group
The basis of brainstorming is to throw out ideas without evaluating them
All ideas are written down and acceptable during the process
Afterwards, you or the group will go through them and see which ones could be acted on

Copilot then gave me an outline in the pane and created this presentation.



There are problems with this. It certainly doesn’t need an agenda and the conclusion is too long for such a short topic, but it’s a start.

I noticed that one slide said that during brainstorming you “throw out ideas,” which I thought was misleading. (My fault, of course, since that’s what I wrote in the document.) I asked for alternative suggestions but it couldn’t help me. But when I told it to replace “throw out ideas” with “suggest ideas,” it made the substitution.

Getting help from Copilot

Here are some ways you can get Copilot to help you.

- **You can ask Copilot to summarize a presentation.** Of course, this isn't so valuable with something you created yourself since you already know what's in it, but it's a great help when you are working on another person's presentation. Even for your own presentation, you can use the summary to tell colleagues about it, such as putting the summary in an email.
- **You can ask Copilot how to do something in PowerPoint.** Usually the answers are accurate. For example, if I ask how to access SmartArt, it says, "You can find the "Convert to SmartArt Graphic" feature on the Home tab of the ribbon, but I can't access it directly. Would you like me to show you where it is?" It offers a Show Me button that then points to the SmartArt icon on the Home tab.
- **You can ask Copilot to find content.** I asked it to display the slide discussing pitfalls of gamification. It didn't display the slide but told me it was on Slide 8, which was correct.
- **You can ask Copilot to delete a slide.** Give it some information to identify which slide you want to delete. (You can always undo that action.)

You can also ask Copilot to add a slide. At the top of the pane, Add a Slide is one of the options. Copilot starts the prompt for you at the bottom of the pane and you can describe what you want the slide to cover. I asked it to add a slide with case studies of gamification and here's what it gave me:

Add a slide about case studies of courses that use gamification

OK, here you go. A new slide has been added about case studies of courses that use gamification.

If you'd like, **Designer** also has other layout options to consider.

AI-generated content may be incorrect



- A course in Adobe Photoshop was gamified for online learning, and the average time on task increased by 50%.
- A sales training program at Microsoft was gamified, and employee participation improved by 60%.
- An electronic health records system was gamified at The Children's Hospital of Philadelphia, and data entry accuracy increased by 42%.
- A cybersecurity training course at NCR

Corporation was gamified, and learning outcomes improved by 35%.

So, of course, I asked for the source of the data and you can see its response below. "Sorry, I don't know of a way to do that."

For slide 7, can you give me the source for the data?

Sorry, I don't know of a way to do that. Try rephrasing your request, or ask me about another feature.

Don't ever trust stats given by any AI source.

On the other hand, when I searched Bing for the first bullet point above, I got some other stats with footnotes that were links to pages containing the stats. That was much more useful.

Getting the best results from Copilot

I do want to say that Microsoft is continually improving Copilot. It's much better than it was just a month ago. If you see a problem, report it! On the Help tab, click Feedback and then Report a Problem. (You can also give a compliment or make a suggestion there.)

Microsoft DOES look at these reports.

Here are some pointers:

- Make a copy of the slide if it has text on it that you don't want to lose, and ask it to work on the copy
- When you want it to work on specific text, put it in quotation marks, or you can specify the slide title, for example, if that's what you want it to work on.
- Give Copilot parameters, such as "create 6-8 slides" or "reduce the text on this slide to 3 bullet points."
- When asking Copilot to generate content, start with a broad brush and then ask it to get more specific.
- Ask it to work on small segments of the content at a time. In PowerPoint, that often means one slide.
- Use quotation marks when you want Copilot to work on specific text.
- You can ask Copilot to write stories! When I asked it to write a story about how a team used brainstorming, here's what I got:

Continued from page 63

- + A software development team was tasked with creating a new app for a client
- + They used brainstorming to generate ideas for the app's features
- + During the brainstorming session, team members suggested features that they had never considered before
- + The team evaluated the ideas and narrowed down the list to the most feasible and innovative ones
- + The final product, which included many of the brainstormed features, was a huge success.

Next Steps

If you don't have Copilot at work, [you can get it for \\$20 per month](#), which is worth a try. As I said, it's improving constantly. Think how you might use it to create new presentations (think of them as instant drafts for you to work on) or improve existing ones. ~

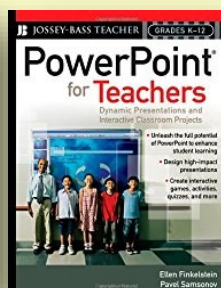
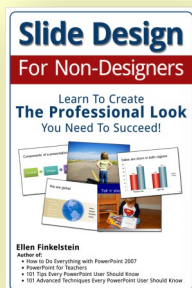
ABOUT THE AUTHOR

Ellen Finkelstein is a PowerPoint MVP (Most Valuable Professional, a Microsoft award), one of only 18 in the United States.



Her well-known website at www.ellenfinkelstein.com offers many PowerPoint tips and the PowerPoint Tips Newsletter. She specializes in training speakers and presenters to convert Death by PowerPoint to Life by PowerPoint; communicate clearly and powerfully; and design high-impact, persuasive and professional-looking slides.

In her books and webinars, she addresses the full range of issues associated with creating effective presentations, including Using *PowerPoint for Best Educational Outcomes*, *PowerPoint for Low-Cost Training*, *Presenting to Teach and Inform*, *Effective Presenting in the 21st Century*, and more. She's a lively, confident speaker who freely shares her substantial experience in order to help others become more effective speakers



EllenFinkelstein.com
Help with Presenting, PowerPoint & Speaking

Data-Driven Approaches to Crime and Traffic Safety (DDACTS 2.0)

Operational Guidelines

June 2021



DDACTS 2.0

DDACTS is a proven, evidence-based system shown to reduce traffic crashes AND crime in the communities that have implemented the system.

The Operational Guidelines document will give you a better understanding of the underpinnings of DDACTS 2.0 and the techniques used to achieve the goal of reduced crime and crashes.

It will show you how to make better use of your patrol officer's uncommitted time.

No specialized software programs are required, and loads of training, both online resources and in-person classes are available at no-cost to departments.

The program scales to both large and small police departments. You owe it to your department and to the community you serve to inform yourself about DDACTS 2.0. Click the link below.

[DDACTS 2.0 Operational Guidelines](#)

New

From the COPS Office

This guide is intended to present police leaders with a framework for institutionalizing community engagement strategies to improve their personnel's willingness to increase proactive, positive interactions with the community. It draws on the discussions from law enforcement focus groups at every rank from 14 police departments, sheriff's offices, and state police organizations, synthesizing the results into three themes: (1) defining expectations for proactive

community engagement (2) engaging leaders in proactive community engagement and (3) establishing pro-active community engagement accountability.

Consistent, positive engagement between law enforcement and the community is key for creating legitimacy and trust and enabling the problem-solving partnerships on which community policing depends. Law enforcement agencies have instituted specific programs, events, or units to promote such engagement, from youth outreach programs to Coffee with a Cop; the COPS Office has published a number of guides and resources aimed at helping agencies duplicate these initiatives.

There are few resources available on implementing positive community engagement as part of every officer or deputy's day-to-day duties. This publication helps to fill that gap, with guidance for law enforcement leaders on operationalizing specific practices in their agencies.

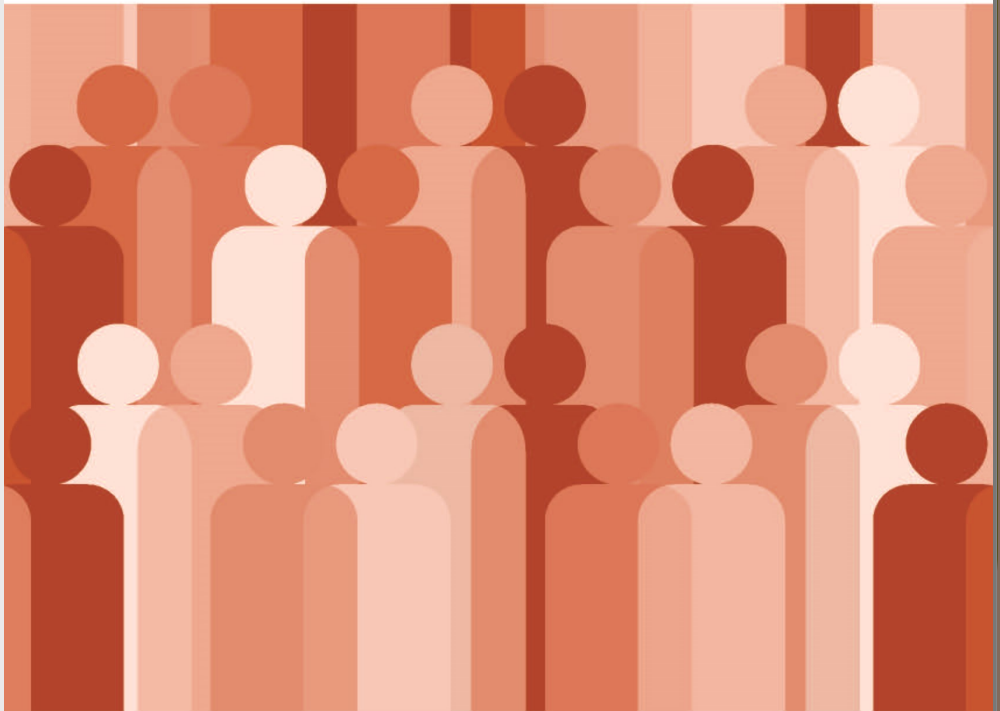
To get your copy, click on the link below:

[PDF \(704k\)](#)

Operationalizing Proactive Community Engagement

A framework for police organizations

Roberto Santos and Rachel Santos



RADFORD UNIVERSITY
Center for Police Practice, Policy and Research

Publication Date: February 2024

What Does IADLEST Membership Provide You With?

Professional Development:

Participate in our national training conference, access our professional development library, and find the information you need.

Network of Peers:

Exchange ideas and experiences regarding standards, certifications, and course development with fellow IADLEST members.

National Decertification Index:

Access this clearinghouse for persons decertified as law enforcement officers for cause.

News:

Receive Quarterly Member publications that share ideas and innovations, saving you research time.

Online Resources:

Access the knowledge you need, when you need it, thru IADLEST.org, to stay current on training issues.

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Utilize IADLEST's online ads to reach the best candidates and employees in your profession.

NLEARN:

Our network for training entities, assessment and testing strategies, and inter-Academy queries.

Voice in Legislation:

Find strength in numbers by having input on national policies affecting law enforcement standards and training.

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For more information about the International Association of Directors of Law Enforcement Standards and Training, contact Executive Director Michael Becar, at mikebecar@iadlest.org or telephone 208-288-5491.



Guidelines for Virtual Learning in the Law Enforcement Academy

By Gerald E. Mullen

Gerald (Jerry) Mullen has served as the Compliance Officer for the Wisconsin Training and Standards Bureau since October of 2017 following retirement from the FBI. Mr. Mullen started his law enforcement career with the Mundelein, Illinois Police Department in 1995. He became an Agent with the FBI and held numerous collateral FBI duties including Field Training Agent, New Agent Assessor and SWAT. Mr. Mullen was assigned to investigate violent crimes such as bank robbery, fugitives, child pornography and crimes in Indian Country. Mr. Mullen is a veteran of the United States Marine Corps, and graduate of the FBI National Academy. He holds a B.A. from Loyola University of Chicago and a M.S. in Educational Leadership from the University of Wisconsin – Green Bay.



The COVID-19 pandemic presented significant challenges to law enforcement academies throughout the United States. Balancing the requirements of maintaining the high standards of training against the concerns of creating an unhealthy training environment was a difficult undertaking. This article is intended to provide a summary of the collaboration among various stakeholders in Wisconsin who were determined to maintain a safe training setting while providing the same high level of in-person training.

The State of Wisconsin has twenty-one law enforcement academies that are certified by the Law Enforcement Standards Board (LESB). Fifteen academies are based at technical colleges, and six are employer-based academies. The Wisconsin Department of Justice Training & Standards Bureau (TSB) develops the curriculum as well as ensures that the academies are compliant with the requirements of training. The LESB approves the curriculum for the 720-hour law enforcement academy as well as oversees the recertification of officers, instructors, and academies.

After Wisconsin Governor Tony Evers declared a public health emergency on March 12th, 2020, the technical colleges that host the academies either shut down or implemented virtual learning to mitigate the risks of COVID-19. The LESB held emergency meetings on March 19th and March 27th to adopt “*Academy COVID-19 Guidelines*,” which included acceptable alternatives for online learning, requiring all lectures to be instructor-led and in real-time with a requirement for student participation. The LESB approved a return to in-person training at the June 2nd, 2020, meeting with allowances for an online option in cases of positive COVID tests or restrictions imposed by the technical college. Academy directors were required to submit requests to move to

online learning to the TSB director for approval.

On September 2nd, 2020, the LESB approved a recommendation from the TSB to establish a Virtual Learning Advisory Group (VLAG) sub-committee to explore moving portions of the academy to an online training platform. The VLAG was comprised of the following 10 stakeholders:

- Six staff from the Training and Standards Bureau, including:
 - Director
 - Certification Supervisor
 - Curriculum Supervisor, and
 - Three Education Consultants (Law Enforcement, Jail and Tactical)
- Two technical college academy directors
- One agency training director
- One chief of police
- Education director for Law, Public Safety and Security from the Wisconsin Technical College System (WTCS).



Continued on page 67

A total of five meetings were held from November 4, 2020, through May 25, 2021. The final report was published in December of 2021.

In June 2020, with the assistance of the Wisconsin Department of Justice Bureau of Justice Information and Analysis (BJIA), the TSB developed a survey to ascertain the opinions of law enforcement instructors, academy directors, and academy students on the effectiveness of virtual instruction during the early stages of the COVID-19 pandemic. Although the feedback is a small sampling of the specific population, it does provide some insight into the acceptance of the virtual instruction platform. It is beyond the scope of this article to examine the specific results, but regarding the percentage of respondents who agreed that all training should be in person, the following data was collected:

- | | |
|-----------------------------------|-----|
| • Students (56 responses) | 45% |
| • Instructors (44 responses) | 50% |
| • Academy Directors (9 responses) | 55% |

The following definitions were included in the report:

Asynchronous Learning: Learning which takes place for different students at different paces. In many cases, we think of asynchronous learning as being distance learning. Examples: online courses, email, blogs.

Hybrid: Synchronous/asynchronous and in-person learning environment.

Face to Face: Learning where teachers and students are in the same physical location.

Synchronous Learning: All types of learning in which learner(s) and instructor(s) are in the same place, at the same time, for learning to take place. This includes in-person classes and live online meetings where the whole class or smaller groups get together.

The Recommendations section of the VLAG report validated the advantages of in-person learning:

The Virtual Learning Advisory Group strongly prefers in-person learning for the three academies: law enforcement, jail, and secure juvenile detention. The reasons are plentiful:

- *A distraction-free environment – a work environment where all are focusing on the same materials.*
- *Hands-on learning – requiring students to physically be involved in training.*



- *Building teamwork skills – provides an opportunity for those in need of teamwork skills to observe students who have mastered the skill.*
- *Building communication skills – overcome the generational tendencies to use electronics for communication.*
- *Building camaraderie among the students. “Help each other” mentality grows. Allows staff to identify those students who require additional resources for success; and*
- *Provides for student-instructor interaction.*

The academy structure and design places emphasis on the above criteria. Virtual learning will impact the success of the students in most topics. However, the Training and Standards Bureau (TSB) staff understand that learning environments are changing quickly and the need for alternative methods of delivery of curriculum is necessary to accommodate weather, pandemics, or local catastrophes.

The TSB recommends that the current in-person training model remain in place for the three academies (law enforcement, jail, and secure juvenile detention). All requests to deliver the curriculum virtually will require the TSB director’s approval.

Guidelines for virtual learning were included in the report:

To maximize virtual learning outcomes, the administrative team recommends the following for online classroom rules:

- *Camera will be on during class. Some exclusions may include technology issues with internet connection or break time.*
- *Microphones will remain mute unless conversing with the class or instructor.*

Continued on page 68

- *Proper clothing will be worn for the duration of the class (uniform of the day, police uniform, for example).*
- *Use a chat feature or raise hand feature or similar when questions arise. Allow the instructor to navigate a question-and-answer interaction without disruption.*
- *Avoid areas that have distractions.*
- *Active participation is required. Instructors are encouraged to call on students for answers and opinions to ensure active participation.*
- *Academies are encouraged to use the most current software for ease of access and user ability. We understand each facility has its own capabilities due to technology and funding.*

The report provides specific recommendations on classes that must be in person, classes that may be delivered in a virtual/online format, and those that may be delivered online in an emergency situation. It is outside the scope of this article to provide the specific classes, but the full report is available upon request.

The following principles were considered in developing the recommendations:

- *Any class that programs a recruit to do something under stress – tactics, communication, etc., should be taught in an in-person environment. Muscle memory and repetition to reinforce the skills are important components in the law enforcement academy.*
- *Classes needing a lot of recruit interaction and communication should also be taught in person because it is difficult to get that participation virtually. Recruits are less likely to ask questions in a virtual world.*

Changes in policy incorporated VLAG recommendations in the Academy Director's Manual

On March 7, 2023, the LESB approved a change in policy in the Academy Directors Manual incorporating the recommendations made by the VLAG. The collaboration between the LESB, the academies, and TSB has minimized the disruption to preparatory training during the COVID event. From April 2020 through approximately May 2021, academy directors submitted 27

requests for approval of online training or other modifications in accordance with the LESB directive. The TSB director approved every request except for two that were slightly amended, and only one request was denied.

Since the pandemic restrictions eased, the number of requests for online/virtual training has diminished significantly. The policy has proven beneficial to accommodate individual recruits for various reasons, including:

- Illness
- Injury
- Mobilization orders from a Guard or Reserve Unit to respond to riots (limited to a few days)
- Restricted travel due to snowstorms (not uncommon during winter in Wisconsin)
- Part-time academies have been granted a virtual option for fitness training for one hour per week using a fitness log or app.

A breakout session was added to the most recent instructor recertification training update that addressed the topic of teaching in a virtual environment. We found basic law enforcement training is not conducive to virtual instruction due to the nature of learning psychomotor skills, team building, and communication skills that are fundamental requirements for a successful officer. This reality does not preclude the occasional circumstance where the option for online learning is optimal instead of having to schedule make-up training or having to recycle a recruit back into a future class due to missed training.

The feedback on the policy changes has been positive. It was important to include stakeholders from law enforcement training and agencies to ensure the recommendations were credible. The full report of the Wisconsin Virtual Learning Advisory Group is available upon request from the Wisconsin Training and Standards Bureau. Contact Jerry Mullen at: mullenge@doj.state.wi.us ~



Curriculum Development and Job Task Analysis

IADLEST has brought together a group of experienced subject matter experts and we now offer Curriculum Development with a Job Task Analysis. We offer an entire entry-level academy curriculum, multiple in-service topics, or a single lesson. The process can be tailored to your agency, but below is the general process.

Phase I: Needs Assessment / JTA Data Collection:

IADLEST gathers respondent data from the individual agency, region, or an entire state. Surveys are distributed electronically to identify specific job tasks by assignment, frequency, and criticality.

Phase II: Curriculum Development: IADLEST will use data collected during Phase I to develop learning objectives and uniform lessons using adult learning best practices and NCP standards. All lesson deliverables will include a separate instructor and student manuscript for each topic, static visual aids, and testing instruments (written or skill-based). Phase II will be a collaborative process with as many stakeholders as possible.

Phase III: Piloting: IADLEST will provide train-the-trainer sessions and on-site technical support to pilot the new curriculum. Piloting is used to evaluate curriculum efficacy, logistics, and make any needed revisions before full implantation. Piloting also includes test instrument validation through data analysis.

IADLEST also offers a continued “maintenance” service for all topics developed. This would include annual literature reviews, updating materials, version control, archiving and making enhancements.

For more information email [Mike Becar](#)

View our

[Curriculum Development and JTA Flyer](#)



IADLEST International and National Instructors

In 2018, in an attempt to bring attention to quality instructors within our law enforcement profession, IADLEST established its Instructor Certification Program.

Since then, hundreds of officers, and those in training academies, criminal justice agencies, academics and private training organizations have applied for and received certification as IADLEST Certified Instructors.

IADLEST offers two types of instructor certifications—the National Certified Instructor and the International Certified Instructor. The National certification is mainly for instructors who teach within the United States. The International certification is focused on all instructors that teach law enforcement officers in countries outside the United States. It is also useful for those instructors from the United States that teach in foreign countries as part of U.S. Department of Justice, U.S. Department of State, U.N. missions, or other assignments where the credibility of instructor qualifications are paramount to securing appointments or recognition of international partner countries. For more information about these certifications, see our webpage. [CLICK HERE](#)

Dual Roles: The Purposeful Choice Between Presenting and Facilitating in Law Enforcement Training

By Dr. Russ Norris

"What are the behaviors that we want our students to be able to do when they leave the class? What is this training going to teach our officers to be able to do? Everything has to be doing. Because if we just want them to know something, we can email it to them. We can."

Anonymous Law Enforcement Trainer, 2018

"I'm going to cover..."

It is likely anyone involved in law enforcement training has heard these words from other instructors, if not themselves. Yet, the word *cover* has a curious meaning in teaching. It speaks from the instructor's perspective about what the instructor is going to do—the statement is silent on what students will be doing during a course. This hints at a potential problem in the lesson plan. To pass many law enforcement training classes, students are obligated to demonstrate their learning in some observable and verifiable way.

For this demonstration to occur, police instructors constantly shift between two roles: that of *presenter* or that of *facilitator*. The presenter conveys—transmits—necessary information via one-way communication from the instructor to the students. This is often accomplished via lecture accompanied by PowerPoint slides or some other visual reinforcement. On the other hand, a facilitator uses two-way communication to generate a dialogue with students. Facilitation typically involves the instructor's use of questions and activities to cause students to critically examine what is to be learned and consider how it might be relevant in their own jobs and lives (Norris, 2018).



Dr. Russ Norris retired from sworn policing in 2018, after nearly 30 years with the City of Concord, CA Police Department. During his career, he served as a patrol officer and sergeant, School Resource Officer, Special Enforcement Team officer and sergeant, FTO, Gang Investigator, code enforcement supervisor, Training Manager, District Commander, and Watch Commander. He obtained a bachelor's degree in criminal justice and a master's degree in public administration. In 2018, he was awarded a Doctorate in Educational Leadership following his research on effective police training strategies.



Dr. Norris is a California POST Master Instructor and a certified USDOJ problem-based learning instructor. Russ is a subject matter expert on adult learning and training methodologies, use of force, principled policing, de-escalation, FTO, leadership, and Crime Prevention through Environmental Design. Russ has developed law enforcement courses and training-for-trainers on topics including instructor development, Principled Policing, police chief and executive development, and use of force. He has taught patrol tactics to officers in the country of Trinidad and Tobago and he has consulted with the Las Cruces, New Mexico Police Department on organizational change and leadership. Russ currently teaches basic and intermediate instructor development for Cal State University, Long Beach and the South Bay Regional Public Safety Training Consortium in California. He is also the creator and co-facilitator of California's use of force law training-for-trainers course; a class he has taught to over one thousand instructors in the last three years.

Presenting and facilitating share two important characteristics. The success of either approach is heavily affected by an instructor's skill with platform skills and the use of visual aids. However, facilitation differs from presentation in one extremely important way: students who receive only presented information may find themselves unable to satisfy the expected outcomes of the class. It is vital that law enforcement instructors consider each of these instructional components—platform skills, visual aids, and outcome orientation—in the design and teaching of their courses.

Platform Skills

The way an instructor communicates a message is arguably as important as the message itself. An instructor's use of their voice, hands, and body

positioning can bring clarity to communication—or confuse it. According to the California POST Academy Instructor Certification Course Student Workbook (2023), an instructor’s purposeful choice of volume, pitch, cadence, and even silence can be used to gain student attention, emphasize important points, and provide clarity to words. Hand gestures should be congruent with the message and can provide visual reinforcement of spoken concepts. Full body movement can further reinforce ideas and aid instructors to visually clarify the components of complex concepts. While a deep exploration of platform skill strategies is outside the scope of this article, consider this overarching guideline: an instructor’s message can be improved with their attention to the purposefulness of their movements and speech—emphasizing and slowing body movements, while also sizing gestures and voice to the space and audience they are addressing.

Visual Aids

People are visual beings. They simply learn better when what is to be learned is represented visually. This is because, as Dirksen (2016) noted, visuals in the classroom provide students with anchors by which to store and remember their learning. In fact, effective visuals do not just deliver information. They can also promote students’ affective (emotional) engagement with the topic. The most impactful visuals do not just *tell* students something; they also cause students to *feel* something (Reynolds, 2020). Regardless of the instructor’s role—presenter or facilitator—at any point in a class, students will gain more clarity if course concepts and the connectivity between them is reinforced by visual support. Visuals take many forms, including PowerPoint slides, posters, handouts, and chart paper. However, it is vital that visual support does not replace classroom learning processes. They *augment* the learning; they are not the source of it. Visuals should provide concise information, an emotional hook, or both as needed for students to satisfy learning objectives.

Outcome Oriented Facilitation

The similarities between presenting and facilitating stop at their capacities for satisfying course learning objectives. Learning objectives indicate what students will be able to do by the end of the class. In law enforcement training courses, objectives are often assembled using keywords from a classification system known as *Bloom’s Taxonomy*. The taxonomy, created in 1948 by a

group of educators led by Benjamin Bloom and revised in 2001, provides a hierarchy of verbs allowing educators to describe observable student activity as indicators of their otherwise invisible cognitive processes (Anderson & Krathwohl, 2001). In other words, the taxonomy provides instructors with language to describe how well students need to learn something in the classroom, and an observable measurement to confirm that sufficient learning has occurred.

Learning objectives are commonly structured with a Bloom’s Taxonomy keyword (an example is underlined below) and a description of an expected student performance relative to that keyword, as follows:

“Students will evaluate a use of force event using the federal and state legal standard of *objectively reasonable force*.”



The structure and meaning of learning objectives are sometimes misunderstood by instructors. A learning objective is not a vague course goal statement, nor is it a description of an instructor’s target during the course. Instead, it is a purposeful, specific, and observable description of what students must do at some point in order to pass course expectations.

This is where the bright line between presenting and facilitating is found. The one-way transfer of information during a presentation, from instructor to students, bars students from performing the task described in course learning objectives.

“The end of the [learning] journey isn’t just knowing more, it’s *doing* more.”

~ J. Dirksen

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Students who merely have information delivered to them cannot satisfy course learning objectives—they must also be given the opportunity to make use of the information as indicated by the Bloom's Taxonomy keyword. As author Julie Dirksen (2016) noted, "The end of the [learning] journey isn't just knowing more, it's *doing* more" (p.2).



The importance of this cannot be overstated: for students to satisfy learning objectives—and pass the class—they must be given an opportunity to perform the action described in the objective. This opportunity is possible only when instructors assume the role of facilitator and engage students in discussion, questioning, inquiry, and purposefully designed learning activities. In facilitated instruction, the students are doing most of the work, not the instructor. In fact, the task described in a learning objective should ideally be similar to some aspect of what a practitioner does outside the classroom (Norris, 2018). This *situatedness* means that, at the time a learning objective is satisfied, the students are performing some fragment of cognitive process or performance task as they might experience it at work. In other words, an effective facilitator causes students to practice the thinking, skills, and attitude required to perform the task in the real world.

This is not to say presentation has no place in effective education. In fact, it may be vitally necessary depending on the subject. After all, the performance of any task requires the information necessary to perform it. However, presentation must be used with intent and not as a default teaching method. Presentation—and the information transmission it enables—should be used sparingly and purposefully so that it supports rather than inhibits the facilitation of students' performance of learning objectives.

Key Points

- Effective platform skills are necessary components of both presentation and facilitation, as they strengthen message clarity and improve student understanding.
- Visual support for presentation and facilitation is important because it provides cognitive and affective anchors for student meaning-making.
- Students cannot satisfy learning objectives in a course taught only via presentation-based teaching strategies. Instead, instructors must facilitate student-active processes to allow students to perform the tasks described by the learning objectives.
- Effective courses are a purposeful combination of information transfer (presentation) and critical application and reflection (facilitation) sufficient to satisfy objectives. ~

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Excellent instructors light the way
for those entering our profession,
and leave the light glowing for
others to follow behind them. — wf

INSTRUCTIONAL TIPS

Connecting with Law Enforcement Learners in Classroom Settings

By Phillip K. White

About the Author

Phillip White served for 26 years with the San Jose, CA Police Department. From 2017-2023, he was the Department's CA POST certified Field Training Program (FTO) Coordinator. Phillip was also the lead course instructor for the CA POST FTO Course, training over 200 San Jose PD FTOs.



White has held classroom teaching positions in both law enforcement and collegiate settings having taught at the youth and adult learning levels, including as an adjunct professor of Criminal Justice at Carrington College. Phillip has trained over 900 police officers in the use of body worn cameras (BWC) and was a featured presenter at the National Association of Field Training Officers conference in Shreveport, LA, sharing information on the use of BWC as a training tool in FTO.

officers." There may be no changing field-based training as a necessity for the "job," but changes in policing require LEO trainers to invoke innovative approaches in the classroom.

PROBLEM

Slide presentations and monotonous speak-from-the-lectern approaches have reduced LEO classroom training to an exercise in clock-watching and early class dismissals. The latest information is necessary so that we can accurately, fairly, and safely apply it on the streets. However, the delivery methods are not effective. "Passive formats, lack of relevance and disconnection from the student's needs are some of the arguments supporting this apparent lack of efficacy," (Palis, A., Quiros, P., 2014, para. 4).

No matter where LEOs receive their training, students can miss components of the information or skills without proper delivery and connection. Connection is the missing piece. Content-student-instructor connections are paramount as retention levels are already low in traditional LEO classroom settings. It is imperative that trainers develop strategies to connect with students.

SOLUTION

As LEO classroom teachers, we already know that we face time and financial challenges when putting on effective training. Departments need to develop competent instructors from within their own ranks. There are in-house "subject matter experts" who possess the topic knowledge but do not possess the tools and strategies to deliver effective training. We must connect with our students and get the most out of our limited classroom time and sometimes limited teaching skills. There are simple strategies we can use to make the classroom experience more memorable and enjoyable for both instructors and students.

Get to know them: The trainer is not the most important person in the classroom; the learner carries that title. As such, we must respect our students and the learning process. Getting to know your students can be challenging, particularly in a

Continued on page 74

EXECUTIVE SUMMARY

Law enforcement officer (LEO) training is a necessity within the overall scope of learning the profession; there remains a problem with the way we connect with our LEO learners in classroom settings. Issues arise from the current methods classroom LEO instructors use to present the material and engage their students. Using a variety of methods to connect to the students, including getting to know the students, engaging them in relevant activities, and involving them in the learning process, will lead to a richer experience.

BACKGROUND

There continue to be indications that the current in-service training structure that has defined our "police training" DNA, albeit necessary, does not meet the needs of today's learners. The ways classroom LEO instructors teach are creating a gap between the material and the recipients. LEO learners have surrendered to the boring event that is the LEO classroom. According to the Police Executive Research Forum (2022), "Almost every major aspect of policing has fundamentally changed in recent decades, except for one: how we train

one-day class or short block of instruction. Connection starts at the beginning with meaningful introductions and learning students' names. Gorham (1988) states, "Learning student names is generally promoted as a good teaching practice" (para. 3). Whether the trainer knows all or none of the students, creating name cards and developing bonds through name identification will create a connection that will enhance the training process.

Make it relevant: Experienced trainers should delve more deeply into why the student is there, how they learn, and how to get the content message across so the student can take it to the street. Palis and Quiros (2014) suggest that we incorporate strategies to promote and involve the students in active learning situations; such scenarios may include small group discussions and case studies. Engaging LEO learners in relevant activities and encouraging them to take ownership of their training is an excellent way to connect with them. "The activities that the actively engaged adult learner is asked to do are found to be interesting, challenging, and connected to real life situations" (McDonough, 2014, p.14). Incorporating activities that make sense to the learner is a primary way to connect the students with the content.

Mix it up: Nobody likes to be "talked at." Avoid reading from the slides—the "this is how we've always done it" mentality; mix it up! A 70/30 facilitation model will aid in student participation and retention. Draw out the professional expertise of the students to provide 70% of the experiential information and classroom discussion; the instructor provides the other 30% by filling in the gaps and directing discussions. Tie things together with stories and topical specifics. When it gets quiet, use a favorite of mine, "This is the part where you talk." The method puts the learning responsibility in students' hands. A high-octane teaching method will connect the students to the entirety of the process, inducing learning and retention at higher levels.

CONCLUSION

We can do more to make our training material retainable and applicable in the field. The way we connect with our learners and connect our learners to the content makes all the difference. Using a variety of instructor-student-content connection methods in law enforcement classes and courses by getting to know the students, using pointed activities, and encouraging inspired involvement will

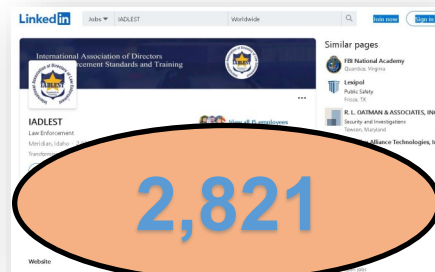
lead to better application on the job. We can produce more meaningful learning environments that result in students' abilities to retain and apply the skills and information required of our profession.~

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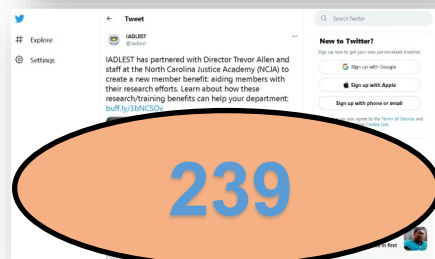
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Building Financial Resilience

By Judy Pollard, Certified Financial Counselor

with a spending plan. A spending plan is a plan for how you want to spend your money. It's the most useful tool for achieving your financial goals. By understanding where your money goes and how savings and debt affect your financial resilience, you can take control over your financial position.

A Simplified Spending Plan - The 50/30/20 Rule

The 50/30/20 rule is a simplified spending plan that recommends:

- Allocating 50% of your net income (your after-tax, take-home pay) to basic needs such as rent, car payments or public transportation, groceries, health care, utilities, and minimum payments on debt.
- Leaving 30% to spend on nonessentials which includes entertainment, travel, eating out, shopping, gifts, fitness, and things you can live without.
- Saving 20% to work towards building an emergency fund or long-term savings, and/or paying off debt, such as student loans and high-interest credit card debt.

Understand where your money goes. Make your best estimate of current income and expenses and consider various ways to close the gap. Challenge yourself to track every purchase for one month to see exactly how much you spend per week. You might be surprised how much you spend on items that can be scaled back or eliminated, giving you greater flexibility with your spending plan.

Monitor Your Debt

Debt is another critical component of a spending plan and a significant contributor to financial wellness. Nearly 8 in 10 adults in the U.S. have debt. The average household in the U.S. owes more than \$135,000 in total debt, including mortgage, auto loan, credit card, and student debt.

Not all debt is bad. Many of us cannot buy a house or car without taking on some debt. These debts can be an investment in your future. However, it is vital to evaluate the amount of debt you are capable of handling and how long it will take you to pay off the debt.

Does the idea of making a major financial decision or even checking your bank account stress you out?

You're not alone.

According to a report from the Federal Reserve, over half of Americans—across all income levels—are worried about their finances. Financial uncertainty is one of the biggest stressors in our personal lives today.

Life's Unexpected Setbacks

As inflation pressures continue, two-thirds of working adults said they are worse off financially than they were a year ago. An unexpected financial setback can make it feel like your world is caving in around you.

Financial wellness isn't equivocal to simply the amount of money one makes as a measurement of financial success; instead, it pertains to how well one manages one's finances and establishes a degree of stability that leads to a more enjoyable life.

Some financial challenges might be out of your control, but with some planning, you can equip yourself to manage whatever comes your way, build financial stability to maintain a positive lifestyle and work toward achieving your future goals.

There are four components of building financial resilience—Spend, Save, Borrow, and Plan.

These four components mirror your daily activities. What you do today in terms of spending, saving, borrowing, and planning can greatly impact your resilience and ability to pursue opportunities.

Spend - Prioritize Your Spending

You can build financial resilience and thrive financially

Continued on page 76

A heavy debt burden can impose financial risk. While you may be able to sustain a higher level of debt and a comfortable lifestyle, economic shocks can potentially place a heavy strain on your spending plan, especially in the absence of savings.

Borrow - Keep Tabs on Your Credit Score

Borrowing isn't necessarily a terrible thing—if you know how to compare loans and maintain a healthy credit score.

If you've had financial difficulties in the past, you can get stuck in a vicious cycle where your money goes to paying interest. That's why building healthy credit is one of the most important steps toward achieving financial wellness.

While it is important to know what is considered a good credit score, there is more to understand regarding credit scoring and how it affects you. Even though it is simply a number, it can make a significant difference in your financial life.

Your credit score will often be used to determine the interest rate you will pay. Ultimately, the lender will be the one to determine the required score to obtain the best interest rates, but in general, credit scores in the higher range will generally mean the lowest interest rates.

Regularly review your credit bureau report, bank accounts, and credit card statements for mistakes or suspicious activity; keep documents and passwords secure to prevent scams and identity theft.

Request your free annual credit report from each of the Industry-standard credit bureaus — Experian, Equifax, and TransUnion by visiting:

AnnualCreditReport.com.

Financial Resilience

Every small step makes a difference. Remember, building financial resilience is an ongoing effort that must be nurtured and maintained over one's lifetime. It's never too late to start taking control of your finances and preparing for the unexpected to create more opportunities for achieving your goals. ~

About the Author

Judy Pollard has worked in the financial industry for over 32 years in the areas of Collections, Underwriting, Bankruptcy, Training and Development, and Business Development, and holds a Bachelor of Science degree in Business Management from Western Governors' University.

As Business Development Officer for Justice Federal Credit Union, Judy has had the pleasure of cultivating new Members and strong partner relationships within the Justice and Law Enforcement community.

Judy embodies the Credit Union philosophy of "People Helping People." As a Certified Financial Counselor, she is passionate about helping Members align the financial products and services they need to establish a degree of financial stability to lead a more enjoyable life and work towards achieving their future goals.

To seek financial counseling or explore membership with Justice Federal, please contact Judy Pollard at:

800.550.5328 extension 3148.



Founded in 1935, Justice Federal Credit Union is chartered to serve the men and women of the Department of Justice and the law enforcement community, and their families. We are a non-profit cooperative financial institution dedicated to fulfilling the financial needs of our Members throughout their life stages.

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with Rick Jacobs

Using an Evidence-Based Strategy to Improve Recruit Learning
with the Academy Innovations Project Team

What Does the Research Say? The Science of Learning
with Kerry Avery

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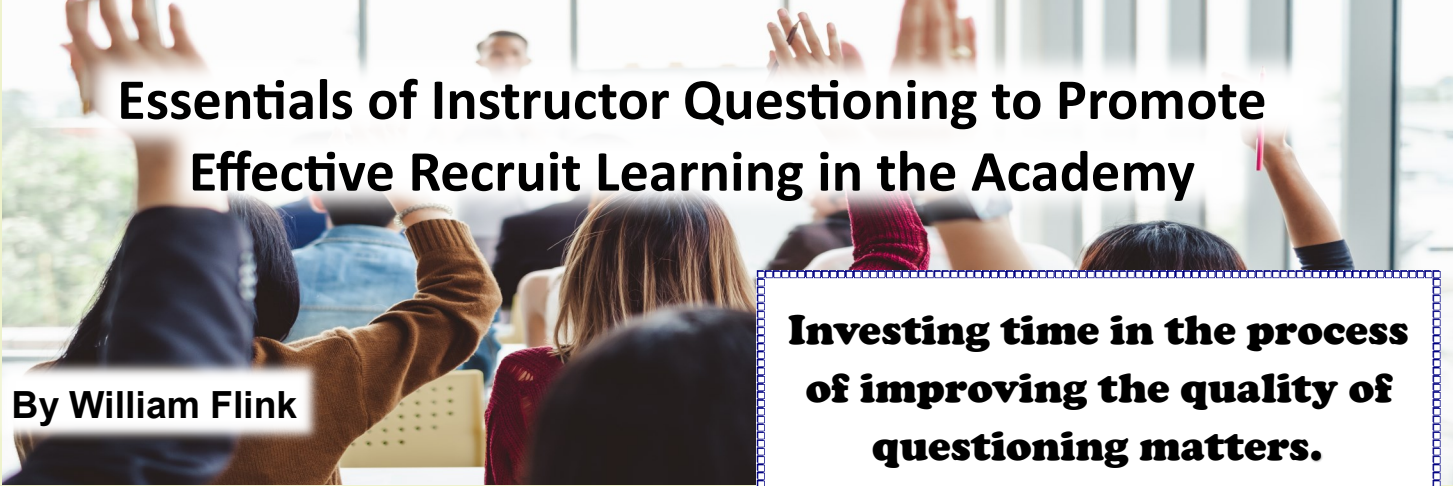
Designing Scenario-Based Practical Exercises
with Lon Bartel



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These webinars are interactive, promoting enhanced professional development opportunities for establishing advanced officer training and basic academy instructors.



Essentials of Instructor Questioning to Promote Effective Recruit Learning in the Academy

By William Flink

Investing time in the process of improving the quality of questioning matters.

Introduction

At your academy, how often do you observe the training being provided to recruits by your instructors? Do you physically enter the classroom or monitor the classroom from a video-link to your office computer? What are the benefits of observing? Is it part of participating in what the recruits are learning, or is it an auditing process to observe the instructors teaching the POST agency's compulsory minimum training standards as required by the POST agency and academy? How can you tell if the recruits are absorbing the lesson material being taught?

Two key points to observing should be determining if recruits prepared themselves with the pre-course or course materials students are assigned to read before or during class, and analyzing the effectiveness of the instruction. One way to determine effectiveness in the classroom is to observe the instructor's teaching-style. Is it knowledgeable and effective? Does the instructor hold the attention of the students and follow the intended lesson plan? Does the instructor include the practice of questioning recruits on assigned pre-course materials and the information taught during the class?

Questioning of recruits identifies learning transfer or level of immediate knowledge retention of the material being taught; and it's this second process that this article will focus upon, because not every instructor is conversant in the substantial effect that questioning can provide to recruit learning.

Questioning is essential to teaching and is an effective tool for instructors and recruits amongst the different subjects within the basic academy. Things we know, are that effective questioning helps recruits to consolidate, deepen and extend their thinking and learning.¹ It encourages them to think about the subject matter and how to apply the information to their job assignments.

During training, all officers learn about the questioning of witnesses and suspects as part of their basic academy training, and it becomes second-nature to them as an essential work task on the streets. But the art of questioning student learning, which differs from interviewing or interrogation, is rarely one of those topics that is addressed in detail during a basic Instructor Development Course. So, investing time in the process of improving the quality of questioning matters.²

That's the purpose of this article—to give thought to and enhance the learning process by 1) offering instructors ideas to probe recruit's knowledge through questions that engage critical thinking, 2) benefit the evaluation process, 3) expand job-related perspectives, and 4), study potential actions that recruits might take to solve problems or improve their communities. The way to do this, is to teach instructors to draw upon metacognition skills by developing questions that pursue student responses addressing their thinking through “critical analysis” and “criticality analysis.”

Metacognition and Asking Questions

Metacognition is the practice of being aware of one's own or another's thinking. Some scholars refer to this as “thinking about thinking”—an awareness or analysis of one's learning or thinking processes, and it's considered a high order thinking skill.³

¹ *Getting started with Effective Questioning*, Cambridge Assessment International Education Teaching and Learning Division (Accessed 1/26/2024) <https://cambridge-community.org.uk/professional-development/gswaq/index.html>; and McDowell, Michael. *Creating Challenging Learning Experiences*, Edutopia, April 19, 2023, <https://www.edutopia.org/article/critical-thinking-inquiry>.

² Ibid.

³ Merriam-Webster Dictionary (Accessed January 26, 2024) <https://www.merriam-webster.com/dictionary/metacognition>

“Fogarty and Pete give a great everyday example of metacognition:

Think about the last time you reached the bottom of a page and thought to yourself, “I’m not sure what I just read.” Your brain just became aware of something you did not know, so instinctively you might reread the last sentence or rescan the paragraphs of the page. Maybe you will read the page again. In whatever ways you decide to capture the missing information, this momentary awareness of knowing what you know or do not know is called metacognition.

When we notice ourselves having an inner dialogue about our thinking and it prompts us to evaluate our learning or problem-solving processes, we are experiencing metacognition at work. This skill helps us think better, make sound decisions, and solve problems more effectively.”⁴

Effective questioning develops metacognition.⁵ As the recruit responds to the instructor’s question, it demonstrates the recruit’s thinking. We can see how he/she is thinking, and it gives the recruit the opportunity to recall or learn from his/her own knowledge of the subject. If the recruit’s response is correct, the student has taken control of their thinking by making it visible to the instructor and other academy recruits. If incorrect, the instructor can reinforce the correct response and this creates an opportunity for repetition of the learning process which has the ability to deter future forgetfulness of the topic. More than one study has confirmed that persons with good metacognitive skills predicably demonstrate success in academic performance.⁶

Questioning

As stated earlier, the types of questions that instructors might use during their instruction include those that invoke critical thinking and criticality thinking.

Critical Thinking Questions

Critical thinking is often guided by questions that address “what” (e.g., What does this mean to you? What can you expect from this? What is it that the law permits or prohibits? Etc.).

“What questions” guide recruits to engage in critical thinking through analyzing, blending, evaluating, and reflecting on their curriculum, reading materials or practical exercises. To fully develop an understanding of law enforcement duties and responsibilities, recruits must understand the core principles of a subject by using inductive and deductive reasoning. Instructors can improve critical thinking by us-

ing these reasoning techniques and injecting questions during their lecture such as:

- What overall summary or conclusion can you draw upon from the pre-course reading material or information received during the lecture?
- What themes or patterns have been repeated in this unit of study?
- What are the key takeaways you’ve learned that support the learning goals or objectives for the class?
- What information supports your explanation?
- If this happens, what are you likely to do?
- What legal standing would you have as an officer if you follow the instruction, or what legal consequences might exist if you do not follow the lesson taught to you?
- What themes emerge between the lecture and supporting course reading materials?
- How do the real-life examples contrast with what you have been taught in this class?
- What are the major points of the lecture that you will take into the field after completing the academy?
- What take-aways did you experience through the practical exercises that reflect current law or procedures?

Criticality Thinking Questions

Criticality thinking questions are referred to as “so what” questions. They prepare recruits to challenge assumptions and intent, analyze multiple perspectives, and discuss the effects of both past and present decisions on multiple communities, particularly those who have been underrepresented, marginalized, or victimized. For some, criticality thinking is related to equity. But it is much more in the law enforcement realm—it also aligns itself to preventing liability.

Continued on page 80

⁴ Fogarty Robin J and Brian M Pete. 2020. *Metacognition : The Neglected Skill Set for Empowering Students Revised Edition (Your Planning Guide to Teaching Mindful Reflective Proficient Thinkers and Problem Solvers)*. Solution Tree; and Mitchel, Marilyn Price, Ph.D., What Is Metacognition? How Does It Help Us Think?, Psychology Today, October 9, 2020 (Accessed January 26, 2024), <https://www.psychologytoday.com/us/blog/the-moment-youth/202010/what-is-metacognition-how-does-it-help-us-think>.

⁵ Ibid. McDowell.

⁶ Gul Fariha and Shumaila Shehzad. n.d. “Relationship between Metacognition Goal Orientation and Academic Achievement.” *Procedia - Social and Behavioral Sciences* 1864–68. <https://doi.org/10.1016/j.sbspro.2012.06.914>.

It's here that instructors can use the power of critical thinking as a tool to present challenges, persuasion, and a better understanding of learned content in a practical way.

A few examples of questions that address criticality skills include:

- How does the lesson material relate to other circumstances we have studied so far?
- How does the lesson material relate to what we are seeing in society today?
- What might help us better understand the situation we're handling from a victim's, suspect's, or witness's viewpoint (in terms of communities and cultures)?
- What assumptions do we carry into our discussion or actions, and what are the implications of exploring or testing assumptions?
- Where have we seen similar incidents/stories/patterns in other classes or the real world?

Action Questions

Criticality thinking skills are designed to lead students toward an action. After criticality questions are answered, action questions, or "now what" questions, can lead the recruit to results that may benefit others in various situations. By asking "now what" questions, the instructor can give recruits an opportunity to think beyond their normal sphere of influence or responsibilities, by letting them explore possibilities in serving those they have contact with.

"Now what" questions teach recruits to think and act on what they have learned, to make their efforts more effective by learning better ways to frame content, and to generate problem-solving within their jurisdictions. "Now what" questions help to bring attention to problem-solving on issues that may have serious repercussions if left unattended, or to give a voice to those victimized or marginalized in the community.

Here are a few questions to introduce "now what" criticality skills:

- After discussing what we have learned, what subsequent situations might we expect from our actions or inactions?
- What preventative measures can we take to sustain a peaceful and/or lawful resolution?
- What perspectives should we listen to that would help us better understand the situation (other people or cultures within our community)?

- What similar incidents/stories/patterns are known about in other jurisdictions, and from what we understand, what can we do to manage a positive outcome?
- To what extent can or should we take action in a way that promotes safety and prevention?
- When is the right time to take action that creates a sustainable impact?
- To what extent have others been able to solve this problem?

Conclusion

There are numerous valid reasons why instructors should include questioning into their academy lesson discussions. Among them, questioning helps to:

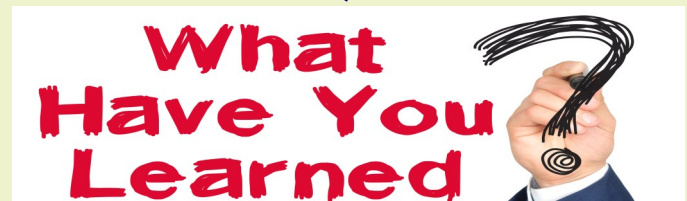
- draw out recruits' knowledge;
- engage recruits into the discussion more;
- guide thinking and learning;
- deepen thinking and extend knowledge;
- challenge the recruits;
- systematically assess learning and check understanding;
- identify and respond to gaps and misconceptions in knowledge and understanding; and
- make links and connections across topics and subjects to enhance learning transfer.⁷

For curriculum developers or instructors who write lesson plans, include suggested questions and their appropriate responses at designated points within lesson plan. This will assist instructors in asking recruits relevant questions; and thus better support knowledge transfer and the learning process.

Finally, asking questions in the lecture or practical exercise stage of training can significantly benefit the recruits when they are involved in testing. The practice of questioning during training can give recruits the "confidence and skills to tackle examination questions that are both familiar and unfamiliar,"⁸ and help in their public or official speaking skills. ~

⁷ *Op. cit. Getting started with Effective Questioning*

⁸ *Ibid.* **Critical Thinking Questions**
Criticality Thinking Questions
Action Questions



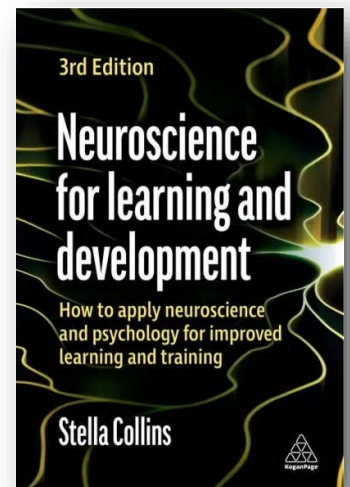
Reading Corner



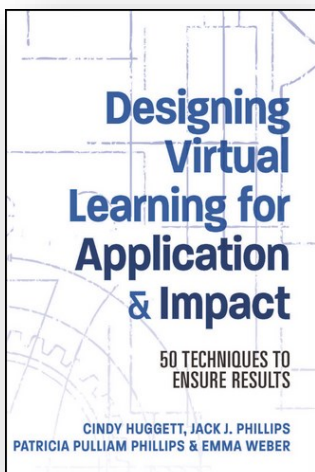
Neuroscience for Learning and Development: how to apply neuroscience and psychology for improved learning and training (3rd Edition), is a very well written book that should be in every training library. It provides information useful to all those developing training or instructing in the classroom. The chapters provide the guidance and resources to understand how our brains process information.

Author Stella Collins uses the latest research and concepts in her book, covering areas such as motivation, habits, and the link between sleep and learning. It demonstrates how to create effective learning environments and make learning 'stick' with advancements in AI and digital learning, and through the use of stories. Her tools and guidance can be applied in different contexts, such as digital learning, in-person training and presentations.

Printed in June 2023, this third edition contains a new chapter on creating an autonomous learning culture. It explains the strategies, tools and techniques that those engaged in learning and development can use to encourage and support students to learn in the flow of work. Using references from various practitioners who have applied these methods in leading organizations like



The Open University, this edition is an indispensable book for creating and maintaining workplace learning that benefits people and organizations. (328 pages)



In ***Designing Virtual Learning for Application and Impact***, evaluation experts Jack and Patti Phillips team up with virtual learning expert Cindy Huggett and learning transfer authority Emma Weber to create a guidebook for training developers to ensure online programs achieve measurable results beyond the virtual classroom.

Virtual learning is here to stay, and it must add value to an organization. This practical book outlines a design process focused on how to deliver on-the-job application of learning and a positive impact on business organizational results. The book provides 50 techniques you can immediately use to effectively design an engaging virtual learning program that helps learners apply the knowledge they've gained back on the job. (235 pages)

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Justice Department Files Statement of Interest in ADA Lawsuit Concerning Unnecessary Law Enforcement Responses to Mental Health Emergencies

February 22, 2024

The Justice Department today filed a [statement of interest](#) in *Bread for the City v. District of Columbia*, a lawsuit in the U.S. District Court for the District of Columbia alleging that the District's reliance on police officers as the default responders to mental health emergencies violates the Americans with Disabilities Act (ADA).

The statement could be an "eye-opener" for other jurisdictions should the court rely on the DOJ filing. It may not necessarily affect other jurisdictions immediately, but the description provided about complying with the intent of the ADA in mental health emergencies is worthy of note for city, county, and state policy-makers. The effects upon law enforcement as the primary responders to mental health emergencies could result in what some have advocated for many years—mental health first responders. ~

Active Shooter Drill Shows the Difficulties of Response

Even with months of planning for an active shooter drill at a high school in Conneaut, Ohio, with an emphasis on interoperability, the drill showed how ingrained in police departments is the inability to communicate.

[Government Technology](#), By [Jim McKay](#)
Emergency Management, February 2, 2024
(Reprinted with permission.)

The Conneaut, Ohio, Police Department and local partners planned for months for the big active shooter drill that was to take place at Conneaut High School.

They wanted to focus on process, specifically unified command and interoperability between the various public safety agencies and the school to practice a unified response, especially after the botched response to the school shooting at Robb Elementary in Uvalde, Texas, in May 2022. For this drill, and in light of what took place at [Uvalde](#), officials wanted to not just focus on going in and eliminating the threat but the process that led to that eventuality — interoperability between police, fire, EMS, the school district, etc.

Even with more than five months to plan and with interoperability as a measuring stick, as well as trying to make the scenario as realistic as possible, the drill showed how ingrained in police departments nationally, save the very large ones, is the inability to communicate with other agencies and entities.

“It was just amazing that even though we planned to mitigate the problems of Uvalde, we couldn’t get any unified communications between any of the departments or between the fire and police or the school district and police, even though we had the communications plans in place,” said Conneaut Det. Taylor Cleveland.

A lot of planning went into the drill, including a tabletop exercise two months prior to the live event to get agencies on the same page and to affirm the goals of interoperability. Even so, a lot of those plans evaporated when the drill started.

“We had a lot of stuff that happened that we planned for that surprised us,” Cleveland said. “Even with the tabletop and some policy work to make sure we had a unified command between police and fire and EMS, and despite all that planning, it ended up not happening in real life, even though they knew that was the purpose of the exercise: to test unified command and command-and-control.”

Another surprise was that virtually all of the first-

hand accounts of what happened, the eye-witness accounts by teachers and other administrators when they called in to 911, were wrong.

“We were really surprised with the amount of misinformation that was directed to police, fire and EMS from teachers calling 911 and misidentifying [shooters](#),” Cleveland said. “That misinformation was constantly screaming on the radio. There was nothing that was correct that was being updated over the police and fire radios.”

“I heard guy and girl team, I heard five shooters, I heard somebody call in shots fired when it was dead silent,” school resource officer Tim Rose told the *Star Beacon*, the Ashtabula, Ohio, newspaper. “These poor people [police] were running around, I know you couldn’t see them, they were running through your school trying to figure out all the information, and I thank you greatly, because that’s realistic.”

One of the problems was that some of the agencies were on different radios. They had all been given access to the same radios, but when the virtual bullets began to fly, they did what they do in a real incident — they reverted to what they knew and grabbed the radio they always used.

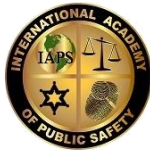
Part of the problem is that police agencies, save the really big ones, don’t train on unified command. In fact, they encourage their officers to freelance, to be independent, be able to work on their own or with a partner.

“Our fire department gets maybe 10 structure fires a year, so they get 10 opportunities to practice that and probably 35 false alarms to do a dry run,” Cleveland said. “In the police departments we never practice it, and even if we did two or three times a year, we’d only use it on these big incidents.”

So, what can be done to fix it?

“It’s in our culture,” Cleveland said. “I’m not sure how to fix that.” ~

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The IADLEST Partner Advisory Committee (IPAC) was established in 2019 to support resource development for IADLEST and the advancement of law enforcement training nationwide. Members of the IPAC help ensure that training and standards meet the needs of the public safety industry, help to promote the adoption of best practices, provide IADLEST with perspectives and recommendations regarding selected IADLEST projects, and initiatives and emerging topics in the field. The IPAC seeks to advance the public safety profession with a vision of outcomes-based police training and standards.

IPAC Serves as a:

- ◆ Technical Advisory Panel comprised of subject matter experts (SMEs);
- ◆ Platform to engage partners and create opportunities for collaboration;
- ◆ Sounding and advisory board for IADLEST's current and merging programs;
- ◆ Think tank to assist IADLEST with its mission and strategic plan.
- ◆ Resource for law enforcement; and
- ◆ Forum to discuss partner (vendor) issues of interest.



Learn more about the IPAC, including the IPAC publication *Why Law Enforcement Needs to Take a Science-Based Approach to Training and Education*, on our [webpage](#).

Thoughts on Producing Virtual Learning

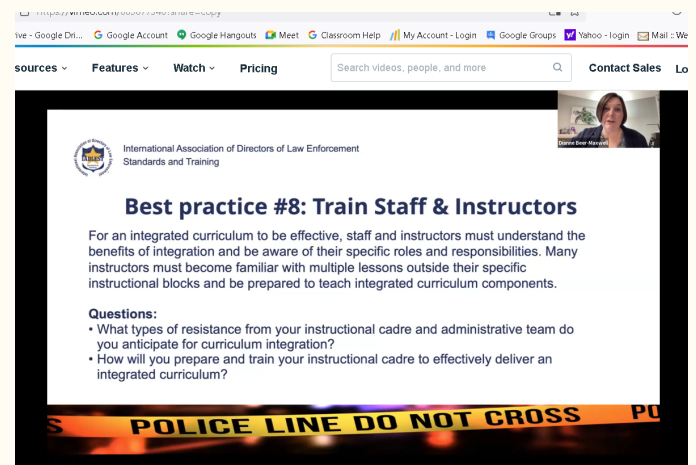
For any law enforcement academy or agency training organization that has developed and distributed online training content, your first few efforts may have resulted in some disappointment with the quality of the production or trainees' experience. You may have felt your efforts did not meet your expectations. Hopefully, during the experience, you gained the knowledge that led to more successful training outcomes. For those thinking about virtual training, we share the following.

In a recent article published by the ROI Institute entitled "[*Virtual Learning Often Fumbles on Application and Impact*](#),"¹ author Jack Phillips raised his opinion about the issue of virtual learning not meeting acceptable standards for broadcasting training. Phillips has taken the position that "virtual learning," or "facilitator-led" training produced in the online classroom, is becoming more of the norm in meeting organizational training needs. But it carries with it the expectation "that [training development] professionals show the value of learning" and that the "definition of learning success has shifted" from the idea that "learning has occurred" to "learning is used and has an impact."

He states it's important to demonstrate that virtual learning meets "the desired outcomes in mind and works." That is the key to virtual learning, and with all good intentions for training providers to make a valuable training program, sometimes it just doesn't happen.

Of course, Phillips' position is not focused on law enforcement training. He's written his exposé for the business world. But his principles carry over to any virtual (online) training production.

Phillips pointed out several reasons he believes virtual training fails to meet the expectations of trainees and training producers. His view or "key reasons" that virtual learning is not rising to acceptable levels for what we would consider as "*good training*" include (1) multitasking during training, (2) a lack of oversight by management, (3) training not being application-oriented, (4) bringing about change or impact, and (5) technology challenges. Phillips goes into detail about his opinion by defining these four problem areas. He wrote about the following, and we're revising and adding to his list to put into a law enforcement context:



1. Multitasking inhibits learning. Research confirms, and our own experience tells us, that multitasking reduces a participant's learning ability. A question needs to be asked: Are the trainees giving their full attention to the program or just listening while doing other things? Everyone is probably guilty of this failure. We all have many things to do. We want to hear what is being said in the program, but we're easily distracted when involved in online training. Other visual things can get our attention, and other people can interrupt or distract us while in training.

2. Management support is usually missing. With virtual learning, managers are often uninvolved and may not even know students or employees are participating in a training session. Without the management's presence or ability to confirm learning has taken place and knowledge has been gained, one of "the most significant [influencers] for transferring learning to the job is removed."

3. Virtual programs are designed for learning, not application and impact. Very few virtual learning programs have included the training goals or objectives to be met by taking the training. In some cases, we choose to take an in-service training course because of the title, without knowing the content or expertise of the instructor, not because of the goal(s) of the training. Those requiring the training may not fully understand why the program is being implemented without knowing the training goals and objectives. When these training goals and objectives are in place, the training developers can design the program for application and the desired impact.

4. Technology challenges. This is probably the biggest obstacle to virtual training. "Technology failures and connectivity issues can happen to anyone." How many times have you experienced a virtual training program where (a) you cannot connect to the program, (b) the presenters' microphone is turned off until someone points it out to them, (c)

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graphics like PowerPoint, etc. don't show on the screen without some delay until the presenter can get them to become seen, (d) you're connected to the program, but the moderator has a delay in connecting with presenters, (e) video segments that do not transfer visually or are not audible, (f) presenters who talk over each other during questions from a moderator, and finally, the proliferation of inexperienced users can present challenges to the rollout of a seamless program.

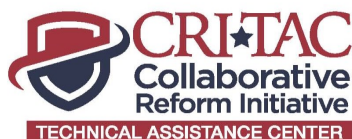
5. Live, In-Person Productions are not a one-person task. Technology failures occur often to both experienced and inexperienced trainers. Presenting in-person programming is not as easy as clicking a couple of computer buttons. It takes more than one person. Programming should be carried out by no less than two knowledgeable staff, and more may be needed if it has complicated tasks (multiple visuals, high-volume attendance, use of survey questions, chat box used for participant questions, etc.). Production must be as man-

ageable as possible.

6. Web Course Production. Pre-developed (canned) programming or predesigned and developed web courses can have their own set of similar obstacles. For instance, connectivity, visuals not performing correctly, testing, trainees' computers not equipped with software that allows training to function correctly, LMS problems, inexperienced web-training course providers, lack of a computer room for training, etc.

There's no exception for trained and experienced online training staff. Without knowledge and experience, training designers and producers are bound to suffer difficult explanations to others about why their production efforts did not yield the quality of training expected. ~

¹ Phillips, Jack J., Ph.D., *Virtual Learning Often Fumbles on Application and Impact*, ROI Institute, November 1, 2023 (Retrieved December 23, 2023), <https://www.td.org/user/about/JackJ.Phillips%2CPhD>.



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Conduct that Undermines Public Confidence in Law Enforcement

During our recent work on the IADLEST Sourcebook Project, the State of Connecticut supported their survey responses with a copy of their POST's Guidance on the suspension, cancellation or revocation of officer certification.¹ IADLEST is publishing the guidance document to inform other state POST agencies of some of the unique provisions that Connecticut has implemented into their administrative processes. IADLEST hopes the information will be useful to other state POST Directors and their staff.

At the October 15th, 2020 regular meeting, the Police Officer Standards and Training Council adopted written guidance language to assist Law Enforcement Units concerning grounds for Suspension, Cancellation, or Revocation of certification pursuant to the Legislative July Special Session, Public Act No. 20 - 1 (House Bill No. 6004).

Important Note: The Police Officer Standards and Training Council Certification Division will only review requests for suspension, cancellation or revocation that are received from the Chief Law Enforcement Officer of the law enforcement unit in accordance with 7-294d(c){2}.

Cases referred to the Police Officer Standards and Training Council Certification Division by the public (sworn or civilian), shall be referred to the appropriate state or local Law Enforcement Unit for further review.

All cases referred to the Police Officer Standards and Training Council Certification Division by the Chief Law Enforcement Officer of the law enforcement unit shall be reviewed by the Police Officer Standards and Training Council subcommittee.

Section 1: Purpose

The purpose of this document is to provide guidance in accordance with the provisions of Section 7-294d(g) of the Connecticut General Statutes, which allows the Police Officer Standards and Training Council (hereafter "the Council") to develop and issue written guidance to law enforcement units concerning grounds for suspension, cancellation or revocation of certification. This guidance document addresses the following:

Section 2: Grounds for suspension, cancellation or revocation and an overview, Section 7 – 294d(c)(2), of C.G.S.

Section 3: Conduct that undermines public confidence in law enforcement

Section 4: Evaluation of Conduct

Section 5: Reporting Procedures

Sections 3 and 4 of the document shall serve as guidance for law enforcement units and the POST Council to determine what acts constitute conduct that undermines public confidence in law enforcement. Each section contains a framework in which to examine such conduct.

Section 5 describes from whom the Council shall receive requests for suspension, cancellation or revocation of certification and what acts of misconduct a law enforcement unit shall report to the council.

The prohibited conduct expressed in statute or guidance does not reflect the values or professional standards of the law enforcement community. The decertification process is designed to address those acts that ultimately cause irreparable damage to the trust between police officers and the community they serve and/or render a person unsuitable for police service.

The power to suspend, cancel, or revoke a certificate is a solemn one. The Council decertification process is not a tool to address trifling events, personal grievances, or to bypass traditional labor relations procedures. It is based upon an obligation to hold those who do not live up to the high standards of law enforcement accountable to the public and the law enforcement community

Section 2: Overview of Conn. Gen. Stat. Section 7-294d (c)(2) and July Special Session, Public Act No. 20-1

A. Suspension

Pursuant to Conn. Gen. Stat. Section 7-294d(c)(2), the Police Officer Standards and Training Council may censure a police officer and suspend a holder's certificate for up to 45 days.

Continued on page 88

B. Grounds for Suspension, Cancellation, or Revocation

July Special Session, Public Act No. 20-1 provides for additional grounds for suspension, cancellation, or revocation. Newly added grounds are underlined>.

The council may, suspend, cancel or revoke any certificate if:

- (A) The certificate was issued by administrative error,
- (B) The certificate was obtained through misrepresentation or fraud,
- (C) The holder falsified any document in order to obtain or renew any certificate,
- (D) The holder has been convicted of a felony,
- (E) The holder has been found not guilty of a felony by reason of mental disease or defect pursuant to section 53a-13,
- (F) The holder has been convicted of a violation of section 21a-279,
- (G) The holder has been refused issuance of a certificate or similar authorization or has had his or her certificate or other authorization cancelled or revoked by another jurisdiction on grounds which would authorize cancellation or revocation under the provisions of this subdivision,
- (H) The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, to have used a firearm in an improper manner which resulted in the death or serious physical injury of another person,
- (I) The holder has been found by a law enforcement unit, pursuant to procedures established by such unit and considering guidance developed under subsection (g) of this section, to have engaged in conduct that undermines public confidence in law enforcement, including, discriminatory conduct, falsification of reports or a violation of the Alvin W. Penn Racial Profiling Prohibition Act pursuant to section 54-1l and 54-1m,
- (J) The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, to have used physical force on another person in a manner that is excessive or used physical force in a manner found to not be justifiable after an

investigation conducted pursuant to section 51-277a,

- (K) The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, to have committed any act that would constitute tampering with or fabricating physical evidence in violation of section 53a-155, perjury in violation of section 53a-156 or false statement in violation of section 53a-157b.

Section 3: Guidance Regarding Conduct that Undermines Public Confidence in Law Enforcement

Section 7-294d(c)(2)(I) of the Connecticut General Statutes adds a new condition for suspension, cancellation, or revocation: "*The holder has been found by a law enforcement unit, pursuant to procedures established by such unit and considering guidance developed under subsection (g) of this section, to have engaged in conduct that undermines public confidence...*"

The Council has identified five categories of conduct that may undermine public confidence in law enforcement. These categories are listed below in A through E.

A. Discriminatory Conduct

Discriminatory Conduct includes:

- (1) **Intentional Acts of Bigotry or Bias.** An intentional act to intimidate or harasses another person based upon actual or perceived protected class membership, identity, or expression. Such acts shall include electronic, audio, or visual posts containing images, acts and statements or other forms of speech that ridicule, malign, disparage, or otherwise express bias against any race, any religion, or any protected class of individuals.

Note on social media: The state has a compelling interest in its police officers upholding the law fairly and without bias. Public posts that contain slurs or imagery that intentionally ridicule, malign, disparage, or otherwise express bias against any race, any religion, or any protected class of individuals should not and shall not be tolerated by law enforcement. The Council is aware that this conduct may implicate First Amendment concerns. The Council does not wish to police social media debates or heated political discussions. However, the Council does have an interest in ensuring that police officers act in accordance within appropriate profes-

Continued on page 89

sional standards, including adherence to departmental social media policies. The Council shall evaluate whether such conduct will result in revocation, cancellation, or suspension under guidance issued in Section 4 of his document.

(2) **An act or acts that constitute Sexual Harassment.**

“Sexual harassment” shall, for the purposes of this section, be defined as any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (A) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (B) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (C) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment;

(3) **Conduct that constitutes racial profiling** (Alvin W. Penn Racial Profiling Prohibition Act. Section 54-1l and 54-1m). For the purposes of this section, “racial profiling” means the detention, interdiction, or other disparate treatment of an individual solely on the basis of the racial or ethnic status of such individual, (as defined by state statute).²

B. Abuse of Power

(1) **Inappropriate Benefits.** An act or pattern of acts that constitute the exploitation or misuse of the position of a police officer by compelling or threatening to compel an individual to provide opportunities or benefits for the officer or others that would not be available but for that position.

(2) **Inappropriate Relationships.** An act or pattern of acts that constitute an abuse of power through the exploitation or misuse of the position of a police officer to establish or attempt to establish a sexual, romantic, physical, intimate, or emotional relationship, by compelling or attempting to compel another person to engage in such relationship.

C. Untruthfulness and Lack of Integrity

(1) **Intentional Acts of Dishonesty.** The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, to have inten-

tionally committed any material act that would constitute evidence of untruthfulness during any investigation or official inquiry by a law enforcement unit, including but not limited to, a criminal or administrative investigation. (The statement or document need not be sworn).

(2) **Falsification of Reports.** The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, to have falsified or alter any material information in a law enforcement unit report, whether the document is sworn or not sworn.

(3) **Intentional Disregard for Rules and Regulations of a Law Enforcement Unit.** The holder has committed an act or pattern of acts that indicate an intentional disregard for lawful orders to act in accordance with the rules and regulations of the law enforcement unit, and the holder has not responded to corrective measures of the law enforcement unit, including disciplinary policies.

D. Failure to Intervene

(1) **Failure to Intervene.** The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, while acting in a law enforcement capacity, to have failed to intervene or stop the use of excessive, unreasonable, or illegal force by another police officer, that resulted in serious physical injury or death or the use of, unreasonable, excessive, or illegal force by another police officer that would likely result in serious physical injury or death, or to notify a supervisor and submit a written report of such acts where the holder has personal knowledge of such acts, based upon their own observations and the officer had the ability to prevent such act.

E. Dismissal or Resignation under Section 7-291c of the Connecticut General Statutes.

(1) The holder has been found by a law enforcement unit, to have been terminated, dismissed, resigned, or retired pursuant to the provisions of Section 7-291c of the Connecticut General Statutes.

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Section 4: Evaluating Conduct

July Special Session, Public Act No. 20-1 instructs the Council to take into account whether a police officer or law enforcement instructor acted in their official capacity or identified themselves as police officers. "When evaluating any such conduct, the council considers such conduct engaged in while the holder is acting in such holder's law enforcement capacity or representing himself or herself to be a police officer to be more serious than such conduct engaged in by a holder not acting in such holder's law enforcement capacity or representing himself or herself to be a police officer;" Sec. 3 July Sp. Sess., Public Act No. 20-1.

Conduct that occurs off-duty or where a holder does not identify themselves as a law enforcement officer may still result in suspension, cancellation, or revocation where the conduct is severe enough to undermine public confidence by adversely and irreparably affecting the officer's ability to exercise the duties of a law enforcement officer.

In determining whether an act or pattern of acts adversely and irreparably affect an officer's ability to exercise the duties of a law enforcement officer, law enforcement units and the Council may consider aggravating/mitigating factors, including but not limited to:

- Does the conduct grossly deviate from the generally accepted standards and behavior of law enforcement?
- Does the misconduct rise to the level of suspension or termination from the officer's law enforcement unit?
- Does the conduct constitute criminal conduct?
- Does the conduct subject an officer to impeachment in a court of law based on prior misconduct?
- Does the officer have a prior disciplinary history?
- Did the conduct result in severe physical injury?
- Did the conduct negatively and irreparably affect working relationships or otherwise interfere with the operation of a law enforcement unit?

On-duty conduct and conduct committed by an individual who holds themselves out to be police officers that meets the categories described in sections A through E shall be considered serious and should be given considerable weight against any possible mitigating factor. The Coun-

cil may consider such factors in its decision to censure and suspend a police officer certificate as opposed to a revocation or cancellation.

Section 5: Reporting Procedures

A. Reporting Grounds for Suspension, Cancellation, or Revocation; Hearings.

The POSTC Certification Division shall only review requests for revocation or cancellation from local law enforcement units. Cases referred to the POSTC Certification Division by the public shall be referred to the appropriate state or local law enforcement unit for further review. POSTC administrative staff shall recommend to the appropriate Council subcommittee its recommendation whether there are sufficient grounds to continue with further proceedings.

The Council shall conduct suspension, cancellation, or revocation of police officer certification hearings on matters submitted to the POST Council Certification Division by law enforcement units only. The Council may conduct suspension, cancellation, or revocation of law enforcement instructor or police training school certificate hearings submitted by the POST Council Certification Division.

B. Mandatory Reporting

All law enforcement units shall report any violation where:

1. The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, to have used unreasonable, excessive, or illegal force that causes serious physical injury or the death of another person, or to have used unreasonable, excessive, or illegal force that was likely to cause serious physical injury or death to another person.
2. The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, while acting in a law enforcement capacity, to have failed to intervene or stop the use of unreasonable, excessive, or illegal force by another police officer that caused serious physical injury or death to another person, or unreasonable, excessive, or illegal force that was likely to cause serious physical injury or death to another person, or to notify a supervisor and submit a written report of such acts where the holder has personal knowledge of such acts and the ability to prevent such act.

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3. The holder has been found by a law enforcement unit, pursuant to procedures established by such unit, to have intentionally intimidated or harassed another person based upon actual or perceived protected class membership, identity, or expression and in doing so threatens to commit or causes physical injury to another person.
4. The holder has been found by a law enforcement unit, to have been terminated, dismissed, resigned, or retired pursuant to the provisions of Section 7-291c of the Connecticut General Statutes.

C. Documentation required by POST Council.

The POST Council Certification Division shall require the following documentation:

- (1) A cover letter from the Chief Law Enforcement Officer detailing conduct reasonably believed to be grounds for cancellation, revocation, or suspension;
- (2) Investigative Affairs Reports and Findings;
- (3) If available, Labor Board Findings;
- (4) Transcripts of Interviews;
- (5) If alleged conduct is related to a criminal investigation, all case reports, audio, and video,

including MVR/Body Cam footage, unless release of such documentation shall be prejudicial to the administration of justice/prosecution.

- (6) If alleged conduct is related to a violation of the Alvin W. Penn Racial Profiling Prohibition Act, all information as required under Section 54-1m(b)(1) of the Connecticut General Statutes
- (7) Any other documentation requested by the POST Council Certification Division.
- (8) Failure to supply all required documentation shall result in delays or refusal to bring a request to the POST Council Certification Committee for review. ~

References:

¹ Karen Boisvert, Academy Administrator, Connecticut Department of Emergency Services and Public Protection, Peace Officer Standards and Training Council, Connecticut Police Academy, Overview of C.G.S. Section 7 - 294d(c)(2) pursuant to the Legislative July Special Session, Public Act No. 20 - 1 (House Bill No. 6004) and Guidance Document regarding *Conduct that Undermines Public Confidence in Law Enforcement*, November 5, 2020.

² Connecticut's Racial Profiling Law, <https://www.cga.ct.gov/2011/rpt/2011-R-0182.htm>

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Sustaining membership is limited to any individual, partnership, foundation, corporation, or other entity involved directly or indirectly with the development or training of law enforcement or other criminal justice personnel.

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This membership is available to members who conclude their service in the position which provided eligibility for their membership and whose contributions to IADLEST have been significant.

IADLEST Standards & Training Director Magazine

Author Guidelines

The *IADLEST Standards & Training Director Magazine* is a publication to bring association information to its membership and law enforcement academy personnel. It is designed to enhance knowledge about standards and training development for discussion and implementation. The *IADLEST Standards & Training Director Magazine* is developed as an online-only publication, offering readers, worldwide, dynamic and expansive knowledge about setting “best practice” standards and training for law enforcement, criminal justice, and other public safety officers.

The *IADLEST Standards & Training Director Magazine* accepts articles on virtually any topic related to law enforcement standards setting, training development or training enhancement. As an association periodical, *we do not* accept articles that are directed to advertise a specific product or service. However, we do accept paid advertisements in a graphic format.

Preparation

Feature articles can be 2,000-3,000 words in length. Shorter articles are accepted between 500-1,000 words, or about 1 to 2 pages. A short author biography may be included with the article. Articles should include the name of the author(s), position or title, organization, and email address.

Articles should be written in Microsoft Word (.doc or .docx). Do not send any other text software format. Approved fonts are Arial or Times New Roman. Font size should be 11pt. Line spacing should be at 1.08. Paragraph spacing should be at 0 pts above paragraph and 6 pts after paragraph. Reference citations should be noted by endnotes. Graphics and photographs are encouraged, however, do not embed graphics or photographs in the text. Graphics or photographs may be included with suggested placement in the article, however, final placement will be the decision of the magazine editorial staff.

Upload submissions and any photographs or graphics attached to an email addressed to: STDM@iadlest.org

IADLEST Standards & Training Director Magazine staff members judge articles according to relevance to the audience, factual accuracy, analysis of the information, structure and logical flow, style and ease of reading, and length. IADLEST staff reserve the right to edit all articles for length, clarity, format, and style.

Relevance to the Audience and Factual Accuracy

IADLEST's *Standards & Training Director Magazine* provides a forum for information exchange throughout the criminal justice standards and training community. Our readers consist of instructors, supervisors, midlevel managers, law enforcement academy directors, directors of peace officer standards and training agencies within the United States, and various national and international law enforcement training institutions, worldwide. Our readership has various levels of English language comprehension and reading abilities. Most have limited time for reading articles. With that in mind, authors should present material in clear, concise, and understandable terms.

Authors should support their articles with accurate, concise, and appropriate details, providing sufficient background information, detailed explanations, and specific examples. Source citations must accompany facts, quoted or paraphrased ideas or works, and information generally not well known.

Contributors' opinions and statements should not be considered an endorsement by IADLEST for any program, or service. The *IADLEST Standards & Training Director Magazine* is produced by the staff of the IADLEST.

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