

**A STUDY OF SELECTION AND
CERTIFICATION PRACTICES OF
INSTRUCTORS TEACHING IN THE
MICHIGAN LAW ENFORCEMENT
OFFICERS TRAINING COUNCIL
POLICE TRAINING SCHOOLS**



**STATE OF MICHIGAN
DEPARTMENT OF STATE POLICE
LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL**

416 FRANDOR AVENUE, LANSING, MICHIGAN 48912
PHONE: 373-2826

97100-57
265-0072

A STUDY OF SELECTION AND CERTIFICATION PRACTICES
OF INSTRUCTORS TEACHING IN THE MICHIGAN LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL POLICE TRAINING SCHOOLS

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Dr. Bern J. Kuhn
Project Coordinator and Consultant

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PREFACE

The Michigan Law Enforcement Officers Training Council has been given the statutory power and duty to supervise and control the certification of police instructors in the state of Michigan.

This study of Police Instructor Selection and Certification Standards is an attempt to develop usable and effective information and materials regarding instructional services in future MLEOTC training schools.

The necessity for this study is due largely to the lack of sufficient information regarding the overall contribution of the police instructor and his role in the training process.

Instructor certification is the means by which the state undertakes to assure that each police officer's training is under the direction of professionally prepared and competent instructors and supervisors. Likewise, the public is afforded a safeguard against public funds being spent for incompetent instructional service.

This, then, is an attempt to give instructor selection, certification and training a sense of direction in order to provide the MLEOTC with information that can be used in selecting appropriate instructors, to give individual instructors guidance into the complexities and demands of providing competent instruction, and to aid them in applying for an instructor's certificate.

It is hoped that this study will be helpful to all those having need of such information.

CHAPTER I

INTRODUCTION

I. THE PROBLEM

New certification regulations and standards normally develop as a result of experience with earlier forms. Usually, certification patterns do not change dramatically or suddenly--they emerge as a consequence of pressures exerted upon the existing forms and as a result of broad participation in discussion and debate.

The MLEOTC has the responsibility for stating standards for selection and certification of police instructors in Michigan. There has been general acceptance of the notion that strong programs of instructor training be provided so as to identify competent instructors capable of meeting present standards. It is apparent that progress in the development and in the implementation of such programs has not kept pace with other training programs provided by the Council.

The problem was to identify appropriate criteria which could be used in developing standards for instructor selection and certification, provide for the inception of a model instructor training program, and develop an evaluation system or technique which could be used to analyze and evaluate an instructor's overall effectiveness in the classroom situation.

Since the operation of effective standards and training programs involves cooperating relationships not only among the MLEOTC but also

with the agencies and/or academic institutions where they are conducted and with the officers that will be attending them, it is readily apparent that the problem is greatly extended if the standards and training programs devised are also to be implemented. In spite of the magnitude of the undertaking, the involvement of all individuals and agencies concerned in a state-wide approach to the problem seems warranted if any significant progress is to be made in strengthening the prevailing practices. In the light of new developments in methods of instruction and new concepts in police training, it is appropriate at this time, to encourage the MLEOTC to be more specific about their instructor selection process, desired instructor training goals, especially in terms of performance, and also to provide training instruction and commensurate evaluation of instructors.

II. PURPOSE OF THE STUDY

The purpose of this study was to appraise the present process of the selection and certification of instructors in MLEOTC police training schools, as well as to promote the development and implementation of additional standards and programs.

III. NEED FOR THE STUDY

The importance of adequate programs of instructor selection and certification is reflected in the standards which are used in

Michigan for the state certification of teachers.¹ It is appropriate for law enforcement to express the same concern for the development and implementation of instructor standards as it is for state departments of education concerned with the selection and certification of all teachers at all levels of the educational process.

The primary purpose of programs of selection and certification of police instructors or teachers at other educational levels is to maintain prescribed minimum standards of professional competence. In assuming responsibility for police training in Michigan, the MLEOTC also assumes responsibility for the quality of that training. Certification of the instructional personnel in the Council's approved training schools is a measure designed to foster the growth of a quality system of police training. Thus, instructor certification is the public's guarantee that those who teach or otherwise serve the training schools in an instructional capacity are qualified to perform their duties.

IV. BASIC ASSUMPTIONS

In this study two assumptions are made--one with respect to the desirability of high standards for instructor selection and certification, and the other with respect to the methods used in promoting this goal on a state-wide basis.

¹Rules Governing the Certification of Michigan Teachers, Michigan Department of Education, Bureau of Higher Education, Lansing, Michigan, 1967, p. 1.

An accumulation of evidence supports the assumption of the high standards approach to selection and certification as well as for the development of instruction training programs. The assumption has been broadly accepted by the police profession and was accepted for the purposes of this study. Gammage in stressing the significance of essential qualifications in regard to selection and training of instructors states:

. . .it is assumed that the majority of those who are interested in matters relating to in-service police training will look upon instruction as one of the major responsibilities of the supervisor. Generally speaking, the growing tendency in the police field is to classify the training of practicing police officers as a responsibility of the line sergeant. Training on the job, with the supervisor, who is responsible for having the work turned out, is more and more regarded as a sensible solution to a rather difficult and complex problem.

On the other hand, those who should know are quick to point out that much, or even most, training in a police agency must be done in a formal way and in groups. Either system calls for instructors who are capable of performing quality instruction. An in-service or pre-service program may be well-planned, organized, and directed and still fall short of its objectives when the matter of selection and training of instructors is neglected or misunderstood.

This all suggests, then, that first consideration should be given to the selection and training of persons who are competent to do what is required--persons who possess certain essential qualifications.²

Inherent in this assumption that high standards of selection and certification are desirable is the corollary that sound practices of selection and certification of police instructors should be established

²Allen Z. Gammage, Police Training in the United States, Charles C. Thomas, 1963, p. 135.

by national, state and local agencies on the basis of the multiplicity of needs which must be met in the classroom situation by the instructor. Instructional requirements must be in accordance with the considered thinking of the police profession as to the extent of learning which must take place in the training environment by the trainee prior to his being placed in a position of responsibility and authority.

The second assumption was that given the opportunity, the MLEOTC would develop plans to improve current practices in the selection and certification of all police instructors in the Council's approved schools; furthermore, that the Council would develop and implement instructor training programs throughout the state in accordance with the recommendations of this study.

Olson reinforces the significance and validity of the assumption by stating:

Dramatic increases in training programs will put extreme demands on those currently serving as law enforcement instructors in the region. It goes without saying that programs must also be developed to train future instructors as training facilities are created and expanded to meet new demands. A study of instructional resources should be made to identify specific areas of need and to develop training programs for instructors so that a sufficient number of qualified instructors will be available.³

³Bruce T. Olson, Regional Law Enforcement Training, Metropolitan Fund, Inc., Detroit, Michigan, p. 52.

V. SCOPE OF THE STUDY

Special emphasis is given to the analysis of past and current practices in regard to police instructor selection and certification; the development of standards related to experience, education, and instructor training requirements; the evaluation of instructors, specifically specifying a suitable method of evaluation and factors which would be considered in the evaluation of instructors; the selection of instructors not employed in the police field but in other disciplines; the development of a model program for training and certifying police instructors; and the development of an instructor's training guide.

VI. LIMITS OF THE STUDY

The study dealt with, and was limited to, the selection and certification aspects of police instructors teaching in law enforcement training schools approved and regulated by the Michigan Law Enforcement Officers Training Council for the state of Michigan.

VII. PROCEDURES

The study began with an analysis of current practices of the MLEOTC with respect to the instructor selection and certification process. An analysis was made of methods used in these processes and their effectiveness. The results were evaluated to give a summary of

actual practices and to identify problem areas. An analysis was also made of the conditions and circumstances which were thought to have implications for instructor selection and certification based on the results of a questionnaire survey of 364 Michigan law enforcement agencies in which certain factors which had pertinent implications were noted, such as: the number of present instructors used in Council approved police training programs throughout the state; those instructors in training schools other than Council approved; the number of high school graduates; what per cent of the training curriculum is taught by sworn members of each agency; whether instructors used in training schools were required to submit lesson plans in advance of appearing before the class; the years of experience required to qualify as an instructor in agencies having training programs; whether instructors used in training programs are required to complete a course in instructor training before appearing in the classroom situation; and the extent of education which each surveyed agency thought necessary for instructors used in Council approved police training schools.

Contact was made with many individuals and agencies concerned with the promotion of the standards concept approach in instructor and teacher training. These individuals and agencies included Michigan State University faculty personnel in the School of Education; officials in the Michigan Department of Vocational Education; police officials in various capacities nationally as well as in the state; directors

of state departments of vocational education, nationally; and state directors, nationally, of departments of education and public instruction.

As the final phase of the study, an analysis was made of all of the information received and conclusions were drawn and recommendations were made for further strengthening the process of police instructor selection and certification in regard to future law enforcement officers training schools approved and regulated by the MLEOTC.

VIII. DEFINITIONS

Applicant: An individual nominated by a law enforcement agency to attend a course of study at an approved school.

Approved School: A police training school approved and regulated by the Michigan Law Enforcement Officers Training Council.

Certificate: A document issued to police training schools and individuals qualifying under the regulations set by the Council.

Council: The Michigan Law Enforcement Officers Training Council.

In-Service Training: Training designed to refresh or add to an individual's capabilities to do the task to which he is assigned.

Instructor: An individual certified by the Council to teach in an approved training school.

Instructor Approved Training Program: The process whereby the MLEOTC establishes criteria for instructor training programs,

evaluates the programs, and issues certificates primarily on the basis of the successful completion of the training school curriculum.

Instructor Training Curriculum: A prescribed program of studies leading to eventual qualification and certification as a police instructor.

Law Enforcement Agency: Any police force or organization in a municipality or county which has by statute or ordinance, the responsibility of detecting crime and enforcing the general criminal laws of the state of Michigan.

Local Advisory Committee: Police executives of a regional area of the state whose collective desire is to initiate a police training program and guide it after it has commenced.

MLEOTC: The Michigan Law Enforcement Officers Training Council.

Pre-Service Training: Training offered to individuals at a point in time as soon as possible following their appointment.

Police Officer or Law Enforcement Officer: A regularly employed member of a police force or other organization of a county, city, village or township who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this state, but shall not include any persons serving as such solely by virtue of his occupying any other office or position, nor shall such term include a sheriff, undersheriff, commissioner of police, deputy or assistant commissioner of police, chief of police, deputy chief of police, or any persons who are appointed or employed

by a county, city, village or township to exercise equivalent supervisory authority.

Special Training: Training designed to bring an individual or agency into contact with the latest developments in a particular field.

School Coordinator: A police executive or college official selected by the local advisory committee of police executives as the responsible individual for arranging and staging a training program.

Trainee: A police officer or law enforcement officer attending a Council approved school. (If space in school permits, others may attend who have law enforcement responsibilities, marshalls, constables, security personnel, etc.)

CHAPTER II

ANALYSIS OF PAST PRACTICES IN MICHIGAN IN REGARD TO INSTRUCTORS TEACHING IN APPROVED MLEOTC POLICE TRAINING SCHOOLS

I. PURPOSES, PROCEDURES, AND INTRODUCTORY STATEMENTS

This chapter presents information relative to existing practices regarding the selection and certification of police training instructors, MLEOTC training schools in which the services of the instructors have been utilized, and the analysis of findings regarding responses to selected survey questions regarding police training instructors.

During March, 1966, a survey questionnaire was distributed to 444 county, township, city and village police agencies throughout Michigan. Section VIII of the survey requested specific information concerning the utilization of police instructors in basic police training programs (See Appendix J). The purpose of the survey in general was to establish a starting point in an effort to improve practices in the selection and certification of police training instructors by identifying the strengths and weaknesses of the existing practices.

At the beginning of the study, May 1, 1967, 364 questionnaires or 82 per cent of those mailed (444) had been received by the Council office. The data indicated in this chapter were collected in the main from the questionnaires. The writer also conducted an extensive search of all Council records pertaining to past practices of instructor selection and certification for the purpose of obtaining the number of instructors, number of college graduates or those with

some degree of college preparation, and the types of agencies which the instructors represented. (See Table 3 page 25)

This survey did not cover exhaustively all information on the specific subject of instructor selection and certification in Michigan, however, 82 per cent return of the questionnaires allows freedom to state that the findings may have occurred by something other than chance alone.

A state-of-the-art analysis of what is known about past practices in regard to selection and certification by instructors by both the MLEOTC and other police agencies was urgently needed at this time in order to assist in the formulation of advisory training standards for selection and certification of instructors, and to prompt the development and implementation of an instructors' training school.

II. MLEOTC GUIDELINES REGARDING PAST AND PRESENT INSTRUCTOR SELECTION AND CERTIFICATION STANDARDS

To more thoroughly understand the scope of instructor selection and certification in Michigan, it is important to describe the stipulations for instructors teaching in training schools as presently stated in the Policies and Procedures Manual.

Instructors should be selected by school coordinators on the basis of their competence and interest in police training. They should be utilized in their specialized areas of experience. Judges, district attorneys, practicing attorneys, doctors, social workers, federal law enforcement officials, American Red Cross, and other state and local agency personnel should be utilized when their talents can be effectively utilized in the program of a school.

A completed instructor information sheet is required for each instructor prior to his certification. Once an information sheet has been submitted and the instructor is certified, this process need not be repeated. However, the school coordinator should insure that all instructors have been certified by the Council.

Instructors should have at least five years of experience in the field in which they are scheduled to teach. This requirement, however, can be compensated by sufficient formal education beyond high school or other special qualifying factors. Certificates will not be issued to trainees unless all instructors in the school are high school graduates or the G.E.D. equivalent. It is highly desirable that instructors have attended an instructor training course.

All instructors must submit an outline of the material to be presented in an approved school to the school coordinator. The instructors must also receive the endorsement of the school coordinator and the Michigan Law Enforcement Officers Training Council prior to certification.¹

The responsibility for implementing the rules and regulations regarding selection and certification has been delegated to the Council by Act 203, P. A. 1965. The function of seeking qualified instructors alone is one of increasing importance and complexity, without the mention of maintaining quality of instruction once the individual is certificated. The administrative instrument which the Council employs in this process is the use of imposed standards.

While certification on the one hand might appear to be a simple process, on the other its simplicity disappears in the face

¹Department of State Police, Law Enforcement Officers Training Council, Policies and Procedures Manual, (Michigan: Department of State Police), 1967, p. 14.

of new goals for pre-service, in-service, and special service training, and new demands for instructor preparation. As the training programs develop in quantity and quality, the demands for specific instruction in specialized areas by recognized professional personnel are presented. Continual revision of instructor applications seems almost a necessity to keep meeting the needs of the training program while at the same time staying in line with changing conditions.

III. EXISTING POLICE TRAINING SCHOOLS

Table 1, on page 16, provides evidence of the number of Council approved training schools as of February 1, 1968. Table 2, page 19, indicates the extent of other police training programs housed within the identified police agencies. Map 1, page 22, shows the location of Council approved as well as other police training school locations operated by individual departments. The police training schools, other than Council, are those identified by the questionnaire as providing their own basic recruit training program.

There was no attempt to determine the number of instructors used annually or their backgrounds in the individual department training schools, and the writer makes no estimation of this figure due to the number of variable factors involved.

Table 3, page 25, provides data in regard to the number of instructors teaching in Council approved training programs as of February 1, 1968. The data also illustrate the extent of education, type

of degree without reference to a particular field or study, and the agency sources which the instructors (law enforcement) represented. The 568 instructors taking part in the 27 Council approved training programs, as of February 1, 1968, represented 105 sources and provided over 5,000 hours of instruction.

Although the Council requires each approved training school to present a standard course of study totaling 120 hours of instruction in selected subjects, the majority of the schools exceeded the minimum requirement. The supplemental hours were accomplished by the allocation of additional time for required subjects and the scheduling of elective subjects. The 27 Council training schools conducted throughout the state as of February 1, 1968, consisted of over 5,000 hours of instruction, or on the average, 190 hours of instruction per each of the 27 training schools.²

MLEOTC Approved Training Programs

The following listed training programs (Table 1) have met minimal standards required by the MLEOTC in regard to instructors certified to teach and, with the exception of the Michigan State University Basic Teaching Course, are currently certified to provide law enforcement

²Since its inception, the Council has been successful in assisting in the establishment of 27 basic police training programs conducted throughout the State at 16 regional training school locations. This number indicates an increase of 13 training facilities and 26 training programs during 1967 as compared to 3 training facilities and one training program in 1966. Six of these facilities are operated by or are affiliated with junior or community colleges and universities. The remaining utilize existing police or other community facilities. These Council approved schools were established where police training needs were the greatest. Classroom courses range from 130 to 400 hours. The vast majority of trainees attend courses in excess of 200 hours of instruction.

TABLE 1

COUNCIL APPROVED TRAINING PROGRAMS

School Title	Mailing Address	Location of Training Facility
Northeastern Michigan Basic Police Training School (Alpena)	Alpena Community College Alpena 49707	Community College
Berrien-Cass-VanBuren County Basic Law Enforcement Training Program (Benton Harbor)	Lake Michigan College 711 Britain Benton Harbor 49022	Community College
Detroit Police Academy (Detroit)	900 Merrill Plaisance Detroit	Police Department
Grand Rapids Police Recruit Training School (Grand Rapids)	Grand Rapids Police Department 333 Monroe Avenue, N.W. Grand Rapids 49502	Police Department
Metropolitan Police Academy (Detroit)	Southfield Police Dept. Southfield 48075	U. S. Army Reserve Armory
Mid-Eastern Michigan Regional Police Training School (Flint)	Flint Police Department 210 East Fifth Street Flint 48503	Police Department
Mid-Michigan Police Academy (Lansing)	Lansing Police Department 124 West Michigan Lansing 48933	Police Department
Northern Lower Michigan Regional Police Training School (Traverse City)	Grand Traverse County Sheriff 320 Washington Traverse City 49684	U. S. Army Reserve Armory
Northern Michigan Law Enforcement Training Center (Marquette)	Northern Michigan University Marquette 49855	University
Oakland Police Academy of Oakland Community College (Auburn Heights)	Oakland Community College 2900 Featherstone Road Auburn Heights 48057	Community College
Saginaw Police Department Recruit School (Saginaw)	Saginaw Police Department Saginaw 48605	Police Department

Table 1 (Con't.)

School Title	Mailing Address	Location of Training Facility
Northeastern Michigan Basic Police Training School (University Center)	Delta College University Center 48710	Community
Southeastern Chief's Association Garden City Basic Police (Garden City)	2010 Middlebelt Road Garden City, Michigan	Police Department
Southeastern Chief's Association Warren Basic Police Training School (Fraser)	32155 Groesbeck Highway Fraser, Michigan	U. S. Army Reserve Armory
West Central Law Enforcement Training School (Ludington)	Ludington Police Department Ludington 49431	Bank Building
West State Law Enforcement Training School (Muskegon)	Muskegon Police Department Muskegon 49443	Community College

training programs. Michigan State University, which provided a basic school for many years prior to the development of the Council, discontinued their program due to the development of regional training programs by the Council. Their emphasis in law enforcement training has shifted to providing advanced in-service programs.

Other Than Council Approved Basic Police Training Programs

Programs conducted by individual agency. Information received from the returned questionnaires indicated that 45 law enforcement agencies in Michigan conducted some form of basic recruit training within their particular department. It is not known to what extent the instructors teaching in these programs also were certified to teach in Council approved training schools. It is assumed, that the great majority of the instructors were sworn, full-time personnel from the individual agency or neighboring agencies, and also that the majority of the instructors teaching in these programs were not certified by the Council to teach in MLEOTC training programs. Perhaps the main reason being, that many of the instructors who might qualify to be certified by the Council have never applied for certification, or have never taught in a Council approved training school.

The following 45 named departments (Table 2) also identified by county designation, stated that they conducted some form of basic recruit training programs within their particular department in which a number of men, depending on the size of the department, received basic recruit training annually.

TABLE 2

POLICE AGENCIES INDICATING THAT RECRUIT TRAINING PROGRAMS WERE
OPERATED BY THEIR OWN DEPARTMENT

Department	Type	County
Albion	City	Calhoun
Ann Arbor	City	Washtenaw
Battle Creek	City	Calhoun
Battle Creek Township	Township	Calhoun
Bay City	City	Bay
Bedford Township	Township	Calhoun
Belding	City	Ionia
Cedar Springs	City	Kent
Coldwater	City	Branch
Dearborn	City	Wayne
Detroit	City	Wayne
Dowagiac	City	Cass
Eaton County	Sheriff	Eaton
Emmet Township	Township	Calhoun
Flint	City	Genesee
Gaylord	City	Otsego
Grand Rapids	City	Kent
Hastings	City	Barry
Hillsdale	City	Hillsdale
Hudsonville	City	Ottawa
Ingham County	Sheriff	Ingham

TABLE 2 (Con't)

Department	Type	County
Jackson	City	Jackson
Jackson County	Sheriff	Jackson
Kalamazoo	City	Kalamazoo
Kent County	Sheriff	Kent
Lansing	City	Ingham
Ludington	City	Mason
Madison Heights	City	Oakland
Millington	City	Tuscola
Monroe County	Sheriff	Monroe
Montrose	City	Genesee
Michigan State University	University	Ingham
Muskegon	City	Muskegon
North Muskegon	City	Muskegon
Novi	City	Oakland
Oak Park	City	Oakland
Owosso	City	Shiawassee
Petoskey	City	Emmet
Royal Oak	City	Oakland
Saginaw	City	Saginaw
St. Joseph	City	Berrien
Washtenaw County	Sheriff	Washtenaw
Watervliet	City	Berrien
Wolverine Lake	City	Oakland
Ypsilanti	City	Washtenaw

Officers Trained in Council Approved Schools

On January 1, 1966, Council regulations became effective enabling qualified police officers to receive certificates attesting to the individual officer's completion of the minimum prescribed basic course of training. Since this time, as of February 1, 1968, more than 140 communities have adopted a resolution accepting the minimum employment standards stipulated by the Council.

As of February 1, 1968, over 800 officers from over 180 municipal, county, village and township agencies received certificates from 27 basic training courses at the 16 Council approved schools (Map 1, page 22).

An operator's course in the use of the breathalyzer consisting of 40 hours was added and is now being continually offered. More than 500 officers, as of February 1, 1968, were certified after having completed this training program. All instructors were certified by the MLEOTC.

MLEOTC Instructors Educational Preparation

Table 3, page 25, reveals that as of February 1, 1968, 568 instructors have been certified by the MLEOTC to teach in Council approved training schools. The data were separated into categories in regard to instructors representing various governmental law enforcement agencies, level of educational attainment, number and type of college degrees received, and the average years of college for instructors.

The "other agencies and individual participants" category includes special professional and specialist personnel such as judges, district attorneys, practicing attorneys, physicians, social workers, American Red Cross, and other state and local agency personnel who are not employed as sworn, full-time, police officers or as civilians full-time in police training activities.

Of the 568 certified instructors, 41 represented federal law enforcement agencies; 69, the Michigan State Police; 4, county sheriffs departments; 3, township police departments; 268, municipal police departments; and 183, other agencies and individual participants. Two hundred seventy of the 568 instructors had no formal education beyond the high school diploma, while 3 had Associate of Arts degrees (A.A.); 150, Bachelor of Science or Bachelor of Arts (B.S. - A.B.); 89, Bachelor of Laws (LL.B.); 32, Master of Science or Master of Arts (M.S. or M.A.); 6, Doctor of Philosophy (Ph.D.); 9 were medical doctors (M.D.); and 9 had no formal education beyond the G.E.D. equivalent.

Federal law enforcement officers have on the average per officer, 4.8 years of college education. Michigan State Police officers reveal, on the average for the 69 officer instructors, almost 2 years of college per officer. Municipal police agencies show approximately 1.3 years of college, on the average, for each of the 268 officer instructors. Other agencies and individual participants (special professional and specialist personnel) show slightly over 5 years of college for each of the 183 participant instructors.

TABLE 3

MLEOTC INSTRUCTORS EDUCATIONAL PREPARATION

AGENCIES	NUMBER OF INSTRUCTORS	COLLEGE EDUCATION						TOTAL YEARS OF COLLEGE	AVERAGE YEARS OF COLLEGE PER INSTRUCTOR	HIGH SCHOOL DIPLOMA ONLY	G.E.D. (General Education Development) EQUIVALENT
		Associate of Arts (A.A.)	Bachelor of Science (A.B.-B.S.)	Bachelor of Law (L.B.)	Master of Science (M.S.-M.A.)	Doctor of Philosophy (Ph.D.)	Medical Doctor				
Federal Law Enforcement	41	-	24	14	3	-	-	198	4.8	-	-
Michigan State Police	69	-	11	1	2	1	-	130	1.9	54	-
County Sheriffs Departments	4	-	-	-	-	-	-	2	.5	4	-
Township Police Departments	3	-	-	-	-	-	-	-	-	2	1
Municipal Police Departments	268	3	40	3	4	-	-	352	1.3	210	8
Other Agencies and Individual Participants	183	-	75	71	23	5	9	923	5.1	-	-
Total	568	3	150	89	32	6	9	1,605	2.8	270	9

IV. PRESENTATION OF FINDINGS REGARDING RESPONSES TO SELECTED SURVEY QUESTIONS REGARDING POLICE TRAINING INSTRUCTORS

This section presents 9 tables, Tables 4 through 12, and a brief interpretation of the major findings of each obtained from the 364 responding agencies to which questionnaires were sent. The presentation of each table is preceded by a brief summary of major findings pertinent to that particular table or type of data or interest area being discussed. Such interpretations are sometimes reflective of information contained in other tables so as to provide the reader with more unity and clarification of existing data pertinent to a specific table or topic.

The data obtained from the survey questionnaire in regard to police training instructors, were limited in interpretive coverage due to the majority of questions having a high percentage of "no response" answers. While in most cases, the "weight" and predictive trend of the data support the writer's belief as to actual and/or expected conditions, the reader is cautioned to accept the following interpretations of the tables and any conclusions which might be made in view of the limits of the data.

Only tables reflecting data taken from the survey questionnaire are included in this section.

TABLE 4

DEPARTMENT POLICE TRAINING INSTRUCTORS WHO ARE HIGH SCHOOL GRADUATES

RESPONSE	COUNTY	TOWNSHIP	CITIES						TOTAL	PER CENT OF STATE TOTAL
			Under 1,000	1,000-2,499	2,500-4,999	5,000-9,999	10,000-24,999	Over 25,000		
Yes	21	19	3	15	21	16	21	29	145	39.8
No	4	-	1	12	3	4	2	6	31	8.5
No Response	40	11	10	59	37	20	7	4	188	51.7
State Total	65	30	14	86	60	40	30	39	364	100.0

Almost 40 per cent of the 364 respondents or 145 agencies indicated that instructors used in departmental training programs are high school graduates, while only approximately 9 per cent or 31 of the total 364 respondents stated that their police training instructors were not high school graduates. One hundred eighty-eight or nearly 52 per cent of the 364 respondents did not answer this question.

The smaller the police agency in terms of man-power, the more prevalent the possibility that police training instructors used in the departmental training programs will not be high school graduates. Conversely, the larger the police agency, the more apt that training

instructors will be high school graduates. This is evidenced by the 29 respondents which represent 74 per cent of the 39 total municipal agency respondents from cities of over 25,000 stating that training instructors were high school graduates. Only six of these agencies stated they were not, while four agencies within the size classification did not respond to the question. Seventy per cent or 21 of the 30 respondents from cities of 10,000 to 24,999 population also stated such instructors to be high school graduates. For the agencies within cities under 1,000, only 21 per cent of the instructors are high school graduates; while for agencies in cities of 1,000 to 2,499, approximately 18 per cent or 15 of the 86 respondents have departmental training instructors who are high school graduates.

TABLE 5

AVERAGE PER CENT OF INDIVIDUAL DEPARTMENT TRAINING CURRICULUM
TAUGHT BY SWORN MEMBERS OF THE DEPARTMENT

On the average almost 69 per cent of the training curriculum taught in municipal agencies of over 25,000 is taught by sworn members of the department. Twenty-eight of the 39 agencies in cities of this size responded to the question.

Of the 30 responding agencies in cities ranging between 10,000 to 24,999, 19 agencies indicated that, on the average, almost 63 per cent of their individual training curriculum was taught by sworn members of the department.

The lowest average per cent of department curriculum taught by sworn members is representative of county law enforcement agencies in which the 23 of the 65 responding agencies stated that, on the average, slightly over 49 per cent of their individual department training curriculum was taught by sworn members of the department.

On the average, for the 129 total agencies (state-wide) answering this question, 62 per cent of their departmental training curriculum is taught by sworn members of the department.

TABLE 5

AVERAGE PER CENT OF INDIVIDUAL DEPARTMENT TRAINING CURRICULUM
TAUGHT BY SWORN MEMBERS OF THE DEPARTMENT

AGENCY	R E S P O N D E N T S				
	Res- ponse	No Res- ponse	Total Per Cent Of All Agencies Responding	Average Per Cent For Each Agency	% of State Total
County	23	42	1,129	49.1	14.0
Township	14	16	829	59.2	10.3
Cities:					
Under 1,000	2	12	129	64.5	16.0
1,000-2,499	14	72	1,006	71.9	12.5
2,500-4,999	13	47	1,045	80.1	13.0
5,000-9,999	16	24	794	49.6	9.9
10,000-24,999	19	11	1,191	62.7	14.8
Over 25,000	28	11	1,927	68.8	24.0
TOTAL CITIES	92	177	6,092	67.5	75.7
TOTAL STATE	129	235	8,050	62.4	100.0

TABLE 6

DEPARTMENTS REQUIRING POLICE INSTRUCTORS IN THEIR TRAINING
SCHOOLS TO SUBMIT LESSON PLANS IN ADVANCE OF APPEARING
BEFORE THE TRAINING CLASS

RESPONSE	COUNTY	TOWNSHIP	CITIES						TOTAL	PER CENT OF STATE TOTAL
			Under 1,000	1,000- 2,499	2,500- 4,999	5,000- 9,999	10,000- 24,999	Over 25,000		
Yes	7	7	-	5	5	3	10	15	53	14.6
No	18	9	2	11	14	14	11	16	95	26.1
No Response	40	14	12	70	41	23	9	7	216	59.3
State Total	65	30	14	86	60	49	30	39	364	100.0

Nearly 15 per cent of the 364 respondents or 53 agencies require lesson plans to be submitted in advance of appearing before the class. In excess of 26 per cent or 95 agencies stated that no lesson plans were required to be submitted. Two hundred sixteen or over 59 per cent of the 364 total respondents did not answer this particular question.

Municipal agencies in cities over 25,000 more frequently require police instructors to submit lesson plans in advance of appearing before training classes than do all other police agencies.

TABLE 7

AVERAGE YEARS OF POLICE EXPERIENCE REQUIRED TO QUALIFY AS
AN INSTRUCTOR IN DEPARTMENTAL TRAINING PROGRAMS

AGENCY	R E S P O N D E N T S			
	Response	No Response	Total Years Required for All Respondents	Average Years Required for Each Respondent
County	10	55	43	4.3
Township	3	27	15	5.0
Cities:				
Under 1,000	2	12	14	7.0
1,000-2,499	7	79	28	4.0
2,500-4,999	4	56	14	3.5
5,000-9,999	4	36	28	7.0
10,000-24,999	7	23	31	4.4
Over 25,000	9	30	52	5.8
TOTAL CITIES	33	236	167	5.1
TOTAL STATE	46	318	225	4.9

On the average, on a state-wide basis, almost five years of experience is required to qualify as an instructor in departmental training programs.

Also, on the average, slightly over five years of experience is required to qualify as an instructor in departmental training programs in all agencies within the cities as categorized in the table.

TABLE 8

POLICIES REGARDING DEPARTMENTAL TRAINING PROGRAM INSTRUCTORS
AND THE REQUIREMENT OF COMPLETING A COURSE IN INSTRUCTOR
TRAINING BEFORE APPEARING IN THE CLASSROOM SITUATION

Seventeen agencies or almost 5 per cent of the 364 respondents stated that the completion of an instructor training course was required. These 17 respondents indicated that, on the average, 21 hours of instructor training was necessary prior to an appearance in the classroom situation.

Of the municipal agencies in cities over 25,000, 6 of the 39 respondents require instructors to complete a course in instructor training. These respondents stated that on the average, approximately 30 hours of instructor training was required prior to appearing in the classroom situation.

One hundred thirteen or 31 per cent of the 364 total respondents stated that the completion of an instructor training course was not necessary for the instructor before appearing in the classroom situation.

TABLE 8

POLICIES REGARDING DEPARTMENTAL TRAINING PROGRAM INSTRUCTORS AND THE REQUIREMENT
OF COMPLETING A COURSE IN INSTRUCTOR TRAINING BEFORE APPEARING IN THE CLASSROOM SITUATION

Response	County	Township	Cities							Total	Per Cent of State Total
			Under 1,000	1,000- 2,499	2,500- 4,999	5,000- 9,999	10,000- 24,999	Over 25,000			
Required:	2	1	-	1	1	3	3	3	6	17	4.7
Total Hours Required	-	(36)	-	(40)	-	(64)	(40)	(171)	(351)		-
Average Hours Required	-	(36)	-	(40)	-	(21)	(13)	(29)	(21)		-
Not Required	20	9	2	15	13	14	15	25	113	31.0	
No Response	43	20	12	70	46	23	12	8	234	64.3	
Total Respondents	65	30	14	86	60	40	30	39	364	100.0	

TABLE 9

DEPARTMENTS SUPPLYING TRAINING INSTRUCTORS FOR OTHER POLICE
TRAINING PROGRAMS IN THE STATE

Forty-six or approximately 13 per cent of the 364 respondents indicated they do supply training instructors for other police training programs in the state. For these responding agencies an estimated 56 man-hours per year per agency is provided.

Almost 58 per cent or 210 of the 364 responding agencies do not supply training instructors for other police training programs in the state while 108 or nearly 30 per cent of the agencies did not answer the question.

For the 65 county agencies responding, 43 stated that they do not supply training instructors for other police training programs while only 4 indicated that they did supply such personnel for various training programs throughout the state. These 4 agencies estimated that slightly over 100 man-hours per year per agency is expended for this purpose. Eighteen of the 65 county agencies did not respond to the question.

TABLE 9

DEPARTMENTS SUPPLYING TRAINING INSTRUCTORS FOR OTHER POLICE TRAINING PROGRAMS IN THE STATE

Response	County	Township	Cities							Total	Per Cent of State Total
			Under 1,000	1,000-2,499	2,500-4,999	5,000-9,999	10,000-24,999	Over 25,000			
Yes:	4	1	2	1	3	6	7	22	46	12.6	
Total Estimate of Man-Hours/Year	(415)	(50)	(416)	(50)	(50)	(158)	(163)	(1,284)	(2,586)	-	
Average Estimate Man-Hours/Year	(104)	(50)	(208)	(50)	(17)	(26)	(23)	(58)	(56)	-	
No	43	18	5	52	36	23	19	14	210	57.7	
No Response	18	11	7	33	21	11	4	3	108	29.7	
State Total	65	30	14	86	60	40	30	39	364	100.0	

TABLE 10

DEPARTMENTS WILLING TO SUPPLY INSTRUCTORS FOR THE MICHIGAN
LAW ENFORCEMENT OFFICERS TRAINING COUNCIL PROGRAMS

RESPONSE	COUNTY	TOWNSHIP	CITIES						TOTAL	PER CENT OF STATE TOTAL
			Under 1,000	1,000- 2,499	2,500- 4,999	5,000- 9,999	10,000- 24,999	Over 25,000		
Yes	16	5	3	13	15	16	16	26	110	30.2
No	20	12	5	27	20	7	7	8	106	29.1
No Response	29	13	6	46	25	17	7	5	148	40.7
State Total	65	30	14	86	60	40	30	39	364	100.0

Slightly over 30 per cent or 110 of the 364 respondents stated their willingness to supply instructors while 106 or slightly over 29 per cent replied negatively to this inquiry. One hundred forty-eight or approximately 41 per cent of the 364 respondents did not answer the question.

Departments from cities of over 25,000 population indicated a greater willingness to assist in teaching in the Michigan Law Enforcement Officers Training Council training programs than any of the other responding agencies. Of the 39 agencies from cities of this size, 26 indicated they would supply instructors for MLEOTC programs while 8 agencies replied negatively. Five agencies did not respond to the question.

TABLE 11

SUGGESTED EDUCATION AND EXPERIENCE REQUIREMENTS
FOR INSTRUCTORS IN POLICE TRAINING SCHOOLS

Slightly over 39 per cent or 40 of the 102 agencies which answered the question indicated that at least a high school education was required for instructors in police training schools. The greatest number (21) of the 102 responses came from municipal police agencies in cities of over 25,000.

Of the 102 agencies that answered the question, 58 agencies or almost 57 per cent of this number stated that at least four years of college should be an educational requirement for instructors in police training schools.

Of the 82 agencies which responded to the question regarding suggested experience requirements, 45 agencies or approximately 55 per cent of the total number of respondents (82) stated that at least five years of experience should be required for instructors in police training schools while 26 agencies or almost 32 per cent of the 82 respondents stated that approximately 9 years of experience should be a requirement for instructors in police training schools.

SUGGESTED EDUCATION AND EXPERIENCE REQUIREMENTS FOR INSTRUCTORS IN POLICE TRAINING SCHOOLS

QUALIFICATIONS	County		Township		Cities										Total	% of State Total for Responding Agencies			
	R. N.R.		R. N.R.		Under 1,000		1,000-2,499		2,500-4,999		5,000-9,999		10,000-24,999				Over 25,000		
	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.			R.	N.R.	
Education: High School	13	52	9	21	3	11	19	67	13	47	11	29	13	17	21	18	102	262	102--100%
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	1.0
12	5	-	4	-	-	-	6	5	5	5	5	5	5	10	10	40	-	-	39.2
College:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	1	-	-	-	-	-	1	-	1	3	-	-	2.9
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	8	-	5	-	3	-	11	-	8	-	6	-	7	-	10	58	-	-	56.9
Experience: (Years)	13	52	5	25	2	12	14	72	10	50	12	28	11	19	15	24	82	282	82--100%
1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	2.4
2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	2.4
3	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	1.2
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	7	2	-	-	1	-	7	6	6	7	7	7	7	8	8	45	-	-	54.9
6	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	1.2
7	1	-	-	-	-	-	1	1	1	1	1	-	-	-	-	4	-	-	4.9
8	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	1.2
9	3	2	-	-	1	-	4	3	3	4	4	3	3	6	6	26	-	-	31.7

R. = Response
N.R. = No Response

TABLE 12

DEPARTMENTS INDICATING TRAINING EXPERIENCE NECESSARY FOR
INSTRUCTORS IN POLICE TRAINING SCHOOLS

RESPONSE	COUNTY	TOWNSHIP	CITIES						TOTAL	PER CENT OF STATE TOTAL
			Under 1,000	1,000- 2,499	2,500- 4,999	5,000- 9,999	10,000- 24,999	Over 25,000		
Yes	8	3	-	7	4	4	7	12	45	12.4
No	-	-	-	-	-	-	-	-	-	-
No Response	57	27	14	79	56	36	23	27	319	87.6
State Total	65	30	14	86	60	40	30	39	364	100.0

Forty-five or slightly over 12 per cent of the 364 agencies indicated that some training experience is necessary for an instructor teaching in a police training school. No agencies of any type or size classification indicated that training experience was not a necessity. Three hundred nineteen or almost 88 per cent of the 364 respondents did not answer the question.

Of all agencies stating that training experience was necessary for training instructors, municipal agencies in cities of over 25,000 provided the largest number of affirmative responses to the question.

V. CONCLUSION

The primary objective of the study in regard to police instructor selection and certification in Michigan is the evaluation of all information presently available which can be related to the future implementation of programs of selection, certification, and the development of instructor training programs.

The writer believes it to be widely accepted that the present growing magnitude of the total concept of law enforcement training dictates the need for qualified and competent instructors. There is a growing demand for specialization training requiring not only extensive knowledge about a particular subject, but a commensurate level of knowledge concerning teaching methods and the learning process.

The MLEOTC must, because of demand for the need, develop and implement an instructor training program which satisfies the urgent needs of many now-teaching instructors who require greater knowledge about the learning process. The Council must also seek to implement specific guidelines delineating requirements for instructors in regard to their teaching in the area for which they are best qualified. (See Appendix B)

Also, a sound and practical method of instructor evaluation by both the trainee and the school coordinator must be soon implemented. (See Appendix C) Certification is of little value if its application makes no attempt to elevate the effectiveness of the instructor

and the quality of the training program. The use of an evaluation procedure is required with proper follow-up so as to identify not only problem instructors but the problems of instructors.

The facts presented in this chapter demand and require an expanded effort on the part of the Council to assume the role in bringing about greater quality training programs, Council and other, through the development and implementation of instructor selection and certification standards and the offering of instructor training programs on a continuous year-round basis.

CHAPTER III

THE POLICE INSTRUCTOR

I. THE ROLE OF THE INSTRUCTOR

The purpose of this chapter is to help instructors in law enforcement training schools who are directly concerned with the instruction-learning process to understand more fully and to improve the role of the instructor in the classroom. The chapter describes some conditions and tools necessary for understanding and improving instructor behavior in the classroom. It is based on the assumption that an instructor can be helped to define more accurately his own concept of desirable or ideal instructor behavior and subsequently to modify his behavior in the direction of that ideal.

The success of any program of police training, or any other course of instruction, is conditioned by the instructor's effectiveness in teaching. If the job is not done at this point, the effectiveness of all that which follows is greatly reduced, if not rendered impossible. Hence the selection, preparation, supervision, and certification of all instructors teaching in MLEOTC approved police training programs are of vital importance to police training. All police instructors must of necessity be extremely knowledgeable of the subject they teach. It is also important that they be skillful

in the techniques of instruction, able to command the respect of the trainees and to motivate and develop in them desirable occupational attitudes. These qualities are needed alike in the instructor of law, the trade teacher, and the football coach. The problem of providing properly qualified instructors presents many difficulties, not the least of which is to induce persons to accept and pursue necessary preparatory requirements so essential to the instruction process.

If there are to be dynamic, successful training programs, it is self-evident that there must be skillful instructors. Facilities, training materials, equipment and personnel with specialized technical knowledge are also important prerequisites, but without competent instructors in the art of teaching, no training program can be completely successful.

The Competent Instructor

It is assumed that the competent police instructor in the classroom possesses the realization that he deals with expanding and changing subject matter on one side and a wide range of personalities on the other, personalities of people who must learn new theories, new attitudes, and new skills. He can only be successful to the extent that he enables his students to learn what they need to know at the right time, rapidly and well. The measure of his success is the learning which results from his instruction.¹

¹Homer C. Rose, The Instructor and His Job (second edition; Chicago, Illinois: American Technical Institute), 1966, p. 2.

In view of this concept there are various qualities and techniques which contribute to effectiveness, and which require examination of importance. By observing skilled instructors in action and analyzing the techniques they use, a set of ideals is provided toward which we may strive, and as such the ideals are the very foundation of the police instructor program. (See Appendix B)

These six broad qualities or ideals stand out as absolutely essential:

1. Competence in the subject being taught.
2. Mastery of the techniques of instruction.
3. Resourcefulness and creativeness.
4. The habit of evaluation.
5. The desire to teach.
6. Ability to develop good personal relationships.²

Before getting into a discussion on the qualities of the ideal police instructor, the writer believes it of benefit to discuss briefly the more prevalent problems of various instructors teaching in police training programs for such a discussion might point the direction to the achievement of desired instructor qualities. The writer hastens to mention that the problems of these instructors do not find haven in the police field, alone.

The Problem Police Instructor In Action

What actually occurs in the fifty precious minutes which make up the usual class hour depends in the first instance on what

² Ibid.

the instructor thinks he is trying to do. What the outcome may be in terms of what the trainee learns is quite a different matter only to be appraised after we have better established the nature of learning.

The majority of police instructors in the classroom are primarily talkers. They tell others. They are sure that instruction is the instructor telling. They dispense words and yet more words. They give lectures from notes or read prepared lectures. It sometimes seems as if many police training classes are conducted on the premise that the mimeograph or multilith machine are nonexistent.

The false assumption is usually that the trainee has to be there, that he knows what the broad scope and purpose of the course are, what bearing the subject has on other subjects, what possible application there may be of any principles or truths being enunciated, and how much of the factual data has to be memorized in order to give evidence of satisfactory completion of the course.

Many times, the beginning police instructor, not aware of the ways and means of assuring true learning and naturally misled into believing that learning is merely the acquiring of information, is too often imitating the methods and manners of police instructors he has known. His is a complacent assumption that somehow learning will occur, as it presumably always has, by the use of the familiar verbalistic barrage of generalizations quite abstracted away from any concrete reality of which trainees are aware. Only recently have police training officials begun to ask with disturbing effect:

Has this kind of performance any training value? Does it result in learning that has important values for the trainee?

It is not, at this time, my intention to criticize the use of the lecture as such, nor to say that it does not, on occasion, have great instructional value. It is rather my intention to make the point that the imparting of information is still too central and controlling as the instructor's objective. Far too often, whatever results take place beyond this are frequently accidental and largely unintentional.

Police training is for action. It is to enable officers to cope with the problem situations of conduct, of aspirations for future personal advancement and of past reflections on situations and conditions which may have reduced their motivation to become a better trained and more effective police officer.

To put it more positively--unless there can be built up in the police training school a prevailing esteem for the pursuit of true learning, the individual instructor or trainee striving to achieve such learning will be working against a resistance which is, at times, impossible to overcome.

II. INSTRUCTOR COMPETENCE

Nature of the Areas of Instruction Competence

The areas selected for evaluating instructor competence should reflect the objectives of the training program as stipulated by the

Council. These objectives or goals should be stated in terms of the meaning or importance of the training school and should be apparent in every approved training school of a similar nature conducted by the Council.

Making judgments about instructor efficiency will be dependent upon observing such classroom performance as: instructor-trainee relations, teaching procedures and techniques, evaluation of trainee progress, and classroom management.³

In examining possible areas of evaluation it would appear that the areas listed below are those most commonly selected. If a thorough evaluation is planned, the following three areas should be included in any instrument for evaluating instructors. These three areas are important and any evaluation program which considers less is inadequate. Points 1 and 3 should have the greatest weight--yet all are important.

1. The instructor in the classroom.
2. The instructor as a person.
3. The instructor and the profession.⁴

As there is apt to be some individual interpretation for each of these areas, the following descriptions may help to interpret and define these important areas:

³Richard P. Klahn, Editor, Evaluation of Teacher Competency (Milwaukee: Franklin Publishers, Inc.) 1965, p. 18.

⁴Ibid., p. 18.

1. The instructor in the classroom.

In the classroom, observable behavior of the teaching-learning situation would include the following:

- a. Teaching techniques and procedures.
- b. Effectiveness of learning on the part of the trainee.
- c. Instructor's use of resource materials.
- d. Skill in motivation.
- e. Handling of individual differences.
- f. Creating a good climate.⁵

2. The instructor as a person.

The following items would be included in a definition of the instructor as a person:

- a. Emotional stability.
- b. Enthusiasm for teaching and life.
- c. Sense of responsibility and dedication to task.
- d. Creativeness.
- e. Freedom from undesirable habits and mannerisms.
- f. Appearance.⁶

3. The instructor and the profession.

This area would include the following items and others which might be pertinent to a police instructor.

- a. Adequate preparation.
- b. Interest in growth in the profession.

⁵Ibid., p. 19.

⁶Ibid.

- c. Participation in professional activities.
- d. Leadership.
- e. Relationships with colleagues, community workers, other police officers, etc.⁷

The writer believes it to be of importance to make mention of research conducted in the teacher-education field which he feels is of significance in providing an extended awareness as to "teacher-instructor" competence. Simandle in his dissertation stated:

In order to help bring what is known about teacher competence into focus, three associations, The American Association of School Administrators, the Department of Classroom Teachers of the National Education Association, and the National School Boards Association, joined together to study the cluster of complex questions about teacher competence. The first work was done by Fattu, who summarized the available research on the relationship of the following factors to teacher effectiveness: intelligence, knowledge of subject matter, scholarship, educational background, age and experience, professional knowledge, cultural background, socio-economic background, teaching attitude and interest, and voice and speech characteristics.

Fattu states that 'In general, there appears to be only a slight relationship between intelligence and rated success of an instructor.' He hastens to point out, however, that teachers have already been selected on the basis of intelligence and that within the range of scores characteristic of teachers no crucial differences have been shown. In the same vein, Fattu continues, 'As was true with intelligence, within the range of knowledge represented by those who have been selected as teachers, knowledge of subject matter does not appear to be a major factor in training performance.'

With respect to scholarship, Fattu summarizes, 'Good grades in college and effective teaching appear to be consistently related.' But he says, 'No investigator has shown that the attainment of a particular standing in high school or college or the mastery of any single course or group of courses is essential to teaching competence.'

⁷ Ibid.

There is evidence that teachers who have had professional preparation are more effective than those who have not-- Turner and Fattu found significant differences between those who had completed a methods course and those who had not; those who had an education degree and those who had a liberal arts degree; those who had one year of experience and those who had none. The differences were in favor of those with the greater professional knowledge.

In his summary he found no substantial evidence of a significant relationship to teaching effectiveness of cultural background, socio-economic status, sex, marital status, teaching aptitude, teaching attitude, or job interest. He did not deny that significant relationships exist but rather he pointed out that research has thus far failed to produce conclusive results.

Significant Teacher Characteristics Studies

Mention has been made of the use of product criteria; that is, using the products of the teaching process as criteria. Several significant efforts have been made using the teaching process itself as the criteria. These approaches use some theory of the teaching process which can be translated into observable actions and conditions within the classroom, the assumption being that teachers who are in closest conformity to the theoretical ideal are the most effective. Reliability is achieved by the use of standardized rating scales, thorough orientation of the observers, and multiple observations over a prolonged period of time. The use of process criteria can be illustrated in the scheme developed in Flanders.⁸

⁸Sidney Simandle, A Cooperative Effort to Improve the Selective Admission and Retention of Teacher Candidates in a State, Doctor of Education dissertation, University of Kentucky, makes reference to the following sources in providing this information:

Getzels and Jackson, Handbook of Research on Teaching, p. 557.

Nicholas A. Fattu (Manuscript), William J. Ellena, Margaret Stevenson, and Harold V. Webb (editors), Who's A Good Teacher? (Washington, D. C.: The American Association of School Administrators, the Department of Classroom Teachers of the NEA, and the National School Boards Association), 1961, p. 22.

R. L. Turner and N. A. Fattu, Problem Solving Proficiency Among Elementary Teachers: I. The Development of Criteria, Monograph of the Institute of Educational Research (Bloomington: Indiana Univ.) May, 1960.

Ned A. Flanders, "Interaction Analysis and Teacher Education," Recent Research and Development in Teacher Education, Proceedings of the Thirty-First Annual Conference on Teacher Education at the University of Minnesota, December, 1960, pp. 30-41.

III. THE COUNCIL'S ROLE IN EVALUATION OF THE INSTRUCTOR

Why Evaluate?

The greatest possible incentive to development is a man's knowledge that it will get him somewhere.

Any development is vastly more effective if each man takes an active rather than a passive role in planning it...carrying it out... and checking the results. But like all tools of development, evaluation depends for its effectiveness on the way it is used.

(See Appendix C)

Evaluation is the process by which is determined the degree and quality of achievement appraised in terms of purpose and within the framework of existing conditions.

Broadly speaking, the functions of the Council include all those activities which are related to the evaluation and improvement of teaching and learning. A recognition of this responsibility carries with it the obligation for the Council to become an active participant in training developments and modern training practice.

An instructor's performance and the learning outcomes stemming from it may be influenced positively or negatively by many factors. Some of the components of successful instruction are related to what the instructor is; others are related to what he does. In either case, the Council in its supervisory role should be able to analyze the instructor-learning situation, to detect elements of skill or deficiency, and to assist in the modification

of procedures in an acceptable and profitable manner. If the Council wishes to successfully accomplish these ends, they must be prepared to serve as leader, coordinator, counselor, evaluator, and innovator.⁹

It should be fairly obvious that there is much more involved in the effective supervision and management of instruction than simply having the training school coordinator or one of the Council staff members slip into a classroom on the spur of the moment and listen to the instructor for a few minutes.

IV. THE DIAGNOSTIC FUNCTION

The main elements involved in the supervision of instruction are as being diagnostic, evaluative, and corrective.¹⁰

The examination of purposes. The nature and appropriateness of various training activities cannot be examined sensibly except in their relation to the purposes to be achieved through the entire training program. Methodology and organization take on meaning and value only in terms of their consistency with the objectives which the training school seeks to realize.

Analysis of the training environment. Not all learning is derived from consciously designed teaching plans and techniques. Much learning comes from intellectual and emotional absorption of that which surrounds the learner and comprises his world. The training

⁹United States Army Military Police School, Evaluation: The Instructor, Code AC 8502 (v) (Fort Gordon), 1967, p. 2.

¹⁰Ibid., pp. 1-8.

environment (including physical facilities, the psychological factors and individual perceptions) is as essential to desirable training as is the technical level of teaching methodology employed. One of the obligations the Council focuses on is its supervisory role in helping instructors become aware of the effect of the environment on training and to assist in providing resources to enrich the environment. The Council will seek to accomplish this through the instructor training school programs, the evaluation of all training school facilities prior to the start of the school, and continual supervision of the training programs while the school is in session, by the area training school coordinator.

While the quality of instructors matters more than the quality of the facilities, the collective make-up of all trainees enrolled outweighs both. In effect, it is often stated that police trainees can do more to train each other than the training school as such to train the individual.

If this is the case, what does the training environment imply in regard to police instructional methods?

Analysis of instructional methodology. The only justification for instruction is that it expedites and improves the rate and quality of learning; therefore, the way, or ways, the instructor teaches becomes quite important. The method of instruction is so vital to the attitudes developed and achievement realized in the classroom that no adequate analysis of the instruction-learning situation

can ignore it. The performance of the instructor probably constitutes the single most effective clue to the overall quality and results of the experiences provided within any classroom. Nowhere in the total police training program will the role of the Council be more critical than in relationship to the study and improvement of instruction in training schools. One of the greatest contributions of the Council in this respect lies in the development of a consciousness in their instructors of the desirability of continually examining the results of their own instruction for their own improvement.

Analysis of instructional teaching materials. Instructors look to the Council for assistance in selecting and locating instructional resources which can enrich the quality of instruction and enhance the results of learning. The Council's knowledge and experience relating to the materials necessary, as well as their knowledge of the complete organization of the training school, enables it to suggest the best obtainable materials and other resources.

Analysis of police training school educational organization. In view of generally accepted ideas of unity and integration as important characteristics of the learning process, it is not enough to just consider the elements in an instructor-learning situation to determine the nature and quality of the situation. It is also necessary to consider how these elements are blended and unified into an effective, integrative process in the classroom.

Analysis of outcomes or achievements. Police training schools exist for a definite purpose. Instructors teach to achieve purposes. Trainees learn more effectively when they see purpose in their activities. Underlying all training and educational effort is the assumption that the program of the school will produce certain results. No comprehensive study of the training school program can be made without due attention being given to the products which emerge from it. Some of these are susceptible to measurement while others, though often quite apparent, must be determined and analyzed by more subjective means, such as written tests, performance tests, student course evaluation, and field surveys.

Analysis of human relations. Instruction is a personalized process and the technical procedures employed in instruction are meaningless without favorable inter-relationships between the instructor and the trainee. Attitudes and relations influence the effects which instructors and trainees have on each other--whether good or bad--and these must be taken into consideration by the Council as they evaluate the total situation.

V. THE EVALUATIVE FUNCTION

The Evaluative Role Function of the Council.

In the evaluation of the instructor-learning situation it is assumed that instruction will bring about improved learning through whatever processes it employs. Obviously, some of the techniques of instruction, as is true of other human endeavors and skills, must be superior to others in achieving training goals. The recognition of this fact prompts the continuous search for better methods of

instruction as one of the principal goals of the Council's evaluation program. This search is complicated by the fact that the elements which make up the total instruction phase are so numerous and so variable in nature. It is possible to identify a few of these which seem so very important that they merit special consideration.

1. The curriculum.

This is the basic determinant of the extent and quality of the learning experiences which the training school offers. It is the composite pattern of learning experiences for which the school assumes responsibility.

The Council has direct concern with:

- a. The content
- b. The sequence of the learning experiences provided.
- c. The organization of learning experiences provided.

2. Instruction practices.

Generally the curriculum turns out to be no better than the practices used in putting it into operation, such as:

- a. Reason for the training program.
- b. Testing program of the training school.
- c. Facilities available to instructors.
- d. Evaluation policy of the Council.
- e. Prestige in which instructors are held.

3. Trainee activities.

Since the learner is the beneficiary toward whom all other efforts of the training situation presumably are directed, the effectiveness of a training program can be determined only in terms of what happens to the trainees

as a result of the program. The following factors influence the effectiveness of the program and are directly related to the trainee's role as a participant in the training program.

- a. A realistic or sound doctrine of the Council's attitude or feeling concerning the training program.
 - b. The methods of instruction used which involve the trainee both actively and passively.
 - c. The direct relatedness of the instruction to the job or responsibilities which the trainee must assume and accomplish successfully.
 - d. The extent to which the methods and materials used in instruction motivate the trainees to desired job performance.
3. The amount of frustration created by the trainees lack of understanding of information presented, the conflict of such information in regard to what the trainees know actually takes place outside the training school, or the inability of the instructor to relate his material to actual practice and identify the role of the trainee in view of the instructor's information and that information which it conflicts with.

VI. THE CORRECTIVE FUNCTION

The Instructional Improvement Function of the Council

Evaluation involves much more than measurement. Measurement is a component of evaluation, but evaluation is much broader in its scope since it involves the additional process of applying judgment to the results of measurement, and therefore, employs both objective and subjective activity. The evaluative process, utilized continually, becomes the basis on which possibilities for improvement are identified and on which avenues to improvement are indicated. The basic justification for evaluation lies in its relationship to improvement. It is not the purpose of evaluation to serve as an end in itself. Its main purpose is to serve as the means to an end through providing a systematic basis upon which efforts toward improvement may be developed. The process of evaluation is never complete until something is done, or planned, in terms of its results, such as assisting instructors to improve their instruction, working to improve the learning situation, and providing basis for curriculum revision and improvement. (See Appendix C.)

The primary function of the Council's role in the evaluation process is that of creating conditions and stimulating efforts that contribute to more effective instruction and learning. Council supervisory activity in these avenues will lead to the greatest improvement of the instruction-learning situation.

Various specific factors identify the role of the Council and provide the guidelines and stimulation necessary to the enhancement of effective instruction and learning in all police training schools.

Such factors are:

1. Improving the instructional environment of the training school.
2. Clarifying the goals of the instructional program.
3. Improving the tools of instruction.
4. Improving the morale of trainees and instructors.
5. Broadening the training horizons of the instructional staff.
6. Facilitating easy communication between training school coordinators, the Council, and the instructional staff.
7. Encouraging cooperative effort of all individuals, and agencies, and representative organizations in producing effective training programs.
8. Encouraging training experimentation in terms of methods and materials which have not been used in previous Council training schools.
9. Give recognition to all improvements in the training programs regardless of the extent of the improvements.
10. Utilizing partial improvements as spring-boards to greater progress.
11. Translating sound theories of instruction into practice.
12. Encouraging an attitude of continual instructor and training program evaluation.

VII. PRINCIPLES OF INSTRUCTOR EVALUATION

Once the need for a program of evaluation and its importance to police training instructors is recognized, it is essential to analyze the principles upon which the training school can base such a program. It is imperative that a concerted effort be made to improve the quality of training in all law enforcement training schools. An integral part of the improvement of the instructor-learning process includes the definition of ways in which it may be evaluated. Prior to defining a program of evaluation, it is essential to examine the frame of reference, or principles which need to be studied and thoroughly understood before a program of evaluation of instructor competence may be initiated.¹¹

Parts of the Process

Instructor evaluation may be defined as that process by which one determines how well a given instructor is achieving recognized training purposes.¹²

There are two important parts to instructor evaluation: the observed behavior of the instructor compared with the desired behavior, and a personal assessment by the instructor of his particular strengths and weaknesses in comparison with expected behavior. It

¹¹Klahn, op. cit., p. 6.

¹²Ibid.

must be understood that these two dimensions of instructor behavior complement each other and are not intended to stand alone.¹³

Two definite conclusions must be obtained for each instructor involved in the evaluation process. The first conclusion must dramatize the extent to which the instructor's general behavior compares with the expected output of desired instruction. The second conclusion logically follows: if the instructor is performing in an acceptable manner, then a definite assessment of his strong and weak points can be made.¹⁴

Quality training cannot be achieved while an instructor is struggling to meet the desired or expected level of instruction. It is the responsibility of the Council (in the evaluation role) to determine whether or not the instructor must improve to meet the desired level of instruction or improve beyond this level. This notion is complex, and generally creates doubt and confusion. All instructors need to improve their effectiveness but their point of departure varies.

Some will struggle indefinitely to become a "good" instructor, following suggested methods for improvement, while others depart from the suggested ways and develop their own road to improvement. In either case, a change in instructional behavior is necessary.

If a change in behavior is really the concern of the instructor evaluation process, then more than one observation of the instructor's behavior must be made over a period of time. No administration of a

¹³Ibid.

¹⁴Ibid.

single test or observation will be adequate.

Evaluation processes appear to share certain common qualities.

These include:

1. A definition of goals or qualities to be achieved.
2. The instructor trying in some fashion to achieve these goals.
3. Observation of his behavior (a written evaluation record always improves the usefulness of this observation for evaluation purposes).
4. Use of some norm or standard to judge the adequacy of the behavior.
 - a. The observed behavior has to do with or is moving toward the accomplishment of the goal.
 - b. The degree of accomplishment is adequate at this time.
5. An attempt to put the results of the evaluation into effect.
 - a. The effect might be a meeting with the instructor and the executive for that particular school to discuss the instructor's evaluation, not request the instructor to teach in future police training schools, or request he attend the police instructors' training school.
 - b. If the evaluations are to be useful, the instructor should be more adequate as a result of this experience than before.¹⁵

¹⁵Ibid., p. 7.

This raises serious questions about the way the instructor evaluation process is to be carried on if maximum gains in instructor effectiveness are to be achieved.

To help clarify what may be considered the basic components of the evaluation process, the various aspects need to be considered.

The MLEOTC must agree on the goals to be achieved. These goals must influence the instructor in the classroom and must be adaptable to observation and measurement. Broadly stated, the goals must reasonably represent what actually constitutes the instruction and learning environment. The goals which are representative of the police training school learning environment include material to be learned, problems to be solved, skills to be developed, and trainees to be taught.

The Council must arrive at its own definition of standards of proficiency and the behavior of the instructor must be evaluated in terms of these standards. Such standards would necessarily include: the instructor's level of understanding and proficiency of the learning process; trainees performance in relation to his ability, in terms of other trainees in the class, or trainees of his own age with a similar amount of experience and from a similar type of department; and the general progress of development of the training school in relation to previous training schools of a similar nature.

Objective and accurate observations cannot be made unless the Council keeps in mind the following list of evaluative principles:

1. More than one observation or record of the instructor's performance is made extending over a period of time.
2. Observations from different perspectives, such as the trainee, school coordinator, or training school staff member.
3. All observations and/or evaluation records are recorded for future analysis.

The judgment of instructor behavior must be made in terms of:

1. Goals--the information which is being disseminated; the skills which are being developed.
2. Standards--this training class has made satisfactory progress toward defined goals.
3. Trainees are working to their capacity.

Action growing out of instructor evaluation must not destroy the basic principles of fairness to the instructor. However, while the feelings of instructors must be considered and protected, the right of the trainee to receive quality training must take precedence over all other considerations.

Four major roles which people assume in the evaluation process are identified as follows:

1. The doer--the instructor whose behavior is being evaluated.
2. The observer--the person who is looking at what the learner is doing. (The school coordinator and a Council staff member)

3. The judger--the person who is taking the results of the observations and judging their value and adequacy. (The trainee, school coordinator, and a Council staff member.)
4. The applier--the individual who acts on the results of the evaluation. (The school coordinator and a Council staff member.)¹⁶

It is quite evident that these roles in evaluation of the instructor include more than one person. The trainee at the conclusion of each training school will complete a structured instructor evaluation form which will be analyzed by the school coordinator and training Council staff. The school coordinator will make a report of all instructor observation visits and evaluations made, and this will be reviewed by the Council staff. A member of the Council staff will visit each training school, and "sit in" on various class sessions, and will make a written report on all instructors observed. Instructor evaluations, therefore, have to consider the instructor in the classroom situation. The instruments and devices which are selected should be appropriate to deal accordingly with this kind of observational situation. (See Appendix C for suggested instructor evaluation form.)

¹⁶Ibid., p. 9

Summary

The Council, being concerned with instructor evaluation, must stipulate the goals: realistic standards of achievement for instructors and trainees must be set up; accurate observations must occur over a period of time; judgments must be formed as to the direction of change; and any action which occurs as the result of the evaluation should improve the quality of training experienced by the members of the training school.

VIII. INSTRUCTOR SELF-EVALUATION

The primary responsibility of the police instructor is to guide the learning activities of police trainees. As he helps them to learn in the classroom situation, the instructor, as the leader, interacts with the trainee both as individuals and as a group. In the process of this interaction he influences the trainee, sometimes intentionally with planned behavior, sometimes consciously without planning, but often without awareness of his behavior and the effect of this behavior on the learning process.¹⁷

The instructor, then, is continually exerting influence on the trainee and on the learning situation. But how much knowledge does he have about the methods of influence he is using? How much does he know about how the trainee perceives his behavior? And how

¹⁷ Edmund J. Amidon and Ned A. Flanders, The Role of the Teacher in the Classroom (Minneapolis: Paul S. Amidon & Associates, Inc.), 1963, p. 1.

much control is he able to exert over his behavior in the classroom? By studying his own behavior in some systematic, objective manner, the instructor may gain further insight into his own pattern of influence. As he gains insight into his behavior, he may decide as many instructors have decided, that he wants to change his behavior because either he is not achieving what he thought he was achieving, or he is not achieving what he has now decided he wants to achieve on the basis of new insights about how police officers learn.

What Conditions Must Be Created in Order That an Instructor Can Learn to Understand and Improve His Classroom Behavior?

Only the instructor can make changes in his classroom behavior. Others may help in the process of change, but they cannot do so unless the instructor himself desires a change. The desire to understand and improve one's own behavior is, then, the major prerequisite of behavior change. Not only must the instructor have the desire to change, but he must be willing to put forth time and effort required, to look at himself objectively and to accept guidance.

Theoretically, an instructor could, by reading this study or other materials designed to increase understanding of the instructor's role, initiate a program of behavior understanding and change for himself. However, few instructors are likely to take the time to perfect such a complicated skill on their own. Thus, this study may find its greatest use as an adjunct to a planned program of instructor behavior analysis and change.

A climate of acceptance and support is helpful in order that an instructor can more readily (1) accept information about his behavior without becoming defensive, and (2) be free to experiment with new skills without fear of criticism. Such a climate is built by a leader and participants who try to look at the instructor's behavior objectively and refrain from making judgments about the instructor being either a "good" or "bad" person. When a participant is made to feel that threat is absent from the learning climate, he will find it easier to involve himself behaviorally in the activities.

The key to developing more effective classroom verbal behavior is the opportunity to experiment with and practice desired communication skills. Among the most important of these skills needed by the instructor are the following:

1. Ability to accept, clarify, and use ideas.
2. Ability to accept and clarify emotional expression.
3. Ability to relate emotional expression to ideas.
4. Ability to state objectively a point of view.
5. Ability to reflect accurately the ideas of others.
6. Ability to summarize ideas presented in group discussion.
7. Ability to communicate encouragement.
8. Ability to question others without causing defensive behavior.
9. Ability to use criticism with least possible harm to the status of the recipient.

Opportunity for experimenting with and practicing these techniques may be provided through role-playing situations in which instructors are encouraged to try out new modes of behavior. The proposed model police instructor training school will hopefully provide these role-playing situations. (See Appendix G)

How Does the Instructor Decide What Communication Skills Are Important for Him to Try Out Unless He Has Some Access to Information About the Effect of His Behavior on Others?

The communication of such data back to the person is termed feedback. It is an essential process in learning for the teacher who is trying to understand and improve his behavior. The Council's proposed instructor training program will help instructors to understand their behavior, and to plan an effective feedback system.

The feedback procedure has been found to be an effective way to supply the instructor with objective and reliable information about his role in the classroom. It is a procedure that may be used by the instructor himself as a method of analyzing tape recordings of his own instruction. It is a method of summarizing what he actually does in the classroom and then feeling free to make his own judgments of value about it.

Because of the instructor's influence and responsibility in the learning situation, it seems important that he learn as much as he can about his own methods of working with and influencing police trainees. A program of in-service instructor training with competent

and effective instructors is more likely to be helpful in this direction than attempts by the instructor alone.

A program directed toward this end seems more productive when it includes the following:

1. A professional staff
2. A climate of acceptance and support
3. An opportunity for behavioral involvement
4. Encouragement and opportunity to experiment with and practice communication skills
5. An effective system of feedback.

IX. SUMMARY

In concluding this chapter, which has been devoted to providing insight into the role of the police training instructor and the subsequent evaluation of his classroom performance, certain principles which seem most important are summarized.

The Council will need to study and adopt sound basic concepts of evaluation before attempting to develop the instructor evaluation program. Full cooperation of the Council staff, training school coordinator, and trainees enrolled in the training program is essential to obtain maximum benefit from the process. The selection or development of the criteria of good instruction must necessarily precede appraisal of the extent to which these objectives are being met. It is vital that the appraisal and guidance function

of the Council be understood and accepted by the Council, instructors, and training school coordinating officials as basic to the major goal of improving instructor effectiveness.

Evaluation should be a continuous, rather than a periodic process. It should be purposeful in terms of constructive use. To this end, the methods used must be such as to point out strengths as well as weaknesses. The remedy must be suggested with the diagnosis. Little but frustration will result from calling attention to a problem where no solution is apparent.

Several sources of evidence should be used and a variety of instruments and techniques employed in gathering data on instructor behavior, satisfaction of trainee needs, instructor-trained relationships, and other factors affecting the instructor's efficiency. Every effort must be made to appraise the total instructor together with all factors affecting his efficiency.

CHAPTER IV

POLICE INSTRUCTOR SELECTION AND CERTIFICATION STANDARDS

I. DEFINITION OF INSTRUCTOR CERTIFICATION

Instructor certification is a MLEOTC function. It is regulated by the Council and administered in accordance with Act 203, P.A. 1965. It involves those provisions and appraisals whereby the Council satisfies itself that instructors used in Council approved police training schools have met certain minimum qualifications for instruction and certifies them for instructional service in the state. Act 203, P.A. 1965 being the legal authorization for the expenditure of collected funds for Council approved police training schools, also represents the Council's guarantee that in so important a service as the training of police officers, the qualification of the instructors shall not fall below certain stated minimum requirements.¹

Instructor certification is but a part of the process whereby competent instructors are provided for the training schools. The whole process involves a series of activities involving present as well as potential police instructors and including recruitment,

¹For example, see Appendix H which summarizes various instructor certification methods used by several state training councils throughout the nation.

selection, training, certification, and supervision of instructors. Though but a part, instructor certification is a very important part of this process.

While instructor training programs, in the past, have not been the foundation of the instructor certification process, the certification standards used expressed the minimum level of general, professional, and specialized training and education desired to attain an instructor's certificate. Hence, with the proposed development of a model instructor training program the minimum level of instructor training should rise, and certification standards should also be revised upward. (See Appendix B and G)

To be eligible to become an instructor in Council approved training schools in Michigan, the instructor must be certified by the MLEOTC, the requirements for which are determined by the Training Council. No person who lacks this certification and/or Council approval shall be legally eligible to teach in the Council approved police training schools of this state. (See Appendix B)

Legal Authority for Instructor Selection and Certification

The Michigan Law Enforcement Officers Training Council is the sole selecting, certificating authority for police training instructors for Council approved police training programs by virtue of Act 203 of Public Acts of 1965. This legislation, enacted for the implementation of the Council and the subsequent development of approved and regulated police training schools also gives the MLEOTC authority, by

implication, to approve or disapprove applications from individuals seeking certification as police training instructors.²

II. SPECIFIC CONCERNS IN CERTIFICATION

Certification is a process of legal sanction, authorizing the holder of a credential to perform specific services in the police training schools of the state. Its widely accepted purpose is to establish and maintain standards for persons who render instructional services in the training schools. It may be noted here, however, that they are of two types of certification: requirements for instructors who are law enforcement officers with a governmental agency charged with enforcing the criminal laws of the state, in which case the extent and nature of police experience, education and teaching, will be the major certification factors for consideration. The other, for instructors teaching in training schools that are not employed as police officers, but because of their profession and/or position represent a speciality area of instruction required to be taught in the training program. The major certification factors for these

²Section 9(d) Act No. 203, P.A. of 1965, p. 2. State of Michigan, which states: "The Council shall prepare and publish advisory training standards with due consideration to varying factors and special requirements of local police agencies relative to: . . .(d) Minimum qualifications for instructors at approved police training schools."

instructors are the extent of education and/or training and the nature of their occupation.³

From this brief characterization certification may seem to be a technical matter of little general concern. On the contrary, any discussion of police instructor certification is assured an audience, and any proposal for revision of certification requirements is likely to arouse both interest and opposition. This is readily understood when it is realized that certification is the primary safeguard for the quality of the instructional program. Law enforcement training officials, nationally, are becoming increasingly concerned for the quality of their training schools and of the instructors who staff the classrooms. They see in certification the guarantee that instructors are properly prepared, and that each is assigned to the duties that are appropriate to his preparation. Thus certification is valued not only as a guarantee of quality for Council approved training schools but also as an instrument for direct action by the Council in undertaking to improve the training programs.

The need for some guarantee of quality in Council approved police training programs is self-evident. The efficiency of

³The majority of instructors who are professors, physicians, attorneys, etc., are not and have never been employed as a police officer. Realizing the significance of their presentations and the extensiveness of their background preparations and the overall expertise which they bring into the training program, selection and certification standards have been devised which allows them comparable recognition to that of the police officer, and specific evaluative criteria based on their credentials. (See Appendix B) The reason for this being to provide them equal opportunity for certification based on their education, training, and occupation in absence of police experience.

certification for this purpose is taken for granted, however, a careful reappraisal is needed to determine the actual and potential effectiveness of certification for better guarantees of qualified and competent instructors. If present standards appear inadequate, then additional safeguards must be designed. (See Appendix B)⁴

The confidence of the Council that certification serves as a safeguard to the quality of instruction of Council approved training schools, and as an assurance of appropriate instructors for specific topical areas, is shared by the majority of police administrators throughout the state and nation.

Various questions need to be answered about certification requirements in comparison with certification standards in other occupations and/or professions. To what extent are the procedural characteristics of certification consistent with those of licensure in other professions? Is it feasible and appropriate to modify

⁴In reviewing changes which are visible in the concern for police training, nationally, and the impact of these changes on the police role, it becomes evident that the role of the instructor is changing. The responsibilities given instructors are increasing, and consequently, the question to be considered is: How should instructor training and certification be changed considering what is now known about police instruction and what seems predictable for the future? Standards when revised, should be designed for the future. Standards should help direct change in a desirable direction.

This conclusion has been reached by the writer after extensive communication by letter, telephone, and interview with numerous police administrators representing various sizes of departments from different governmental agencies in the state of Michigan and throughout the nation.

certification procedures in order to bring them into line with licensure practices common to other professions? Or should these attempts be discontinued in favor of other lines of action? These questions call for a study of the purposes and characteristics of licensure in other professions in comparison with those of certification in all fields of training and education. Such a review is not intended to imitate these practices. It is concerned rather with clarifying the purposes that licensure can serve in a profession, and identifying the processes that have been effective in achieving these purposes and determining their degree of applicability to certification processes, generally.⁵

The Concerns of the Police Instructor

Police officers and others, who want to be certified, need to know what requirements to meet. Not all persons desirous of certification appreciate fully the functional value of many of the requirements. For this reason one is likely to find mixed feelings regarding the significance and worth of many of the standards and a personal interest in who developed them, and the motivational purposes for their development.⁶

⁵Lucien B. Kinney, Certification in Education (Englewood Cliffs, N. J.: Prentice-Hall), 1964. p. 6.

⁶Ibid., p. 7.

The instructor who is certified, on the other hand, has the satisfaction of being identified as personally and professionally qualified for service in police training schools approved by the Council. Here certification not only affords assurance of quality of preparation, but also a means for providing status.

The Concerns of the Council

The Council has carefully investigated the needs for rigorous instructor certification requirements. One of its most important responsibilities is that of effective use of professionally prepared personnel. However, its major preoccupation in the selection and approval of instructors must be in accordance with practical as well as qualitative certification requirements. The certification and approval of assignment of instructors for example, to teach subjects in which the instructors are qualified or formally prepared is widely accepted as one of the primary purposes of certification. The effect of this standard is to place the responsibility for instructor certification and assignment approval in the hands of the Council, which designs the certification requirements, and to allow these standards to serve as guidelines for the local training school coordinator in selecting instructors for his area school.

In cases where classes to be taught or other duties to be performed do not precisely match available personnel, the Council's judgment will be needed to vote on competences developed informally

through experience and specialized interests. Here the Council's familiarity with available personnel in specific instructional areas, place it in the strategic position for making these decisions. Even in such cases the Council's judgment will be frequently subjected to restrictive controls as stipulated by its certification procedures. The tendency toward restrictive certification is in response to a well-defined need; to assign the adequately prepared individuals to duties appropriate to their preparation.

Concerns of the Police Practitioner (Instructor)

The police practitioner, generally, shares the view that certification provides a continuing support to improved quality in programs of training. In general they are in accord with the trend toward restrictive certification, since an instructor well-prepared in one field is not necessarily prepared to teach in another.

It is viewed that the police practitioner in Michigan realizes that the Council, in determining the certification requirements controls the program of instructor preparation. To the extent that the Council specifies requirements for instructor training also gives them the responsibility for adapting the program to these requirements.

The tendency to utilize certification requirements to prescribe the instructors training program is in recognition of a pressing need, namely, improved programs of training for police instructors.

III. THE PURPOSE OF SELECTION AND CERTIFICATION STANDARDS FOR POLICE TRAINING INSTRUCTORS

The underlying purpose of the certification process of police instructors in Michigan is to give official approval to those who wish to teach and who, judged by acceptable criteria, are qualified to teach in police training schools. Not all the factors contributing to instructional competency can, because of the nature of some, be included in the requirements for the certification of police instructors. Moreover, some of the factors included, such as knowledge, may not guarantee acceptable performance but without them, acceptable performance is not likely. However, experience and observation have demonstrated that certain qualifications are measurable and are closely associated with good instruction. Based upon this observation and experience, the requirements for the certification of police instructors in Michigan include an understanding and appreciation of the trainees who are to be taught, a knowledge of sound ways to teach these trainees, and a familiarity with the police mission and the purpose of the police training school in relation to the needs of the individual, state and nation.⁷

The revision of the instructor certification structure is undertaken to improve its efficiency for a number of reasons. To the police practitioner it is valued as a process for professional recognition,

⁷Ibid., p. 117.

and as a means for assuring instructional quality in training programs of appropriate assignments based on education, experience, and job function.⁸

IV. CONTROL OF INSTRUCTOR ASSIGNMENTS

An instructor well-prepared to teach criminal investigation may not necessarily be a competent firearms instructor. An instructor properly prepared for recruit level training may be ineffective in the command level training school. The work of the most outstanding training program may be wasted if the instructor is allowed to teach in a position other than that for which he is prepared. Any improper instructor assignment penalizes the instructor, trainee, training school, and agency providing the source of training. Police training officials must be unanimous in insisting on the proper assignment for each instructor. The same thing is true, of course, for all training Council members, staff, and training school coordinators in their efforts to identify and select the most qualified instructors in view of their particular field of preparation.

⁸The writer views the selection of instructors as a process occurring over a period of time; a process in which the potential instructor himself has a major role. The central criterion for selection is the degree to which the person possesses the prerequisites he needs to accomplish the instructional responsibilities he will face in the training program. Selection and review processes should focus on past and present performance prerequisites. Consideration of the significance of distinctive characteristics of individuals and their backgrounds should be within this focus. Selection and certification processes should facilitate the positive participation of the instructor in the classroom.

This general interest in the instructor's field of preparation has led to an increasing trend toward control of assignments through certification. The polygraph examiner, for example, is authorized, usually by endorsement on the credential, to teach only the courses in which he is most formally prepared. Here again, as in the development of instructor training programs, there is an alternative procedure which merits consideration. The local school coordinator is responsible for supervising proper instructor assignment. He is on the scene and can take into account many locally significant factors that are not brought to the attention of the Council. The Council on the other hand stipulates and controls the guidelines which the school coordinator uses in the selection of the instructional training staff. The assignment of instructors by the training school coordinator must always be approved and the instructor certified by the Council prior to the instructor teaching in the training school.

Important among the facts to be considered is that courses to be taught and instructor qualifications do not always come out even, especially in remote geographic areas. Inflexibility in certification, therefore, cannot be carried to the complete extreme unless courses for which no instructor is formally prepared are to be dropped. Since the Council stipulates a minimum curriculum to be followed, restrictions on assignments must have some degree of flexibility. In some cases any instructor may teach a course or subject outside his speciality.

It is a strong point of interest to mention that any certification restriction that removes flexibility and is not effectively enforced leaves the situation worse than it was originally.

Kinney refers to regulating teacher assignments in regard to certification in the education field as something that should have greater flexibility than it does.⁹

In summation the following factors must be heavily considered and accepted before police instructor selection and certification standards can be implemented.

1. The responsibility for instructor assignment must be clearly allocated. It lies in a cooperative effort between the Council and the local area training school coordinator.
2. The overall responsibility and supervision must rest with the Council, and these efforts must be coordinated with

⁹Kinney, op. cit., pp. 126-127. "The basic weakness of regulating teacher assignments through certification is that it centralizes control of a process that calls for local control. The responsibility should be placed in the hands of the local administrator, who is in a position to determine the real need for use of staff outside their field or preparation, and to capitalize on teacher competences developed through experience and interests, as well as through formal completion of prescribed majors and minors, or, as in the case of elementary teachers, through professional courses."

"With assignment of responsibility, of course, should go provision for accountability. In view of the wide interests in the problem, the importance of accountability to the public as well as to the profession needs recognition. This is readily provided in procedures for accreditation of secondary schools developed by the profession in several states. The time and expense incurred in such projects is no greater than would be entailed in effectively enforcing existing credential restrictions."

the local training school coordinator who is responsible to the Council in carrying out its policies and adhering to its requirements in the selection and assignment of qualified instructors.

3. There must be a provision for accountability to the police profession and to the public by the Council as to the demands for qualified instructors and the Council's efforts in providing such instructors.
4. When responsibility is clearly allocated, and a provision is made for accountability, there is the expectation of improved instructor performance.

CHAPTER V

POLICE INSTRUCTOR TRAINING

I. THE ROLE OF THE MLEOTC IN PROVIDING INSTRUCTOR TRAINING PROGRAMS

The role of the Council in instructor training is an out-growth of its responsibility for assuring police officers throughout the state the best possible training programs. The Council, therefore, must be concerned directly with all factors which influence the number of instructors and their quality. This role includes the following major responsibilities:

1. Training of instructor's teaching in Council training schools.
2. Development of programs for the training of instructors.
3. Certification of all police training instructors.
4. Advancement of standards in both instructor training and selection and certification process.
5. Instructor training both pre-service and in-service.
6. Identification, selective admission and retention of police training instructors.

The purpose of instructor training is to provide the trainee a range of practical classroom teaching experiences, under proper supervision, that will afford the trainee an opportunity to develop

ability in meeting the instructional problems encountered in the classroom of a police training school.¹

II. THE ASSUMPTIONS

Basic assumptions supporting the purpose of the police instructors training school are:

1. The focus of the instructor training is on meeting the needs of the trainee.

¹The Michigan Civil Service Training Division in their Guide to Training Practices, Personnel Brief Number 30, indicates that:

"Maximum benefits from training will be achieved only if the fundamental principles of good training are followed. For maximum success training should:

1. Begin with a specific goal that will fill a recognized need. (Training for a purpose rather than training for the sake of training.)
2. Be appropriate to the group being trained.
3. Conform to the principles of learning. Possible inclusions are: use of visual aids, demonstrations, repetition, spaced teaching, present small units of information, frequent reviews, summarizations, maintain trainee attention.
4. Involve trainees through discussion--practice--feedback--participation--problem analysis--role playing.
5. Uphold the dignity of the trainees by recognizing contributions--not talking down to them--recognizing and tapping areas of their experience and knowledge.
6. Develop the trainees into an interested group.
7. Observe the mechanics of good training by allowing time for rest periods--providing outlines, summaries, and lesson sheets--keeping lectures to a minimum--beginning and ending on time--working in a comfortable atmosphere--quitting before the trainees tire and the learning process stops."

2. The instructors school helps to meet these needs by bringing the trainee into a more meaningful relationship with the total training program.
3. An essential step in increasing the effectiveness of the total training program is improving the quality of training school instructors.
4. The quality of all Council approved training programs may be improved substantially by increasing instructor competencies through a planned, organized, and continuing program of instructor training.

III. THE CONCEPTS

A Definition of The Police Instructor Training Program

Police instructor training is a program of planned and organized activities promoted or directed by the MLEOTC that contributes to the occupational growth and competence of police officers who will be instructors during the operation of a Council approved law enforcement training program.

As applied to instructor training for police officers, this definition would imply: (1) a planned, organized, training program of systematized activities; (2) responsibility for the training program resting with the MLEOTC; and (3) the development of instructional competency within a particular training school environment.

In planning and organizing training program activities, the first consideration is the needs of the potential instructors and the men attending training programs in which they will be teaching.²

The MLEOTC assumes direct and continuing responsibility for the guidance and supervision of the instructor training program. The underlying motivation, from the Council's point of view, is improving the quality of all Council approved training programs.

²General training program needs, as stated by the Michigan Civil Service Training Division, *Ibid.*, can be determined by the following ways. Using these guidelines in view of their general application, then modifying them to fit the needs of the police instructors program, their specific application becomes meaningful.

"To be effective, training should fill a real need. Some needs, such as the need to train new employees, are obvious; other needs are less obvious and may be difficult to determine. Training need determination should be a continuing process.

Some of the ways to determine training needs include:

1. Direct observation of job performance, morale, supervision, communication, job knowledge, and job function.
2. Counseling, interviewing, exit interviewing.
3. Questionnaire and survey techniques.
4. Analysis of changes made or to be made.
5. Management requests for training.
6. Study of the turnover rate, injury reports, absentee records, production records, work flow, personnel inventories, and surveys.
7. Suggestions made by employees, employee groups, and other groups.
8. Analysis of complaints and other reactions of the public to services received.
9. Evaluation of effects of training previously given. This may indicate additional areas of need."

IV. THE INSTRUCTOR TRAINING PROGRAM

Organizational Concepts of Police Instructor Training

The Council's approach to instructor training must be aimed toward achieving a fuller realization of instructional potential through planned and organized programs to fit individual as well as group needs. (See Appendix G)

The function of the Council is to assist the trainee in developing a realistic self-concept as an instructor, and in planning a long-range program for continuing improvement in instructional competency. Concern for the skillful development of the instructor should parallel the concern for assisting the individual trainee to achieve self-understanding and maximum realization of potential. Therefore, the same principles of growth and development which underlie the basic training program apply to the training programs for instructors. A similar parallel exists between training procedures in general police in-service training and training procedures in connection with the instructor training program.

Six Principles of Organization for The Instructor Training Program

1. The Council, authorized by Act 203, P.A. 1965, is responsible for the initiation, development, and maintenance of the instructor training school.

Giving emphasis to instructor training as an administrative responsibility of the Council identifies its police training function, and encourages more extensive provision for planned in-service training opportunities.

In carrying out this responsibility, the Council recognizes instructor training as an integral part of the Council's total training program. This training, therefore, is provided during a planned training program period with the reimbursement of expenditures to the trainee's department in accordance with reimbursement regulations.

2. The Council delegates responsibility to a designated person, or persons, for program supervision and coordination.

The integrative and coordinative function will be conducted through the area training school advisory committee and its chairman or training school coordinator, who may seek assistance from the advisory committee and/or the Training Council.

3. The instructor's training program is planned in terms of definitive objectives, based upon a definition of needs stipulated by the Council and in accordance with its designed curriculum.

The nature of the tasks and functions related to the instructors' program is determined by underlying concepts held by the Council concerning the instructional function itself, including goals and expectations, and the definition of instructor roles.

Appropriate training experiences are planned in accordance with the philosophy and needs of all Council's police training schools in operation, and the professional status of individual instructors responsible for carrying out the teaching function in the instructor training school setting. Not only are there differences among instructional personnel as to breadth of professional preparation and competency in applying instructional skills, but there are also differences among instructors as persons. The instructor as a person is a matter of concern which rightfully should begin in the selection stage and continue throughout the training period, with special attention provided as the instructor begins to function on the job.

4. The organizational structure and procedures in operating the training school are rigid and conform to the curriculum specified by the Council.

A core of stability is provided through a clear statement of general program purposes and an organizational framework which provides the pattern of specific activities to meet the common as well as differing needs of instructors.

The Council has the responsibility for making instructor training experiences available which meet all of the individual trainee's needs. Training activities in the school's planned program may include extemporaneous lectures, test item writing, lesson plan construction, planned lectures from lecture guides, demonstrations, the use of visual aids, and the evaluation of fellow trainees. These program

activities are directly planned and stipulated by the MLEOTC instructor training curriculum and are regarded as being within the broad context of professional development and recognized as instructor training resources.

5. The Council provides for and encourages the participation of all eligible police officers to attend the instructor training program.

As motivation, police agencies that require evidence of progress as a basis for salary increments or promotion may choose to grant credit for the successful completion of the instructor training school. A number of things may be recognized by police agencies as contributing to the professional growth and development of the officer, such as successful completion of the program, honors received, noted change in behavior and attitude, etc.

6. The evaluation of instructor training must be continuous and geared to a broader evaluation of the total training program, its accomplishments and needs, encompassing all MLEOTC police training programs.

The instructor training program takes its place among procedures designed to carry out better the goals of the total training process. The extent to which these goals are achieved, and particularly as reflected in a higher quality of instructional service, is an indication of the effectiveness of the instructor training program.

The increased effectiveness of the instructor as a teacher is perhaps a more direct indicator of the success of the training program. A cumulative personnel record should be maintained by the Council recording each instructor's continuing professional growth and development.

Roles, Responsibilities and Resources for the Instructor Training Program

A delineation of responsibility and clarification of function in the area of instructor training must be made by the MLEOTC.

The responsibility for providing opportunities for maximum development of the trainee within the training school setting rests with the Council. The Council takes the initiative in establishing a positive program and in obtaining a greater depth perception of itself in relation to that role.

In fulfilling its role, the Council, through its training supervisory staff, assumes certain responsibilities which may include promoting and assisting in planning and development at the local level, providing consultant services, acting as liaison between the school and other resources, setting up experimental or pilot studies, and carrying out evaluative procedures for instructor training. The Council training staff will provide certain program development resources to be utilized in training programs, such as instructor training guides, lesson plans, hand-out and other information materials.

The guidance function of the Council stipulates a major responsibility to stimulate the improvement of police instructors, generally, throughout Michigan, in Council approved as well as other police training programs, and hence, the quality of the training program itself. Activity in this direction is, of course, closely related to the credentialing and certification practices of the Council. It is suggested that the Council staff include a person designated as the instructor coordinator for all Council training programs who will examine individual credentials of applicants seeking certification, act as a consultant when requested by the area school coordinator, and perform a major role in stimulating all police training programs in Michigan to seek qualified instructors.

The role of the instructor coordinator is to also recognize a responsibility for providing resources in carrying out area training school programs in instructor training. While obligated to seek the improvement of instructor qualifications, the instructor coordinator, rather than assuming the initiative in organizing instructor training programs, will confine his role primarily to that of assisting training school coordinators in the proper assignment of instructors and consulting in all instructional training situations which demand his attention. In addition, his role may be one of maintaining a kind of continuing relationship with graduates of the police instructor training school who are teaching in Council approved training schools.

Resources for instructor training may include the whole gamut of procedures such as teaching, demonstrations, case studies, role playing,

programmed instruction materials, discussions, workshops, lectures, and group audio-visual materials (films, filmstrips, records, tape recordings).³

If the instructor is to be a leader in training, he must be sensitive to change and must initiate new and challenging programs.

³An investigation by the writer of the many different types of subject matter discussed in police instructor training programs conducted by various agencies throughout the nation produced the following:

- Attitudes Toward Police Instruction
- Understanding Human Behavior
- Factors of Learning and Behavior Changes
- Motivation and Learning
- Educational Methods
- Training Techniques to Bring Behavior Changes
- Oral Communication
- Lecture--Discussion Methods
- Principles of Group Interaction for Learning
- Use of Programmed Instruction
- Use of Film and Audio-Visual Techniques
- Teaching by Demonstration
- Inovative Approaches to Teaching the Basic Recruit Training Course
- Case Method and Simulation Method for Group Interaction
- Effective Listening
- Principles of Problem Solving
- Police Training Problems
- Creative Thinking
- History of Police Instruction
- Organizations Offering Training and Education to Law Enforcement
- Analysis of Training Needs
- Developing Objectives and Lesson Plans
- Case and Incident Materials
- Testing and Evaluation
- Designing Training Curriculum
- Place of Training in the Police Organization
- Minimum Standards for Police Instructors
- Minimum Training Standards
- Self Development
- Written Communication
- Work Sessions
- Practice Training Sessions

His sensitivity to change must include an awareness of the many purposes of training in police service.

V. INCREASING DEMANDS FOR POLICE INSTRUCTOR TRAINING

The growing insistence for more effective training instruction has paralleled the increasing demands for additional police training programs of all kinds. Some demands have grown gradually; others have come suddenly and present the national and international problems which dictate the need for the training programs.

The accumulation of knowledge pertinent to police training during recent years has been rapid. The race between police training and catastrophe seems to now be crossing the finish line together. Certain injustices to the public, the police officer, and certainly to the mission of law enforcement have come about because of not only a lack of proper training programs, but a prevalent lack of training for instructors in quality and quantity.

The mature instructor and the beginning instructor, the good and not-so-good, all need to extend their knowledge to promote a change in their pattern of instruction in whatever form their own self-evaluation and the class evaluation dictates. As knowledge about police problems and police subject matters is increased, a parallel need exists for more instructor "specialists" who teach those subjects in which they have definite and recognized expertise.

The outcomes or results of police instructor training can be classified in terms of the following factors:

1. Knowledge of the goals of instruction and their implications in the training program.
2. Knowledge of skills to be taught and their influence on learning and instruction.
3. Knowledge of police instructor trainees and the factors affecting their development.
4. Knowledge of environmental and social factors affecting the training school and its functions.
5. Self-appraisal, self-knowledge, and self-development by the functioning instructor.

Instructor Training Procedures

The procedures involved in the successful training of police training instructors require considerable skill. In the case of the experienced police officer who wants to become an instructor, the instructor trainer has to function as a diplomat as well as a teacher. Usually the first step has to be that of leading the prospective instructor to the state of mind that will make instruction and learning possible. A curious belief among many such persons is that they already know how to teach; and systematic, effective instruction is extremely difficult until such a notion is corrected. It is at this stage of the process that the instructor trainer has to exercise much tact and wisdom in his efforts to convince the trainee of the need for

special knowledge and skill concerning the teaching process. Much time and patience are necessary for this first step. The next most important step is to create an intense interest in the process of teaching. Various methods are used to this end. Descriptions of numerous examples of good and bad teaching, taken from the experiences of the class and the instructor trainer, will aid in making the trainee both conscious and critical of instructional processes. The conscious example of the instructor trainer will also play an important part. The simple device of requiring each member of an instructor training class to attempt to teach a skill or some unit of technical knowledge to his class and defend his procedure against the criticisms of his classmates is recommended. As interest begins to appear, the facts every teacher ought to know thoroughly with reference to (1) the learning process, (2) habit formation, (3) interest and attention, (4) individual differences, (5) instructor personality and point of view, (6) course planning, (7) lesson planning, and (8) the special methods of instruction peculiar to the police vocation, need to be presented.⁴

Experience has shown that the problem of transforming an experienced police officer into an effective instructor is primarily one of leading him to a new point of view. He must come to think of

⁴Arthur B. Mays, Principles and Practices of Vocational Education (New York: McGraw-Hill Book Company, Inc.), 1948, pp. 255-256.

himself no longer as merely a police officer but as a teacher of others. Hence, to attempt to train him by showing him the generally adopted techniques of instruction before his attitude has undergone the required change seemingly is to start at the wrong end of the process. It is possible, by such a procedure, to produce a rule-of-thumb instructor who can do an acceptable grade of work when closely supervised; but to produce a thinking instructor who will grow through self-development it is necessary to use a much more difficult method. The desirable point of view results usually from the possession of special knowledge about teaching and from the growth of pride in the possession of such knowledge and special teaching skills. Until the would-be instructor is conscious of the required knowledge peculiar to effective police instructors, he is not likely to think of himself as being different from all other police officers. Hence, the surest method of reaching the desired end seems to be to acquaint the new instructor with the terminology, proved facts, and theories of the teaching and learning process. As he becomes impressed with the idea that these new names and facts are the special possession of effective police instructors, he generally assumes a new relationship to his former associates and to all others. This is one of the first and most important steps in the training of police officers to become police training instructors. To teach specific procedures of special methods then becomes a relatively simple matter. The personality of the instructor trainer, and the general conditions under which the instruction is given, should guide in the choice of methods. Some

instructors are most effective in using a modified lecture method; others are most successful with some type of group or panel discussion, or conference method; and still others have the ability to use both methods with the use of visual aids and can vary their procedure to meet changing situations from day to day. Whatever the method, the trainees drawn from the police field should be led early to study this phase of their work, and, as far as possible, read books and magazines and pursue research on their own dealing with effective principles of instruction.⁵

In summary the future of police training as well as police service to society will be determined, in large measure, by the effectiveness of instructor training programs provided. For this reason it is highly desirable that the Michigan Law Enforcement Officers Training Council seriously consider the planning, development, and implementation of instructor training programs which will serve to provide a readily available source of qualified police instructors.

⁵ Ibid., pp. 256-257.

CHAPTER VI

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. INTRODUCTION

The task of the writer has been to study past practices in Michigan in regard to instructors teaching in approved MLEOTC police training schools, and to appraise the results in terms of the need for developing additional guidelines for instructor certification, instructor training programs, and instructor performance evaluation.

This chapter presents a summary of the major findings, conclusions and recommendations inherent in Chapter II through V, and Appendix A through K. These findings, conclusions and recommendations growing out of this study are presented with some retrospection and with occasional analysis.

To enable a more direct association of the findings, conclusions and recommendations, the writer relates them to specific components of the study.

II. FINDINGS AND CONCLUSIONS

Past Practices in Michigan in Regard to Instructors Teaching In Approved MLEOTC Police Training Schools.

- A. A study of this type was of absolute necessity if proper attention was to be given to the formulation of advisory training standards for the selection and certification of police training instructors. The investigation that was pursued in

seeking the data which was analyzed and interpreting it in terms of future MLEOTC police training programs has brought about the development of additional materials which will, with implementation, increase the effectiveness of instructors teaching in MLEOTC training programs.

- B. Many instructor information sheets (application forms used by the Council for instructor certification) were inadequately completed. It is the responsibility of the training school coordinator to check the information sheet for its completeness when returned to him by the applicant. Although these "incomplete" information sheets provide enough information in most cases to identify the level of professional education and/or training, such as the type of position and the type of college degree(s), little other information is given. Quality in the certification process begins with sufficient information on which to base a decision as to whether the person's credentials meet with established requirements for certification. If the applicant does not have enough time to sufficiently complete the information sheet or application form, it can be assumed that he may also have little time for class preparation, and as such, quality of instruction may be lost, and generally is, in the instructor's attempt to simply meet a requirement rather than to perform a worthwhile service.

- C. Generally speaking, the credentials of instructors teaching in MLEOTC training programs were commensurate with the needs of the particular subject area which they were teaching. It was found upon investigation of the instructors' file maintained by the Council office, that several instructors seemed "inadequately" prepared professionally to teach the subject to which they were assigned. In many cases the writer felt this was due to their information sheet being incomplete due to the absence of essential information pertinent to their background. Yet, in other cases their specific type of employment at the time, and for several years prior, did not lend itself to the specific subject matter they were teaching.
- D. In the vast majority of cases, the credentials of the instructional staff of all MLEOTC police training programs conducted prior to the writing of this report, February 1, 1968, were of high quality. The writer believes, with confidence, that such expertise, in many instances, would be difficult if not impossible to obtain by individual police agencies conducting their own basic training programs. In terms of educational preparation, federal law enforcement officers, have on the average per officer, 4.8 years of college education. Michigan State Police officers, on the average for the 69 officer instructors, have almost 2 years of college per officer and municipal police agencies indicated approximately 1.3 years of college, on the average, for each of the 268 officer instructors. Other agencies and

participants (special professional and specialist personnel) show slightly over 5 years of college for each of the 183 participant instructors. This extent of educational background preparation by the MLEOTC instructors enhances, with proper supervision by the Council based on the needs of its program, the quality of its training programs.

- E. Past practices by the Council in selecting and certifying instructors were adequately stated in terms of their implications on the desired level of instruction. However, it is felt by the writer after reviewing all of the instructor information sheets on file in the Council office, and interviewing several past trainees who participated in MLEOTC training programs, that training school coordinators, at times, did not fully adhere to Council regulations regarding the proper selection and assignment of teaching personnel.
- F. Instructional environment, in the majority of Council approved training schools, was excellent. This was due, in most part, to the programs being conducted on college and university campuses, U. S. Armed Forces installations, and selected police and community facilities. Council practices in stipulating certain requirements for training facilities dictates the need for instructional environment of this nature.
- G. It is not known how many instructors teach annually, or their level of proficiency, in the basic training schools other than Council regulated which are conducted by individual agencies. The writer makes no estimation of this figure due to the number of variable factors involved.

H. It is not known to what extent police training instructors teaching in basic training programs (other than Council approved) conducted by individual police agencies, were certified to teach in Council approved training programs. It is assumed, that the great majority of the instructors were sworn, full-time personnel from the individual agency or neighboring agencies, and also that the majority of the instructors teaching in these programs were not certified by the Council to teach in MLEOTC training programs.

I. The data obtained from the survey questionnaire in regard to police training instructors, were limited in interpretive coverage in that the majority of questions indicated a high percentage of "no response" answers. However, in most cases, the "weight" and predictive trend of the data support the writer's belief as to actual and/or expected conditions. The reader is cautioned to accept the following findings in view of the limits of the data:

1. The smaller the police agency in terms of man-power, the more prevalent the possibility that police training instructors used in the departmental training programs will not be high school graduates. Conversely, the larger the police agency, the more apt that training instructors will be high school graduates.
2. The police agencies which conduct their own basic recruit training programs utilize sworn members from their own department as instructors more often than instructors from other departments.

3. Larger police departments, generally (cities over 25,000), more frequently require police instructors to submit lesson plans in advance of appearing before training classes than do all other police agencies from smaller size cities identified in this study.
4. On the average, on a state-wide basis, for those departments conducting basic training programs, almost five years of experience is required to qualify as an instructor in departmental training programs.
5. Generally, the larger police agencies (cities over 25,000) require departmental training program instructors to complete a course in instructor training before teaching in the training program. On the average, for those departments specifying this requirement, 30 hours of instructor training was required.
6. The larger the police agency (cities over 25,000) the more apt it is to provide instructors for other police training programs in the state.
7. The majority of the agencies responding to the question concerning suggested educational and experience requirements for police training instructors stated that the instructor should have at least four years of college and five years of practical experience.

Police Officer Instructor Training Program

- A. The Council does not make provisions for an instructor training program. The Council in its present and future intended role has an obligation as an outgrowth of its responsibility for assuring police officers throughout the state the best possible training programs to develop and implement a police officer instructor training program. (See Appendix G)
- B. The Council is not fulfilling its complete function by not providing an instructor training program. The role of the Council in providing instructor training programs includes several responsibilities, which are: training the police officer instructors teaching in Council training schools; development of programs for the training of instructors; certification of all police training instructors; advancement of standards in both instructor training and the selection and certification process; provide instructor training both pre-service and in-service; and the identification, selective admission and retention of police training instructors.
- C. The need for effective training instruction parallels the increasing demands for additional Council police training programs at the pre-service, in-service, and special service levels. Even though it was determined that a great number of the instructors presently certified to teach in Council approved training programs had several years of college preparation, it is a well-known fact that expertise provides no indication of teaching ability.

The mature instructor and the beginning instructor, the good and not-so-good, all need to extend their knowledge and the methods by which they present this knowledge to others.

It is surmised by the writer that the prevalent lack of training for instructors in quality and quantity has caused certain injustices to the public, the police officer, and certainly to the mission of law enforcement.

- D. No instructors' guide or reference source is made available by the Council to instructors which stipulates desired instructional practices in its police training programs. This guide, especially applicable in the absence of instructor training programs, would assist the police instructor in preparation for his presentation to a training class. (See Appendix A)

Police Instructor Certification Standards

- A. The Council in its previous use of instructor certification standards did so on the basis of establishing minimum qualifications for instructors for the purpose of certifying them to teach in MLEOTC police training programs. The minimum qualifications while being general, but not vague, leave a wide range for individual interpretation as to how much expertise the instructor should have prior to being approved to teach in a Council training program. These minimum qualifications lack specificity in establishing minimum certification requirements for specific subject matter areas taught. As these minimum certification requirements are now stated, they allow the selection of

instructors to teach specific course content without adequate previous education and/or training preparation in that subject.

- B. Regardless of the now stated or projected minimum certification requirements for police training instructors, the MLEOTC being the sole selecting, certificating authority for police training instructors for Council training programs, has the authority to approve or disapprove applications from individuals seeking certification as police training instructors. This authority is by virtue of Act 203 of Public Acts of 1965, and the writer views this as a prerequisite to effective directiveness of all Council operations in view of its objective to provide for an effective learning environment.

Instructor Performance Evaluation

- A. No evaluative instrument has been adopted by the Council to use in the evaluation of the instructor's performance. Broadly speaking, the functions of the Council include all those activities which are related to the evaluation and improvement of instruction and learning. A recognition of this responsibility carries with it the obligation for the Council to develop and implement an evaluative device which can be used to analyze the instructor-learning situation, to detect elements of skill or deficiency, and to assist in the modification of his behavior to a desired level. (See Appendix C)

B. Without the future implementation of a practical, usable method of evaluating instructor performance, little progress, if any, will be gained, in seeking the enhancement of effective instruction and learning in all Council approved police training schools.

III. RECOMMENDATIONS

The need for the development and implementation of additional MLEOTC instructor certification guidelines, an ever increasing demand for more and better police training programs of all types, the increased emphasis placed on the importance of police instructor training schools in promoting the learning process, and the demands for a continuous evaluation process of instructor performance, build the framework for the following suggested recommendations:

Future Practices in Michigan in Regard to Instructors Teaching in Approved MLEOTC Police Training Schools.

- A. WE RECOMMEND THAT THE COUNCIL ADOPT THE SUGGESTED INSTRUCTOR APPLICATION FORM WHICH HAS BEEN DEVELOPED AS THE RESULT OF THIS STUDY. (SEE APPENDIX F) This form demands slightly more information from the applicant than the now used information sheet. (See Appendix E), and is directly related to the stipulated Council requirements in the Minimum Certification Standards Guide for Police Instructors located in Appendix B.
- B. WE RECOMMEND THAT THE COUNCIL, POLICE AGENCIES, FRATERNAL POLICE ORGANIZATIONS AND THE VARIOUS POLICE ASSOCIATIONS AND TRAINING SCHOOLS AND ACADEMIES THROUGHOUT MICHIGAN ENCOURAGE QUALIFIED PERSONS TO MAKE APPLICATION FOR CERTIFICATION TO TEACH IN COUNCIL APPROVED POLICE TRAINING PROGRAMS. This process would enable the Council to maintain a readily available file of

certified police training instructors. This instructor's "pool" could greatly assist the school coordinator and/or his assistant in locating and obtaining the services of competent, qualified, and interested instructors.

- C. Since it is not known how many police instructors teach annually, or their backgrounds, in the individual department basic training schools, other than Council regulated, WE RECOMMEND THAT A RESEARCH QUESTIONNAIRE BE DEVELOPED IN THE NEAR FUTURE (ONE YEAR) THAT WILL IDENTIFY THE NUMBER OF INSTRUCTORS TEACHING IN ALL POLICE TRAINING PROGRAMS, OTHER THAN COUNCIL REGULATED, AND THE EXTENT OF THEIR PREPARATION. This information will allow the Council to develop a profile depicting the image of the instructors teaching in these programs and use this image to build an effective instructor training program.
- D. WE RECOMMEND THAT THE COUNCIL DEVELOP, PUBLISH, AND DISSEMINATE TO ALL SCHOOL COORDINATORS AND/OR ASSISTANTS, ANNUALLY, A LIST OR BOOKLET OF CERTIFIED TRAINING INSTRUCTORS. This could be revised annually, or amended monthly, and would serve as a source document to be used by the school coordinator and/or his assistant in obtaining the services of certified instructors for Council approved police training programs.

Police Officer Instructor Training Program

- A. WE RECOMMEND THAT THE PROPOSED 40-HOUR, ONE-WEEK, INSTRUCTOR TRAINING PROGRAM, LOCATED IN APPENDIX G BE IMPLEMENTED AS A RE-IMBURSEABLE COUNCIL REGULATED TRAINING PROGRAM, AND THE FIRST TRAINING SCHOOL TO BEGIN ON A PILOT STUDY BASIS PRIOR TO

SEPTEMBER 1, 1968. The foundation for supporting the need for this type of training is based on the following assumptions:

1. The focus of the instructor training is on meeting the needs of the trainee.
2. The instructor school helps to meet these needs by bringing the trainee into a more meaningful relationship with the total training program.
3. An essential step in increasing the effectiveness of the total training program is improving the quality of training school instructors.
4. The quality of all Council approved training programs may be improved substantially by increasing instructor competencies through a planned, organized, and continuing program of instructor training.

B. WE RECOMMEND THAT THE COUNCIL REQUIRE THE SUCCESSFUL COMPLETION OF THE INSTRUCTOR TRAINING PROGRAM BY POLICE OFFICER INSTRUCTORS PRIOR TO CERTIFICATION. The following guidelines should be followed complying with this recommendation:

1. At such time when the Council initiates an instructor training school, each instructor certified at that time, must attend within a three-year period of time, a one-week, 40-hour, instructor school. This requirement is mandatory for all instructors in Council approved training programs who are employed as police officers in any governmental agency having the responsibility of enforcing the criminal laws of this state.

2. Previous attendance at a training school of this type for a commensurate period of time, will, generally, suffice for this requirement. The decision to accept a similar course of training would be rendered by the Council, but only after a detailed evaluation of the previous training program.
3. Prior to the development and implementation of a Council approved instructor training program, no specific course of instruction is required for certification.
4. At the end of the three-year period, police officer instructors who have not successfully completed an instructor training program approved by the Council will lose their certification until evidence is provided by them that they have fulfilled this requirement.
5. Professional and specialist personnel (i.e., judges, attorneys, physicians, professors, etc.) will not be required to attend the training program. However, they will be required to read the Council's Instructor Training Guide (See Appendix A) and indicate by their signature that they fulfilled this requirement.

Also, individuals who have the following experience in teaching and/or training, and provide documented evidence of this experience, may not be required to attend the instructor training school: any individual who was

certified as a teacher at the local, county, or state level within two years prior to his application for certification as a police training instructor and was employed as a teacher in a public school for at least 100 days of a nine-month school session; any applicant who received a college degree in the field of education having completed student teaching requirements within five years prior to his application for instructor certification, generally, will have the training school requirement waived.

Police Instructor Certification Standards

- A. Instructors teaching in MLEOTC approved police training programs should be requested or assigned to teach courses for which they are fully qualified by preparation and certification. Instructors should accept only those courses for which they are qualified.
- WE, THEREFORE, RECOMMEND THAT THE COUNCIL ADOPT THE MINIMUM CERTIFICATION STANDARDS FOR INSTRUCTORS TEACHING IN MLEOTC APPROVED POLICE TRAINING PROGRAMS AS PRESENTED IN APPENDIX B.
- This minimum standards guide will serve as an instrument for improving the quality of the training program and guaranteeing the trainees an instructor who is adequately qualified. Secondly, since it is the responsibility of the local area school coordinator and/or his assistant to determine who are competent and qualified instructors, this standards guide will assist them by eliminating indecision and doubt as to whether the person's credentials will meet with Council approval.

- B. WE RECOMMEND THAT THE COUNCIL, IN ADOPTING THE STATED STANDARDS FOR CERTIFICATION (APPENDIX B), ALWAYS GUARD CAREFULLY AGAINST THE DEVELOPMENT OF POLICIES AND PROCEDURES OF CERTIFICATION THAT PROMOTE INFLEXIBILITY. Important among the facts to be considered is that courses to be taught and instructor qualifications do not always come out even, especially in remote geographic areas. Inflexibility in certification, therefore, cannot be carried to the complete extreme unless courses for which no instructor is formally prepared are to be dropped. Since the Council stipulates a minimum curriculum to be followed, restrictions on assignments must have some degree of flexibility. With this in mind, WE ALSO RECOMMEND THAT THE COUNCIL ALWAYS RETAIN FINAL APPROVAL AUTHORITY, BASED ON EXISTING CONDITIONS, TO ISSUE OR REVOKE A CERTIFICATE.

Instructor Performance Evaluation

- A. WE RECOMMEND THAT THE MLEOTC ADOPT FOR IMMEDIATE USE IN ALL COUNCIL POLICE TRAINING PROGRAMS THE INSTRUCTOR EVALUATION FORM LOCATED IN APPENDIX C. Obviously, some of the techniques of instruction must be superior to others in achieving training goals. The recognition of this fact prompts the continuous search for better methods of instruction as one of the principal goals of the Council's evaluation program. To complicate this search there are other elements which make up the total instruction phase, and because of their variability, continuous

evaluation is essential. Some of these are the curriculum, instruction practices, trainee activities, job relatedness to instruction, and instructor expertise and his ability to effectively disseminate his expertise in meaningful ways in the classroom.

B. The Executive Secretary of the Council should have the right to review and have the final decision in issuing or revoking an instructor's certificate. THEREFORE, WE RECOMMEND THAT THE EXECUTIVE SECRETARY OF THE MLEOTC HAVE THE FINAL AUTHORITY FOR ISSUING AND REVOKING AN INSTRUCTOR CERTIFICATE. This recommendation directly implies that the Executive Secretary should have the right to overrule the decisions of the school coordinator or his assistant, another staff employee of the Council, or any member of the Council in matters of this specific nature.

C. It is quite evident that to have an effective and reliable instructor evaluation process, more than one person must be involved. WE RECOMMEND, THEREFORE, THAT THE INSTRUCTOR EVALUATION PROCESS INVOLVE THE FOLLOWING CONSIDERATIONS:

1. THE TRAINEE AT THE CONCLUSION OF EACH TRAINING SCHOOL WILL COMPLETE A STRUCTURED INSTRUCTOR EVALUATION FORM WHICH WILL BE ANALYZED BY THE SCHOOL COORDINATOR AND/OR HIS ASSISTANT AND THE TRAINING COUNCIL STAFF.
2. THE SCHOOL COORDINATOR WILL MAKE A REPORT OF ALL INSTRUCTOR OBSERVATION VISITS AND EVALUATIONS MADE BY HIM OR HIS ASSISTANT, AND THESE WILL BE REVIEWED BY A MEMBER OF THE TRAINING COUNCIL STAFF.

3. A MEMBER OF THE COUNCIL STAFF WILL VISIT EACH TRAINING SCHOOL, AND "SIT-IN" ON VARIOUS CLASS SESSIONS, AND WILL MAKE A WRITTEN REPORT ON ALL INSTRUCTORS OBSERVED AND EVALUATED.
4. THE COUNCIL WILL MAINTAIN A FILE OF ALL INSTRUCTOR EVALUATIONS. THIS FILE WILL BE ACCESSIBLE TO ONLY TRAINING COUNCIL MEMBERS OR STAFF EMPLOYEES AND THE SPECIFIC INSTRUCTOR WHO WOULD LIKE TO READ THE EVALUATIONS RESULTING FROM HIS PARTICIPATION.

The Council, being concerned with instructor evaluation, must stipulate the goals: realistic standards of achievement for instructors must be set up; accurate observations must occur over a period of time; judgments must be formed as to the direction of change; and any action which occurs as the result of the evaluation should improve the quality of training experienced by the members of the training school.

Research (Long-Term)

- A. WE RECOMMEND THAT A COMPREHENSIVE RESEARCH DESIGN BE DEVELOPED WITHIN THE NEXT FIVE (5) YEARS, SUPPORTED BY A STATE OR FEDERAL APPROPRIATION, TO STUDY THE PROBLEMS OF DEFINING AND EVALUATING POLICE INSTRUCTOR EFFECTIVENESS AND RELATING THE RESULTING CRITERIA TO THE INSTRUCTOR SELECTION PROCESS WHICH WOULD INCLUDE FACTORS OTHER THAN THOSE CONSIDERED IN THE CERTIFICATION PROCESS. The following categories define many of the areas which lend themselves to this recommended research:

Buoyancy

Considerateness

Cooperativeness
Dependability
Emotional Stability
Ethicalness
Expressiveness
Flexibility
Forcefulness
Judgment
Mental Alertness
Objectivity
Personal Magnetism
Physical Energy and Drive
Scholarliness¹

See Appendix K for further elaboration as to specific considerations within each category.

- B. In selecting the criteria to be applied in the process of instructor selection, it is important that the rationale for the criteria of selection be clearly understood. Careful

¹Barr, A. S. et al. Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness. (Madison, Wisconsin: Dembar Publications, Inc.), 1963.

distinctions should be made between standards which are established on the basis of research studies and standards which have been adopted on assumptions which have been accepted by the police practitioner. Text materials and research findings relating to police instructor selection, or for that matter general teacher selection, do not yet positively support in strength any single criterion or combination of criteria as absolute predictors of future teaching success. Nevertheless, certain assumptions have been accepted for police instructor selection which are not negated by research such as the following: police instructors should be above average in scholastic and intellectual ability rather than below average; they should be in good physical and mental health rather than emotionally disturbed and physically impaired; they should be interested in the police field in general, and police education and training specifically; and they should be vigorous and enthusiastic rather than lazy and apathetic. THEREFORE, WE RECOMMEND THAT, IF ADOPTED BY THE COUNCIL, THE MINIMUM STANDARDS GUIDE (APPENDIX B) BE USED AS THE BASIS FOR THE FUTURE DEVELOPMENT OF AN OVER-ALL PROFILE OF THE TYPE OR IMAGE OF INSTRUCTOR, STIPULATING BOTH SELECTION AND CERTIFICATION FACTORS, WHICH THE COUNCIL WILL USE TO DEVELOP AN INSTRUCTOR EVALUATION INSTRUMENT WHICH, IN TOTAL, WILL SERVE AS A DIAGNOSTIC, EVALUATIVE, AND CORRECTIVE PROCESS.

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APPENDIX A

MICHIGAN LAW ENFORCEMENT TRAINING INSTRUCTORS GUIDE

MICHIGAN LAW ENFORCEMENT TRAINING INSTRUCTORS GUIDE

MICHIGAN LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL

This Guide Is to be Used by All Instructors
Teaching in Police Training Programs
Approved and Regulated by The
Michigan Law Enforcement
Officers Training Council
416 Frandor Avenue
Lansing, Michigan

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The United States Army Military Police publication, Principles of Effective Instruction, was used as the source document for the preparation of this instructor's guide. The materials contained therein were digested, synthesized, and modified to fit the needs of the Michigan Law Enforcement Officers Training Council in their attempt to develop pertinent, reliable and concise instructor reference materials.

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Bern J. Kuhn

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INSTRUCTOR'S GUIDE

CHAPTER I

INSTRUCTOR TRAINING

General. To assist you as a police training instructor, the MLEOTC conducts an Instructor Training Course which all police instructors are required to attend. In this course, you will be introduced to the purposes, principles, and techniques of police training instruction.

Responsibility. The MLEOTC is responsible for planning, coordinating, and conducting the training program for police personnel assigned as training instructors at all Council approved law enforcement training schools in Michigan.

Purpose. The purpose of instructor training is to develop the abilities and attitudes which are so necessary in making you an effective supervisor and instructor at MLEOTC police training schools.

CHAPTER II

EFFECTIVE SPEAKING

I. GENERAL

Goal. The ability to speak effectively is not only essential in police work but also necessary for effective instruction. Have you developed this ability? Can you improve? Most leaders can. Your goal in reading this chapter is an assessment, and to increase your speaking effectiveness. Your goal is to develop standards which will guide you in the continuous improvement of your ability to communicate effectively with students.

Reason. The police instructor's concern is to teach what he knows and to stimulate students to learn more on their own. To do these things proficiently there is always room for improvement. While achieving the desired degree of proficiency you will not ask, "Can I make my presentations better?" but rather, "How can I make my presentations better?" By persistently searching for an answer to the latter question you will become increasingly able to make ideas vivid in students' minds--so vivid that a chain reaction of new ideas is initiated which will cause students to think and act for themselves. This accomplishment requires creativity.

II. INSTRUCTIONAL SPEAKING

Nature of Task. Public speaking is simply conversation magnified. Talking with a few friends and teaching a class are essentially similar, except that with a student audience you speak a little louder and more distinctly. Ordinarily, you have some advance notice of an instructional assignment so you can prepare your presentation.

It is easy to speak effectively to students. While you are instructing, simply assume that you are having an enlarged conversation with your students.

Overcoming Fear. If you are apprehensive about addressing a class, it is well to begin with some preliminary steps. The next time you are a member of a group engaged in a discussion or listening to a presentation, ask a question if the opportunity presents itself. After you have found how easy it is to ask a question, stand up in a group and make a brief remark about the subject being discussed. Asking questions and making remarks in small groups will give you experience while you are standing in the presence of a group. If you know in advance the topic to be discussed, make some preparation so you are informed. Your remarks will seem thoughtful to the group. You will gain confidence.

Fundamentals. There are certain fundamentals with which everyone who wishes to speak effectively must be familiar. A knowledge of these essentials, as discussed in the following paragraphs, will save much time and help you achieve a high level of teaching proficiency.

Central Ideas. A presentation generally should have one or two major ideas. These ideas may have several subheadings. Central ideas need to be divided into subheadings so that the audience can grasp them more easily and follow the development of each idea logically to its conclusion. This is especially important in technical instruction.

Organization.

- a. For most instructors and for most subjects it is probably best to organize a presentation into three parts: the introduction; the body, which can be divided into not more than three or four subheads; and the summary or conclusion.
- b. Every presentation you make should be planned. An instructor who tells you that he speaks extemporaneously without a plan or preparation obviously cannot do well with unfamiliar subjects. Classes which any instructors give effectively on the spur of the moment are presentations made on subjects from their past experience, which they have previously gone over mentally. When you make such a presentation you, too, will subconsciously organize your thoughts.
- c. Even when time is limited to prepare a lesson, it should be organized mentally, if not in writing, so that your remarks are logical, consistent and orderly.
- d. Any unorganized presentation is in danger of being a rambling effort resulting in many unnecessary words. You have no right as an instructor to waste students' time while you ramble and try to collect your thoughts. Your thoughts should be collected before you speak, not during or after.

- e. After planning your presentation with the three sections--the introduction, body, and conclusion--you should stick to the plan. If you try to insert every idea that occurs to you after you begin a class, you may wander a long way from the subject. It is essential that you prepare your key remarks thoughtfully and stick to an outlined plan as a guide while you are instructing.
- f. Your introduction must be short. The real substance of the presentation will be in the body. There are a number of different types of introductions which you may use such as a humorous story which is related to the subject or situation (not a story simply for the purpose of introducing humor), or make a statement or ask a question that challenges attention, arouses curiosity, or surprises the students.
- g. Careful thought must be given to the introduction if you are to secure the attention of students from the very beginning of a class.
- h. To develop the real substance of a presentation, care must be taken in preparing the body of the lesson.
 - 1. Keep clearly in mind the central ideas or objectives of your lesson. Ask yourself: "What major ideas should students get from my instruction?"
 - 2. Master the subject you are to teach. Read, critically study, question, and discuss with others--make yourself an authority on your subject. Competent knowledge of

your subject will give you enthusiasm and confidence.

3. Use illustrations freely. Students understand illustrations more easily than abstract ideas and generalities.
4. Carefully explain central ideas and emphasize key points. Do not become argumentative or dogmatic. Do not play the role of the emotionally charged, two-fisted lectern pounder who resorts to preaching instead of teaching. Students will listen to an interesting and informative explanation of a subject, but few students will respond favorably to an argument. Students desire and have a right to expect information, facts, illustrations, and figures which tell your story.
 - i. If the body of the presentation has been completely prepared, the thought you wish to convey will become more and more intensified as you come to the conclusion. Building to a powerful climax requires able analysis of central ideas so that each subtopic builds upon preceding points. Your introduction should get attention and each succeeding point in the body of the presentation should be better, if possible, than the last, and the climax should come near or at the end.
 - j. Presentation is not complete without a conclusion or summary. Conclusion should be a brief recapitulation of your main teaching points. The final comment should be a positive closing statement.

III. THE VISIBLE CODE

Importance of Action. It is important to use both voice and action if you are to communicate effectively, but often action is the more important of the two. Students will react negatively if your instructional demeanor is that of the tight-lipped eye-avorter who displays fear of his audience. A class forms its initial judgment of you as an instructor from your looks even before you say a word. This first judgment is hard to overcome; it often sticks.

The Whole Body Speaks. You actually speak with the whole body-- not merely with the throat, vocal cords, and mouth. To train the voice, you must "tune up" the whole body. We must learn to think with the whole body if our thinking is to be worth much for speech, and more important still, we must be able to think with the whole body when speaking.

General Principles of Action. Too many speakers are motionless, frequently not even their facial muscles are expressive. A good instructor should develop:

- a. Animation: Need not manifest itself in a whirl of outward, visible motion; it is also an inner activity-- a general readiness to act. Feelings are affected which properly controlled help generate and display contagious enthusiasm.
- b. Posture: In displaying enthusiasm, posture must not be neglected. The first things you are likely to notice in a speaker are his stature, clothing, and general demeanor. Stand erect but with your weight tending to settle comfortably toward the floor. Stand just as you stand anywhere else, if you are polite and respectful.

- c. Movements: Your posture and movements serve the same general purpose of assuring students that you feel natural and at ease before a class. Your movement is also a means of tying thoughts together for a group. It is a kind of punctuation and paragraphing. As a general rule you should not move about much while introducing a lesson. During a presentation, however, there must always be movement. No movement should be made unless it means something--either the right thing or the wrong thing--but something.
- d. Gestures: Gesture as a part of general physical activity develops before voice and language. You almost always speak first by posture, movement, and gesture; and after that by words. How much meaning can be put into a facial expression, a shrug of the shoulders, a movement of the hand outward or upward? Study gestures of effective instructors to see this "art of suggestion" in action.
- e. Conscious Learning: Do not make the mistake that you should direct conscious attention to posture, movement, and gestures while instructing. The movement of your muscles in speech should be habitual, that is, carried on subconsciously. To improve you must learn consciously. Conscious learning of new habits is always a slow and tedious process--one pursued by all who desire to master any art or skill.

IV. SPEECH TECHNIQUES

Voice. The very first step toward improving your voice is to hear yourself as others hear you.

Experiment with your own vocal apparatus until you get the best possible tone. Practice this until the production of the best, richest, fullest tone becomes a habit, until you no longer have to think how you do it. Listen to yourself, then be guided by someone who can hear and judge your voice and give you expert guidance.

Read aloud passages from good literature just for the sake of studying the sound of your own voice. Find out if you are loud or soft, rough or smooth, high or low, fast or slow. Work in pairs and tell each other what you hear.

Rate. There is no standard, proper rate of speech. You must neither speak at a slow, plodding rate nor rattle off words so rapidly that they cannot be understood. You must take advantage of a vocal "change of pace" to hold the interest of students. Your rate of speech will be governed by the thought, idea, or emotion you are endeavoring to communicate. Use a fast rate for joy, excitement, vigorous action. Depending on your personality and the idea you wish to give to your listeners, add emphasis by either slowing or speeding your rate.

Pauses. Pauses separate thoughts and ideas and give the desired meaning and emphasis to your words. Pauses are also used to gain certain effects: humorous, dramatic, thought-provoking. In using the pause for effect, you must reinforce and help to communicate the

desired effect by body action, primarily facial expression.

The proper use of pauses accomplishes four things: you give listeners an opportunity to absorb ideas more easily; you get a chance to concentrate on your next point; you give emphasis, meaning, and interpretation to your ideas; and you get a chance to breathe.

Inflection. Your voice becomes more interesting and your words more meaningful when you make use of changes in pitch; this is inflection, or "vocal variety." Inflection is the master key to expression of all kinds--emotional, persuasive, convincing. It is the principal difference between just saying words and speaking ideas with meaning.

Force. Forceful speech combines the volume and carrying power of the voice with the demonstrated vitality and strength of conviction of the speaker; it includes the proper placement of stress or emphasis on key words and phrases. Like rate, pause, and inflection, force is a way of conveying feeling, giving meaning, or adding emphasis.

Knowledge of your subject and a firm grasp of the sequence in which you plan to present your ideas will enable you to project yourself into a good mental contact with your audience, leading their thoughts now by calmness, then driving home a point with power, now letting pure silence underline the significance of your words.

Volume. Concentrate on making the person farthest away hear you. Do not shout. Do not force your voice. Keep your chest and throat relaxed because if your throat muscles tighten too much your pitch will rise too high. Take a deep breath and sound off.

Articulation. To speak well as an instructor, you must have as your goal distinctness in articulation. Avoid slurring and mumbling words. With the exception of physical or mental speech difficulties such as cleft palate or stuttering, there is only one common difficulty associated with articulation: carelessness. Practice saying words as you know they should be said. Relax your throat, tongue, jaw and lips and use them to clip off crisp sounds and blend sounds into clean, bright, clear words. Don't be lip lazy.

Pronunciation. Pronunciation is the sounding or articulating of a word with the accent on the correct syllable in accordance with good English usage. The principal difficulties associated with pronunciation arise from sheer ignorance and distinctly regional accents. Ignorance can be overcome by acquiring the habit of listening carefully to cultivated speakers and using the dictionary when in doubt. If you have a regional accent, don't try to eliminate it--make the most of it; just don't let it get out of hand to the extent that people from other parts of the country cannot understand you.

Grammar. In reviewing grammar you are concerned with the correct usage of the spoken or written word. You must want to speak correctly. You must be mentally alert to what you are saying and make conscious and continual effort to maintain an acceptable level of grammar. Glaring errors should be attacked immediately and corrected. You must acquire a continuous consciousness of right and wrong usage. Read as much as you can of the world's good writing, listen closely to people whose

speech is cultivated and make use of books on grammar and correct usage to answer any special questions which arise.

V. CONCLUSION

Students are not nearly so concerned about your standing straight and using precise grammar as they are about your being sincere in your efforts to convey a meaningful message. Effective instructors have one thing in common--something to say which they have a burning desire for others to hear. Do not approach the lectern as though you are walking your last mile. Have the proper image of your student audience and present your material enthusiastically. After carefully explaining the material, close each presentation forcefully; do not give the impression that you are escaping from it. When you have finished, students will be nearer their goals because you have assisted them in their efforts to achieve the necessary knowledge, skills, and confidence required to perform their duties.

CHAPTER III

EFFECTIVE WRITING

I. GENERAL

Requirements. First determine what you have to say and then decide how to say it effectively. Next examine your writing for sense of direction and purpose--it must be readable and clear.

As an instructor it may be necessary for you to prepare instructional materials which are purposeful, accurate, brief, and clear to students with varied backgrounds. Much of the success which you will enjoy as an instructor will stem from your ability to develop and use a well organized and carefully written lesson plan. It is the intention of the Council to prepare lesson plans which are to be used during class presentation.

Preparation. If you are writing instructional materials, determine the training objectives to be supported. Guidance in making this determination will usually be found in programs of instruction. Study the scope of instruction from which the objectives of the lessons are derived and interpret them in terms of expected student outcomes. Research your subject. In conducting research, remember that students expect accurate analysis--present facts and cite sources with utmost precision; be objective--distinguish clearly between facts and the opinions or generalizations to which the facts lead you.

II. GUIDING TECHNIQUES

General. As an instructor in a Council approved training school, you may be required to apply techniques of effective writing in preparing manuscripts, lesson plans, and other training literature. To do this well you must constantly review and apply fundamental rules of writing. The following paragraphs will prove helpful as guides in your assignments.

Outlining. After research, you are ready to organize the results of your study and make an outline. The outline will provide a working plan for use in developing and refining your instructional material. It will insure that your development of a subject will be logical and orderly, and enable you to distinguish clearly between important ideas and less important ones.

In constructing your outline, follow consistent principles of organization--chronological, general to specific (deductive), specific to general (inductive), spatial, and so on. Bring together all related ideas in one place and do not repeat them in other parts of the outline.

Use a consistent method for numbering and identifying major headings and subheadings. For most outlines, it is seldom necessary to divide subheadings into more than two degrees. Following is a conventional system of outline notation:

- I.
- A.
- 1.
- a.
- b.
- 2.
- B.
- II.

Use either the topic, the sentence, or the paragraph form throughout your outline. In a topic outline the separate headings are expressed by a noun, or a word or phrase used as a noun, and its modifiers.

Design. Before beginning to compose something, gauge the nature and extent of the enterprise and work from a suitable design.

Style. There is no satisfactory simple explanation of style, no infallible rules. You develop your own approach by way of plainness, simplicity, orderliness, and sincerity. Your ultimate goal in style is to write in a way that draws the reader's attention to the sense and substance of your writing.

Paragraphing. The first principle of composition is to determine the shape of what is to come and pursue that shape. In this pursuit you will find the paragraph to be the most convenient unit of construction. As long as it holds together, a paragraph may be of any length--a single, short sentence, or a passage of greater extent. After the paragraph has been written, examine it to see if subdivision will improve it.

Any subject will require subdivision into topics, each of which should be made the subject of a paragraph. The object in treating each topic in a paragraph by itself will be to aid the reader. The beginning of each paragraph will be a signal to him that a new step in the development of the subject has been reached.

As a rule, begin each paragraph either with a sentence that suggests the topic or with one that makes a smooth transition to succeeding thoughts. If a paragraph forms part of a larger composition, its relation to what precedes it, or its function as a part of the whole, may need to be expressed. This can sometimes be done by a mere word or phrase (again, therefore, for the same reason) in the first sentence. Sometimes it is expedient to get into the topic slowly by way of a sentence or two of introduction or transition.

Paragraphing calls for a good eye as well as a logical mind. Huge blocks of print look formidable to the reader. He is reluctant to tackle them; he can lose his way in them. Break up long paragraphs, even if it is not necessary to do so for sense, meaning, or logical development, it is a visual help. Remember, too, that a number of short paragraphs in quick succession can be distracting.

Emphasis. Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences. This requires not that you make all sentences short, or that you avoid all detail and treat your subjects only in outline, but that every word counts.

Be emphatic from the beginning of any piece of writing. Always use a direct, positive approach. Get right at the facts in any explanations included in a lesson plan, memorandum, report, or article.

Clarity. Clear writing is easy to understand. There is no doubt in the reader's mind of the precise shade of meaning intended by the writer. When you become hopelessly mired in a sentence, it is best to start afresh. Usually what is wrong is your construction has become too involved; the sentence needs to be broken apart and replaced by two or more short sentences.

Level. Levels of understanding differ. Remembering this, endeavor to determine or gauge the backgrounds and levels of your students and write accordingly.

Simplicity. Writing must be simple if it is to be clear.

Phraseology. Avoid the elaborate, the pretentious, the coy, and the cute. Write in English. The goal is to use well-chosen words which convey your thoughts accurately and effectively.

Use rules of grammar as guides, not as substitutes for good judgment.

Standardization. As a general rule you should use standard phraseology.

Qualifiers. Be on guard for such words as rather, very, little and pretty. Use these words correctly or not at all. The constant use of the adjective little (except to indicate size) is particularly depleting.

Overstatement. Do not attempt to write rich, ornate prose. It is hard to digest. When you overstate, the reader will be instantly on guard, and everything that has preceded your overstatement, as well as everything that follows it, will be suspect in his mind because he has lost confidence in your judgment.

Spelling. Use orthodox spelling. Remain alert, however, to the fact that language changes. Failure to proofread accounts for many misspellings. You are more likely to misspell words like too, its, lose, receive, and occurred than you are baccalaureate and connoisseur. Consult a dictionary and take pains to get the correct spelling on paper.

Manuscript mechanics. Many rules of written English are merely conventions. Logic alone does not justify them; they represent instead traditional practices and ways of doing things. The "mechanics" of manuscript form, of writing numbers and abbreviations, of word division, are such conventions. It is expected that anyone seeking our attention with a piece of writing will have the graciousness to do the little things properly.

III. CONCLUSION

Revise and Rewrite. In reviewing final drafts of your writing go over the manuscripts sentence by sentence. Intersperse an occasional very short sentence among longer sentences. This relieves monotony and enables the reader to follow the central thought. The pace temporarily changes. It might be advantageous to use a whole series of short sentences. These sentences will be brisk. They will be sharp. They will get attention.

When you have completed a written draft, revise the writing thoroughly, eliminating everything that does not help you present the ideas strongly. This is the time to add to the writing where you think your material is weak. Anything less than your best effort is inadequate.

CHAPTER IV

THE LEARNING PROCESS

I. GENERAL

Purpose. To teach students and guide them in the learning experiences which you have planned for them, it is most important that you understand the nature of the learning process so that you can provide the best conditions for learning. The understanding of the learning process is basic to effective teaching.

This chapter will briefly discuss the definition of learning, your job, the importance of curriculum planning to learning, and the principles of learning. In addition it will provide many suggestions on how to apply these principles in your teaching.

Definition of Learning. Learning is best defined as a change in one's behavior. Having the knowledge is not enough by itself. One must be able to perform a skill or do something he has never done before if he wishes to show that he has learned. "Knowledge is Power" must be changed to "Knowledge is power only when properly applied."

Your Job. If you are a rookie in this field and have had little or no experience in teaching, you will need more guidance than an experienced instructor. Learn how to work with other instructors. Regardless of whether you have proved your ability to instruct or are experiencing your first teaching assignment, someone in authority selected you because he thought you had potential instructor qualifications.

As an instructor you have many opportunities to work with people. You will be stimulated mentally and learn much yourself. As a result, you become more self-confident and enjoy your work. You receive personal satisfaction out of the creative work connected with teaching. Designing teaching aids, preparing problems and exercises, and writing lesson plans and test questions can be interesting. Being concerned with teaching and training students will provide many opportunities to improve programs of instruction, physical equipment, and methods of instruction. It's a part of your job as an instructor to be creative!

Curriculum Planning and Learning. Our courses of instruction are based upon police needs. These needs vary depending upon the size, type, and location of the police agency. The MLEOTC sets up certain minimum basic training requirements and common subjects which approved schools must teach.

As an instructor, plan your lessons carefully. If you have taught before, you will recall that your most successful teaching took place when you presented your students with a problem. You tell the person how to do it, show him, discuss the problem, and finally observe him while he performs the task, making corrections of any errors which he commits. Your job is to guide the student's learning.

II. PRINCIPLES OF LEARNING

Learning. Learning brings satisfaction when you are ready for it. Readiness for learning implies a feeling of need for the learning and suggests that the time and place are appropriate for teaching. The learner is ready to receive your instruction and will not tune you out. Readiness is essential for learning. One of the ways in which you can increase readiness is to apply the learning principle of motivation.

Motivation creates a desire to learn. Show the student how the concepts or skills you are teaching him will aid him in a future assignment. Give students recognition and credit for work well done. Always point out the favorable aspects of the work, then lead into suggestions for improvement. Try to avoid any feelings and emotional responses which will interfere with learning (anger or embarrassment; fear or an emotional upset).

Knowledge of success (or failure) is another important principle of learning. Encourage early successes of students and point out immediately any failures which have been made.

Objective is another important principle of learning. A student will learn more efficiently if you let him know exactly what is expected of him.

You learn to be an instructor by doing--by actually teaching lessons you have planned. Similarly, students learn by performing their jobs. This principle is very important and should be applied during every unit of instruction. Practice will decrease student forgetting and make learning more permanent.

The use of the principle of realism increases the probability of learning. Learning activities in training which approximate situations students will face on the job give students a valid reason for your instruction and will motivate them.

Learning begins when students see, hear, feel, smell, or taste something. To learn, your students must tie these sensations or impressions to something they already know. Learning, to be effective, must have variety.

Students tire easily if lectured all the time and required to do nothing but listen. If you use other methods such as the demonstration, where students will observe, touch, smell, and even taste the product, you hold their interest better and increase the probability of learning.

All learning is based upon experience. New experiences are explained in terms of one's past experience. This principle is called background.

In learning, start by presenting simple fundamental knowledge before you introduce complex and difficult problems.

Learning is based on understanding relationships. Let the students know the purpose for which they are learning, so that they can proceed intelligently. Learning is improved when you can see how each specific bit of information or each specific operation fits into the whole pattern. The instructor makes certain that his students understand relationships so they can work intelligently. Thus they know which parts of their work are the most critical or important and why certain operations must always be done in the same way.

Learning is not complete until the learner has acquired acceptable appreciation, attitudes, interests, and habits of conduct which cause him to apply his knowledge in the desired way so as to accomplish his objective or duties.

Proof of Learning. Give students opportunities to apply learning, to put procedures into practice, to do the job they have been studying about. Until they have put their learning into practice, you cannot be sure they have learned. The more complicated the job, the more doing is required in the learning process. The higher the desired degree of skill, the more practice is required. Students must demonstrate they can do the job before you can be sure they have learned.

CHAPTER V

THE TEACHING PROCESS

I. GENERAL

Purpose. In this chapter we will raise a number of questions:

What are the real facts about teaching?

What are some general principles of teaching?

What is the best way to go at it?

Is there a step-by-step method that can be followed?

This chapter, The Teaching Process, has also been designed to provide some of the answers to the above questions.

II. TEACHING PRINCIPLES

Amateur Teaching. Explain, simply and carefully, what is to be done and how to do it. Demonstrate the skill or illustrate the concept, then allow student to perform while instructor watches and makes corrections or listens while student illustrates the concept with an example of his own. Help student when he makes a mistake. Permit student to try again, encouraging him by praising his progress. Check completed work and explain to student the merits and errors of his statements or of his work.

Professional Teaching. Professional teaching applies the same principles as the best amateur teaching, but in addition considers all the aspects or requirements of the situation. A professional teacher consciously considers every step of the learning process, plans carefully, and strives to apply learning principles whenever he teaches. He realizes that the learning process can be divided into a number of steps, just as educators have divided the teaching process into varying numbers of steps. He considers learning to be a continuous process, involving many factors and cross relationships, and understands that these steps in teaching have been developed to simplify a complex process.

Steps in the Teaching Process. Everyone (the MLEOTC staff, instructors, and students) must prepare for instruction if it is to be successful and efficient. Training programs are created to meet established needs. When specific needs are known, the Council will design a program of instruction which will fulfill the training requirements. After the scope and general and specific objectives of training have been established by the Council, they will prepare or secure suitable training facilities; certify competent instructors; distribute lesson plans, training aids, and literature; and set up a good evaluation program.

Instructors must plan and prepare too. When you apply for certification as an instructor to teach at an MLEOTC approved police training school, the Council evaluates your credentials to determine if you have the basic skill and knowledge required to conduct the instruction.

If your credentials are approved and you are given approval to teach, planning and preparation must now be your course of action. Next, plan in detail not only what you are going to do and say but also what you are going to expect and require of the students. They must have problems to solve or written requirements of one type or another. Straight reading assignments can and do get to be boring. It is your responsibility to make certain that you have the necessary equipment and training aids readily available and that you arrive at the place of instruction in sufficient time to check to see if the equipment is in working order before the students arrive. During this preparation period, if hand-out materials are used, check to see if all students have copies of the hand-out and if they are in proper sequence to enable the student to follow the instruction.

Students must also prepare. In a well-planned instructional program, give students study assignments even though you may be appearing before them for only one hour of instruction. Require students to write critical appraisals of what they have read, of what you have said, solve practical police problems, analyze and interpret data, or perform any written requirement which they must do on the job.

Instruction is a series of steps--preparation, presentation, application and evaluation.

Preparation or Introduction

1. AWAKEN INTEREST IN THE NEW MATERIAL so students know where they are going, believe it worthwhile to get there, and understand what they have to do.

2. REVIEW WHAT STUDENTS ALREADY KNOW so needed knowledge will be on tap; so you won't waste time going over old material; so you won't talk over their heads.

Presentation.

1. PRESENT THE NEW MATERIAL IN EASY STAGES so students get a chance to build new understandings out of old ones, new skills out of old ones.

2. EXPLAIN AND DEMONSTRATE TOGETHER so students get a clear and accurate first impression by using several senses at the same time.

Application.

1. HAVE STUDENTS DO SOMETHING so they can apply their knowledge; so they can translate understanding into skill.

2. STRESS ACCURACY OVER SPEED so students will get it right before they start to practice.

Testing.

1. HAVE STUDENTS DRILL AND SOLVE PROBLEMS so they will have it when really needed; so they will be able to use it under pressure.

III. SUMMARY

Make the important points stand out. Be certain that students understand the relative importance of their instructional materials.

Let students in on planning. Here is where we are now; here is where we go tomorrow; for study you are to write an analysis of . . .

Help students help themselves. Make definite assignments, either practical applications or prerequisite study on new materials.

Put the steps together and you have a real lesson.

- a. In general terms, it may be stated that any lesson consists of at least four logical steps. In the preparation step, the instructor is attempting to direct the interest of his class toward the new instructional materials to be presented.
- b. During the presentation step, students make first contact with new subject matter, hear it explained, and see it demonstrated.
- c. The application step allows students to practice what has been presented under the watchful eye of the instructor, who is alert to prevent the occurrence of discrepancies in practice.
- d. The testing step is designed to determine what has been taught, how well it has been taught, and what reteaching is required. It should provide an evaluation of individuals and provide each with an opportunity to clinch his learning.

- e. There will be many suitable occasions during the lesson when it will be advantageous to pause for a summary of a unit or increment of instruction. In some types of lessons it may be desirable to consider the summary as a definite step in the teaching process.

Teaching Principles. Formulate clear and definite aims or objectives. Schools exist for the purpose of directing growth and development, and if you do not consciously define your objectives and plan your work to achieve them it is most unlikely that you will be a successful teacher.

The aims or objectives of the lesson will be made clear to your students. Make your students believe that your objectives are worthwhile, make it perfectly clear to them what they are trying to do and why they are doing it. State lesson objectives in lesson plans in terms of what is expected of students and give valid reasons for these objectives.

Make definite and reasonable lesson assignments which will help you achieve your objectives. Read students' written work, evaluate it, and return it to them with corrections. When study assignments are given, give students spot quizzes to check on their preparation.

Teach for transfer and promotion. The instruction given at MLEOTC training schools, for the most part, is presented for the purpose of improving students' adjustments to job situations. Always show how what you are teaching is related to or is applied on future job assignments of students.

Encourage student participation. A student must change his behavior before he has learned. Encourage all students to make responses

and to use their training in practical ways. Give them assignments where they are required to react and to think. Police training is not simply a process of absorbing knowledge. It is an active process. Encourage student initiative and responsibility. Give students the responsibility for certain portions of a class discussion or a problem. Provide guidance they may need but let them do the work.

Make sure students have an adequate sensory background for everything that is presented. Concepts will be better and more readily learned if pictures, movies, mock-ups, illustrative materials, and demonstrations are used.

Locate and correct students' errors and teach them proper methods of study.

Be thorough in your teaching and teach for understanding. Give students problems and situations which require them to think. Don't attempt to cover too much ground and in your haste fail to give students problems and to correct their errors. If students fail to do good work, you may be required to counsel them on how to study.

Report the results of written assignments and tests promptly to students. Learning is more effective when students know what progress they are making.

Consider the direct and specific learning that results from teaching a particular topic or unit and also the effects of this learning on the development of attitudes and new interests. Be concerned with developing favorable attitudes and new interests in students. This means that you will be alert to the reactions of the class so you may

be able to reach a fairly reliable opinion as to what has happened to student attitudes and interests in your class. The important thing is to be fully aware of the problem and attempt to do something constructive about it.

CHAPTER VI

PRESENTATION OF INSTRUCTION

I. RESPONSIBILITIES

Instructor's Duties. The students look to the instructor for leadership, instruction, and help in acquiring knowledge and skill. Some of the duties and responsibilities of an instructor are as follows:

- a. Plan the work.
- b. Prepare test and examination questions.
- c. Assist in the grading of the tests.
- d. Prepare reports when requested to do so by MLEOTC advisers.
- e. Prepare individual lesson plans (most often provided by the Council).
- f. Plan students' activities in the classroom and in the field.
- g. Direct class activities and discussions.
- h. Guide student behavior and learning.
- i. Coordinate and cooperate with other MLEOTC instructors in carrying out the Michigan Law Enforcement Officers Training Council's policies and regulations.

Efficient Classroom Management. You must adopt a set of principles and procedures in handling necessary administrative details

for your class which will contribute to your success as an instructor.

Some of these procedures that will assist you are as follows:

- a. Check the classroom or area of learning to be sure that all equipment, training aids, supplies, lighting, heating, and ventilation are in proper condition for your use.
- b. Report all deficiencies of equipment (heating, chalk, film projector, lighting, etc.,) to school coordinator.
- c. Start and end your class promptly; allow for breaks as scheduled.
- d. Should visitors arrive, do not call upon the visitors to speak. Report to them only during a break in the instruction.
- e. In beginning the class, tell students the nature and purpose of the instruction, why it is important to them, and what, specifically, is expected of them.
- f. Present the instruction forcefully and enthusiastically.
- g. Be alert to student reactions; maintain discipline.
- h. Question students frequently to check their understanding. Keep the class alert. Direct questions to inattentive students. Recognize correct answers; correct wrong ones.
- i. Don't allow students to waste time arguing a point.
- j. Instructors should assure that proper ventilation is maintained in classrooms to prevent smoke filled, choking conditions.

- k. Be prepared, rehearse, and know your subject. Set a good example.

Questioning Technique. Ask questions which are clear and concise, emphasize one point only, require definite answers, discourage guessing, relate questions to the "How" and the "Why." Ask the question--pause briefly--call on an individual student by name (if seating chart is available)--recognize and evaluate student's response.

Require the student answering the question to stand, face the class, and speak loudly enough for all class members to hear him.

II. PROCEDURES OF INSTRUCTION

General. The tools of the instructor's trade, or the methods of instruction, are Lecture--Demonstration--Conference--Performance--Coach-and-Pupil--Small Group Work. With these tools, you can take action with reference to the subject matter.

Since all police training subject matter cannot be learned or taught at one time, it must be divided into logical units of various lengths. When one of these units is devoted to the attainment of a single objective, the unit is called a lesson. You can present the lesson, some feasible unit of job instruction, in the form of a lecture, demonstration, conference, performance, or coach and pupil activity, or a combination of these.

After selecting the tool or method of instruction, it is then necessary to determine how that tool is to be applied. The approach to the training problem may be considered as the procedure of instruction. Some of the possible routes to lesson objectives are:

1. The development lesson
2. The drill lesson
3. The topical lesson
4. The review lesson

Development Lesson. An orderly method of job instruction involving four distinct and clearly defined steps of preparation, presentation, application and testing, may be designated as a development lesson. In the lesson itself, you utilize one or more of the tools or methods of instruction, but organize the subject matter in a logical sequence.

- a. Preparation. Arouse the interest of the students and prepare their minds for the new material to be presented. Give the class a definite and clear-cut mental picture of the job to be learned, the skill to be perfected, or the principle to be worked out. Explain carefully any technical terms used during the lesson for the first time. Carefully question the students through all stages of this type of lesson.
- b. Presentation. Tell the students what the new lesson is about and show them the new material, problem, or principle with real tools, diagrams, charts, or models in a real job situation. Through questioning, lead them from the known to the unknown, from the old to the new, making sure that all the students grasp each step before proceeding to the next in the chain of reasoning or performance.

- c. Application. Have the learner apply the new skill or knowledge to a real problem or situation. Under your close guidance, let him try out what he has just learned, practicing the skill or the solution to problems until he has achieved mastery.
- d. Testing. If he can do the job and pass the test, he has learned; if he cannot, the lesson has failed so far as he is concerned. If a great number fail, it is clear that the teaching was not satisfactory and that methods and procedures need revision.
- e. Summary. Be sure of these key points--the conclusions, the crux of the situation stated as simply as possible, at strategic intervals and in conclusion.
- f. Assignment. Some specific task assigned for study to help students understand the subject matter.

Drill Lesson. Use the drill lesson to teach skills and fix habits through practice. While the students practice what you have shown them, correct, criticize, direct, and help them.

The subject matter of a drill lesson properly includes any useful knowledge, skills, and habits that will function and be of value in the life and work of the student.

The drill lesson requires action both by the instructor and the learner. Do not think that because the primary purpose is drill by the student that the instructor has nothing to do. The instructor must be active during the entire lesson.

The instructor is assigned to prepare a group of men quickly to do a job in a certain way. The best way for them to learn is through practice. Set up the place for learning where they can see the procedure or job accomplished. Use real plans, tools, materials, machines, and methods. Each learner can then get this instruction for doing the job and try it out at once.

Follow the same four steps in the drill lesson as in other instructional situations.

- a. Prepare. The working atmosphere and the practical nature of the job itself help to arouse interest and a desire to learn. The setting is designed to favor understanding and growth. Be sure the learner understands what you think he does. Present instruction slowly enough to permit student to get a clear mental picture of each idea and step. If operation is complex, break it into logical units and teach these units separately. Later, combine them into the complete operation.
- b. Present. Demonstrate the operation for the class. It may be desirable first to go through the complete procedure at normal speed to give the class an understanding of the degree of skill they will be expected to attain. Then repeat the operation more slowly, explaining clearly and concisely how each step of the job is to be performed. Be sure that each student understands exactly what he is to do, the order of the steps, the standards for that operation, and the related knowledge needed. Unless each student has a

definite, clear, and accurate understanding of job requirements before he starts to practice, you have failed in your responsibility as an instructor.

- c. Apply. Assign the student a specific job under your close supervision and guidance. Don't let him make mistakes you can prevent. When the learner finally does the job correctly, see that he repeats it attentively until he has developed real skill.
- d. Test. When the students can do the job promptly and accurately through all of its steps, without your assistance, you have succeeded as an instructor.

Topical Lesson. In certain police training situations it may prove advantageous to require students to prepare individual reports to present to the group; this is a topical lesson. If the topical lesson is to be effective, the following requirements must be met:

Topics for investigation, study, and report must be assigned clearly and in detail, in sufficient time to permit adequate preparation. Give individual students specific library assignments. Have them research in the library and make special oral and written reports.

Each student must thoroughly research and prepare his topic so that he will have something to say and be able to say it concisely and effectively.

The class must have the opportunity and be prepared to listen attentively and intelligently to the various reports.

The members of the class must have the opportunity and freedom to criticize and engage in an active discussion of the various reports.

As an instructor utilizing the topical lesson, you are responsible for intelligent leadership and guidance to make certain that all the important points receive appropriate emphasis. Lead the students so that they will arrive at definite conclusions for themselves. Bring together the contributions of the various reports to make each lesson effective toward the overall established objectives.

Review and Summary Lesson. Regular reviews and summaries at appropriate intervals are essential to any well-planned training program. The review lesson involves going over the material learned previously to fix it more firmly in the mind or to give it a new and more significant meaning. In conducting such a lesson, ask "organizing" questions that will compel students to make an intensive and extensive re-examination of the subject matter already covered to find a suitable answer to each question. Prepare such questions in advance, carefully, to make certain that they cover the main points of the subject under study.

Short tests on essentials are often helpful in a review lesson.

A special application of the review lesson is called a critique. In the critique, you discuss and analyze the performance of a student or the group, guiding the discussion so as to arrive at an evaluation of the performance, and come to definite conclusions as to its points of strength and weakness.

Results. Learning is best achieved by the following methods:

- a. From the instructor who knows ahead of time what he is going to try to get done and how he is going to do it.

- b. From lectures--when the instructor keeps on the subject and gives a few main points with plenty of body and color.
- c. From demonstrations--when the instructor tells and shows the student and is able to see what he is doing from the students' points of view (mental and physical).
- d. From discussions--when everybody is in it--with the instructor directing the performance.
- e. From practice--when students master a challenging operation with a minimum of help--and then repeat it correctly.
- f. From questions--if the instructor's purpose is to show them how rather than to degrade them.
- g. From problems--which students are required to solve individually or in small groups--with the instructor offering assistance and guidance whenever students need these services.

III. METHODS OF INSTRUCTION

Ability as an instructor depends upon proficiency in selecting and applying the most effective instructional device to meet immediate training requirements. It is also necessary to have personnel trained to make effective use of the equipment.

Instruction Requires Tools and Know-How. Instructional methods may be considered as tools of the instructor's trade. An instructor's skill is determined by his ability to select and utilize an appropriate method for each training situation. Your tools may be classified as specific methods such as lecture, demonstration, conference, coach and pupil, performance, and small group work or a combination of these.

Select your tools of instruction carefully. A qualified instructor is expected to be prepared to select and utilize any of the common methods of instruction to attain the desired training objective.

As you remember from Chapter IV, The Learning Process, all learning starts with stimulation of one or more of the five senses--sight, hearing, feeling, smell, and taste. Normal student training should therefore include showing, telling, and doing. Individually, these are not enough. It is necessary to make suitable applications, modifications, and combinations of the six basic methods of instruction (lecture, demonstration, conference, coach and pupil, performance and small group work).

The Lecture Method. In this manual, the word lecture does not mean a lengthy, unintelligible discourse. In most police programs, a lecture is less formal. It is planned to permit questions from the audience at frequent intervals. The lecture method is considered in its broad sense as any "telling" activity or oral expression. A lecture may include class discussion and answers to questions and may be accompanied by the use of suitable training aids and/or training literature.

Lectures have many advantages. The lecture method is adaptable. It can be used to facilitate most police training programs. Many ideas can be presented in a short time. A broad scope of information can be covered in a single lecture. Lectures can be given to large groups. Lectures can be used to create interest, mold attitudes, and motivate learning. Lectures can be effective in giving meaning and direction to other training activities. Lectures can be utilized to re-emphasize and summarize in concluding a training program or unit.

For a Lecture to be Effective--

- a. IT MUST BE NEEDED. Few people and fewer students appreciate a lecture unless they feel that they will benefit by listening to it. Is the lecture the best way of presenting the unit of instruction?
- b. IT MUST BE ORGANIZED. Like any other method of instruction, a lecture becomes more effective if it includes each of the fundamental steps of the teaching process.
- c. IT MUST BE SHORT. A lecture becomes too long when the speaker loses the attention of his audience. Two short lectures are more effective than one long one. When a lecture period is recognized to be too long and can't be divided into two or more separate and distinct lectures, it can usually be broken into shorter units by interrupting the talking with a pertinent demonstration, applicable illustration, or a questioning period.
- d. IT MUST HAVE "KEY POINTS." Only a small number of key points can be put over in a single lecture. A convincing speaker seldom attempts to make more than four or five specific points but he forces his listeners to remember those points by repetition, attacking each point from several angles. An effective speaker "tells what he is going to say, says it, then tells what he has said."
- e. IT MUST BE PLEASING. Audience reaction to your lecture will depend on what is said, how it is said, and how you act when saying it.

- f. IT SHOULD BE SUPPLEMENTED. Most lectures can be made more effective by the use of appropriate training aids such as sectionalized units, mock-ups, posters, charts, maps or blackboard illustrations, and suitable training literature. The idea is to provide some activity for the learner other than listening--to appeal to more than the sense of hearing.

Use the Best Lecture Techniques.

- a. Prepare. Be sure you know what you are going to say and what points you are going to emphasize. Make certain that all illustrative materials, training aids, supplies, and training literature are readily at hand. Check the equipment to be sure it will work. Plan for and provide as much comfort for your students as conditions will permit. Determine how you want your students to be different at the close of the instructional period. Remember they will be different--how much different and in what ways will depend on you. Be sure you have a workable lesson plan.
- b. Prepare your students. Start promptly and on schedule. Act businesslike--you set the tempo for the students. Be sure all students can see and hear. Expect student attention and get it. Strive to develop a class morale and "get the students on your side." Motivate student interest--get them ready to learn. Introduce subject matter, showing its relationship to previous learning. Establish objectives--set the goal--tell your audience what you are going to say.

Be an example of what you expect from your students; be interested, enthusiastic, alert, and courteous; use correct English; avoid profanity and vulgarity; make your students feel that you have an important job to do and that you're the man who can do it.

- c. Watch Your Presentation. Be positive. Give your lecture with as much force and assurance as possible. Don't read it. If a part of the lecture must be read, it is probably better for the students to read it than for you to do the reading. Outline it. The outline of your lecture should stand out--any student should be able to follow it. It may be desirable to have a brief outline on a small card available for ready reference. Talk to someone. Look someone right in the eye while you are talking. Shift your eye contact from one to another of the students at frequent but natural intervals.

Keep it simple. Use "words of one syllable" when possible.

A man's listening vocabulary is smaller than his reading vocabulary. Go slow. If you are not a trained public speaker, talk only half as fast as you think you should.

It takes longer to hear than to see. Tie it together.

Arrange your topics in a logical and definite sequence.

Hang each topic onto the tail of the one before it. Watch results. Watch the faces of your listeners. Be alert to detect signs of agreement, opposition, or bewilderment.

Agreement means you're doing all right. You should overcome

opposition by citing examples to justify your statements. You must overcome bewilderment before you proceed. Set the tempo. You'll lose attention if your audience is bored when you go too slow. You'll destroy their interest if you lose them by going too fast.

Use your aids. Suitable training aids will help you put your lecture over. Itemize key points. It may help to write key points on a chalkboard. Prove it. Make a point and clinch it before proceeding. Stay on the beam. Don't sidetrack yourself and don't allow students to lead you off the subject. Keep headed for your objective.

After some lectures, a period of oral questioning may provide a suitable test. If the lecture had to do with procedures or operations, the test of the lecture may come through observation of student accomplishments in subsequent practical applications.

During certain types of lecturing, it may prove effective to require each student to record certain data on semi-prepared forms, charts, outlines, or drawings. In a few instances, a short written test of the objective type may be used as a spot check of student attention and understanding of lecture materials.

Summarize frequently. Don't go too far in your lecture without a pause to summarize. Emphasize the salient points--key points--at strategic intervals throughout your talk with a thorough summary in conclusion.

Be a "pointer-outer." Use your fingers, use the chalkboard, use displays, use charts or graphs, use equipment, but sum up the one most important thing to remember or the two principal considerations or the three outstanding features. Talks are usually more effective if confined to a minimum number of factors of primary and parallel importance. It is seldom that a summary should include more than three or four key points.

Summarize. In conclusion, hit the high spots--the key points--once more. Summaries are not necessarily confined to any one period of a lecture. Use them at strategic intervals throughout each lecture. Have your students summarize; this will give you an idea of what they have learned and will give you an opportunity to reteach if they have developed incorrect concepts.

Cite examples. Throughout your lecture make frequent applications to the experience of your audience. Provide opportunities. Allow students, if conditions permit, to make applications of each key point immediately after you discuss it. Invite contributions. Ask students for specific examples from their own experience. Use equipment. If equipment is available, let student operate it or handle it either during lecture or as soon as possible following the lecture.

Expect participation. People are interested in what they are doing--not in what you are doing. To the extent permitted by time limitations, break the monotony of the lecture by bringing the students into the activity.

Test your results. How well did you do? Did you put it over? All results of a lecture may not be directly measurable--changed attitudes, increased interest, greater appreciation, and other morale factors affect production but can seldom be considered the result of a single lecture.

- d. Avoid the Common Pitfalls. Lecturing easily becomes a habit--it's a strong drug. Don't become hypnotized by the sound of your own voice. Lecturing may be the lazy man's way. It's easier to talk than to do. Don't give in to the tendency to use the lecture method when another method would be more effective.

It is easy to stray from the subject. Large sales organizations have found that their salesmen get better results from "canned" sales talks. Develop an effective "sales talk"--then stay with it.

It is easy to talk above the students' heads. As an instructor you become an expert. Fight the tendency to assume that students have your own knowledge and interests.

It is difficult to set the proper pace. You can see what students are doing, but you can't see what they are understanding. It takes skill and close observation to avoid going either too fast or too slow.

Many instructors develop irritating mannerisms of which they are quite unconscious. Make a conscious personal check and eliminate any you may have developed.

The Demonstration Method. There is no demarkation point between demonstration and lecture. This means that, insofar as demonstration includes telling, the preceding information on the lecture method applies equally well to the demonstration method. Review the material on the lecture method while considering the demonstration method.

- a. Demonstrations have many advantages, they give meaning to facts. Demonstrations help students understand. With suitable equipment it is easy to show a large group of students how a voice-print machine works. Probably no amount of telling could provide the same amount of understanding. Demonstrations save instructional time. For example, you can show a group of students how the polygraph equipment is used. To convey equivalent understanding by telling would require far more time, if possible at all. Demonstrations can usually be presented to large groups. While it may not always be feasible to supply enough equipment so each student can operate it independently, a thorough demonstration by an instructor may provide a satisfactory knowledge of

construction features and operating principles.

Demonstrations provide contact with actual objects and procedures. Students get the "feel" of the situation.

Demonstrations appeal to several senses. Students not only see and hear during a demonstration but they also tend to imitate the movements of the instructor. This develops a muscle set which will aid in carrying out the procedure during the application phase. A demonstration has dramatic appeal. When well staged, especially when field operations are involved, the demonstration can have a dramatic quality which not only sustains interest but intensifies learning.

- b. Use the Best Demonstration Techniques. Be prepared. Nothing falls as flat as a demonstration that doesn't work. Before undertaking a demonstration before a class, be sure you can carry it through. Build up. Use the lecture method to prepare students for a demonstration. Explain the purpose. Students have a right to understand both the purpose of the demonstration and the purpose of the procedure or equipment you are going to demonstrate.

Point up. Tell the class what to look for during the demonstration. Show relationships between what you are doing and what they already know or will be required to do. Arrange. Make certain that the students are arranged so all can see.

Present. The presentation step must be good. Combine. Include a careful explanation of what you are doing, what happens when you do it, and why you are doing it that way. Take it easy. If the demonstration is justified at all, students must learn from it. Remember--the hand is quicker than the eye. You are not giving a slight of hand performance. Emphasize. Make each student understand the essential facts, any troublesome manipulations, and all safety precautions. Repeat. It may be effective to go through the entire demonstration as a complete process, then repeat it slowly, directing attention to details.

Don't forget application. During demonstrations: Part of the application comes while you are doing. Students should understand the relationship between what is being done and what will be required of them. Utilize students. Part of the demonstration may be performed by students. It is effective teaching to utilize one or more students in performing the demonstration. If time and circumstances permit, it is effective instruction to allow one or more students to repeat your demonstration. As a guiding principle--the more student participation, the more effective the demonstration.

Follow up. Students must have an opportunity to apply their learning at the earliest possible time. How this is

accomplished will depend on circumstances and conditions.

Students should do in order to clinch their learning.

Summarize. There must be a few key points for students to remember. The advice--tell them what you are going to say, say it, then tell them what you said--applies to a demonstration.

Be sure to test. If the demonstration was effective, the students can do something now that they couldn't do before.

Are there any questions? Questions asked by the students may indicate where the instructor failed. Both questions and lack of questions may reveal student strengths and weaknesses. Student answers to your questions may provide accurate data concerning the effectiveness of the demonstration.

The real test of the demonstration comes when the students are called upon to put it to work, when they are required to do what has been shown them to do. You cannot say they have learned until they prove it by practical application.

The Conference Method. The conference is another method of instruction that has proved its value in training personnel to perform jobs more effectively. It might be called a round table discussion. Fundamentally, the conference method is the reverse of the lecture method. The chairman (leader or instructor) aims to "draw out" what the conferees know rather than to tell them what he knows.

A conference is a mutual interchange or pooling of experiences and opinions among a group of men, all of whom have had actual experience with the problem being discussed. It is an act of consulting together formally; an appointed meeting for discussing some topic or business. A conference is a procedure wherein interested parties participate, contributing their experiences and opinions toward the solution of a problem which affects all of them. It is democracy at work, shaping individual opinions to the will of the majority.

A conference is not a "glorified bull session." It is not a "cracker-barrel" discussion. A conference is not instruction by any individual. Within a good conference, the procedure is outlined. Objectives are determined. Problems are analyzed. Facts are assembled and studied. Pros and cons are considered. Advantages and disadvantages are discussed. Then--attempts are made to arrive at conclusions.

A conference requires:

- a. A qualified conference leader and adequate conference room facilities.
- b. A suitable conference group, including personnel experienced in dealing with the particular problem under consideration or with closely related situations.
- c. Uninterrupted period of adequate duration, preferably in sessions of definite length and frequency.
- d. Carefully selected and well-prepared conference materials and outlines on discussion problems pertinent to the needs of the conferees.

The conference leader has a key job:

- a. As a conference leader, act as director and assistant rather than as a lecturer or instructor. As a leader, you have the responsibility of seeing that everyone contributes and that no one monopolizes the time of the group.
- b. Help the group solve a problem through numerous devices. As the particular situation may require, the leader may--
Write summaries on blackboard...Make rough diagrams...
Itemize points on blackboard...Display prepared charts or graphs...Operate film or slide projector...Read pertinent data. Perform any other duty which may serve to guide, direct or clarify the thinking of conferees.
- c. Effective techniques mean good conferences:
Be prepared. A conference is only as good as its leader, and the leader is only as good as the preparation made for conducting the conference. Preparation to a conference leader means study and rehearsal. Students should also study any advance sheets or problems which have been prepared for them. Prepare a conference outline but allow sufficient flexibility so you can follow it in a general way and yet permit inclusion of any new ideas that develop during the discussion. Students can be given specific problems to solve or points to develop prior to the conference.

Open the conference. Choose the opening remarks carefully, emphasizing the fact that everyone is expected to take part. Say, do, or show something to stimulate interest or emphasize the importance of the conference. Establish a challenge. In introducing a conference it may be effective to have an appropriate saying, slogan, or catchy phrase prominently displayed or to have a brief outline of the topic for discussion placed on the blackboard.

Present the problem. The presentation step of a conference may be very short. It consists of establishing in the minds of all conferees a specific situation with a problem to be solved. The presentation step may not be distinguishable from either preparation or application. You may not complete the presentation step in any one time. It may be necessary to deal with the complete problem by units or parts.

- a. Look for the solution. After stating the problem, start the conference discussion. Once you have started a discussion, fade into the background, emerging only as necessary to guide, direct, and summarize the discussion. The application step continues as the experience of the conferees is applied to the facts of the situation to reach a solution of the problem.
- b. Test the conclusions. The test of a conference occurs when the conclusions of the conference are put into practice. If improvements result from the conference, the program is a success. However, as an educational procedure, a conference is successful to the degree to which all conferees

contribute from their own experiences and comment upon the experiences and opinions of others, and to the degree that all conferees come to understand the significance of the experience and opinions of others. It may well be conceded that few objective measurements can be made of the learning of any individual through application of the conference method of instruction. However, do not allow this fact to preclude or limit the application of the conference when it can be used to expedite student learning.

The Performance Method or Practical Exercise. The performance method is learning by doing. It is the instructional method designed to help students develop skills by accomplishing specific tasks under controlled conditions. The performance method of instruction is an adaptation of the apprentice method, in which emphasis is diverted from production to training. The performance method, as considered in this manual, is a combination of any or all methods of instruction strategically utilized to expedite development of skills. Thus it cannot be isolated from other methods, such as lecture, demonstration, conference, or coach and pupil.

The performance method of instruction is adaptable to a wide variety of training situations in which the objective is the development of skills or the formation of habits. This method is well adapted to individual instruction but, when suitable facilities and adequate equipment are available, it is equally well adapted for group instruction.

The performance method of instruction is intended to provide students an opportunity to learn to perform the job or a duty assignment under conditions controlled so as to facilitate their learning, provide

the utmost safety during the learning process, and avoid undue loss or danger if mistakes are made. The performance method is designed to provide the advantages of learning by experience without the disadvantages of "trial and error" learning.

As in any other method, effective instruction by the performance method must follow the four steps of instruction. The performance method requires action both by the learner and the instructor--during all four steps. Insofar as possible, or feasible, conditions under which learners do jobs in training should be identical to or simulate closely the conditions under which these jobs will be accomplished in duty assignments. The performance method is most effective when students use real equipment, real materials, standard operating procedures, and production methods.

- a. Prepare. To utilize the performance method effectively, be prepared to demonstrate each training job with accuracy and precision. Have a clear picture of the objectives to be attained, the procedures students are required to follow, and the degree of proficiency expected of the students. It is your responsibility to make certain that all necessary materials and supplies are at hand, and that any necessary machines and equipment are in serviceable condition. After preparation to conduct instruction by the performance method is completed, prepare students to receive the instruction. Get the students in a state of readiness to learn. (The suggestions offered on preparation of students for a lecture apply equally well to the performance method.)

- b. Present. Show the students clearly what they are to do-- that is, demonstrate to students the procedures to be followed. Bring students into actual contact with the knowledge and skills they are going to practice. Tell students what the new lesson is about and show them with real tools, real equipment, or with such substitutes as diagrams, charts, or models in a real job situation.

First, present the new material, problem, process, or principle. By questioning lead from the known to the unknown, from the old to the new, making sure the students grasp each step before proceeding to the next in the chain of reasoning and performance. This step-by-step progress should lead the class to reach conclusions from the ideas and experiences presented.

The learners see the object or observe the procedure, hear it explained, see it work, and know it in a doing situation. They draw conclusions from the information, experiences, or data presented.

- c. Apply. The instructor now becomes a supervisor. Under close guidance, the learners apply the process or knowledge presented to them for the purpose of developing the skill or solving the problem. The students practice doing the job, or a part of it, under conditions as nearly as practicable like the real duty assignment or job situation. While the students practice, the instructor is busier than they. The

instructor tries to help each one, criticizes his work and corrects his mistakes.

Encourage students to ask questions. Ask questions designed to require each student to think for himself and make decisions based on his own judgment and experience. Try to prevent the occurrence of mistakes. Be friendly and patient. Give suggestions, point out short cuts, and lend a helping hand where it is needed.

Some students may require a second demonstration (or more). Don't hurry the learner who is trying. Put him at his ease and encourage him. Put yourself in the learner's place and ask yourself what help you needed to do the job the first time. If the operation is complex, don't try to teach it all at one time. Break it up into units, teach each unit of the process, then combine the units into a complete procedure.

Through all teaching, give the reasons why things are done as they are. Follow through to make certain that students practice only the approved way.

- d. Test. At this point the instructor becomes an inspector. After this transformation, you have a different interest-- a different perspective. The students are different too-- they are now on their own. Observe their work closely, but for a different purpose. Determine how much you and the students have accomplished.

The training objectives were established before instruction started. Have they been attained? If you had no experience you would not be able to arrive at an accurate decision, for in that case you would have no basis for comparison. Observe the proficiency of the students, compare them with each other and also with other learners who were in previous classes. As the students are working, note such factors as their skill in the various steps, the confidence with which they proceed, any hesitancy apparent, the results of their work, and the time each one required to do his job. Ask questions to satisfy yourself that students understand "why" as well as "how." Require explanations of procedures. Check their knowledge of related facts.

When it is known that each student can do and understands thoroughly what he is doing, apply the measuring stick--or the gauge. The student either succeeds or fails. In other cases, you may have to determine the degree of the student's success and record an appropriate grade.

The Coach-And-Pupil Method. The coach observes a students' performance. He makes corrections designed to cause the student to follow procedures which have been found to bring satisfactory results. He is most effective when he trains individuals. His methods would not be satisfactory for mass training activity.

Students benefit from the expert demonstration of a teacher, then they coach each other. When the coach-and-pupil method is applied,

a large group of students may be organized into teams of two or more members each so that each man will: First--see a "professional" performance. Then--alternate in practicing the performance and in coaching someone else to do it.

Small Group Activity. There are many times when the teacher wishes to have students discuss or solve problems. For even the experienced teacher this procedure demands special skills. Very often the class is so large that everyone cannot speak or help to solve the problem. Some students always do most of the talking and problem solving while others merely listen or do nothing. For this reason it is wise for you to break up the class into small groups of four to eight students.

Group work, with its stress on initiative and independence, enjoys its share of success and failure. Some of the mistakes which instructors make and which contribute to failure are listed below:

- a. Starting a group project without preparation of the group by the instructor. What is the group to do? Who is leader? Who is recorder? What are their duties? Are individual members to make reports or does the group make a report?
- b. Setting up a research job but failing to provide materials for the groups. Provide materials and data so that everyone is busy and has a job to do.
- c. Confusing individual goals with group goals. Make it clear whether individual work or reports or group reports are desired. The problem chosen should be one which clearly requires or rewards group effort, not one which could more easily be done alone.

- d.. Making problems either too complicated or too simple for the time available. If problem is too difficult, the group will soon become frustrated and give up the task. If problem is so easy that it can be solved in far less time than provided, then members are going to find something else to do or will waste their time.
- e. Putting the wrong people together. Sometimes certain combinations of students are explosive or nonproductive. Group students together so that they will make progress in learning, both individually and as a group.

Give groups specific questions to answer and problems to solve. Set a deadline for groups to report, and insist that good coverage is given to important facts. It may be necessary to review material on good oral reporting and assist committees with graphs, charts, slides, and other materials.

As an instructor, you have a responsibility during the group report. Make an evaluation of the report, pointing out errors in reasoning or some point that the group may have overlooked. Always have a few minutes available to develop or explain an approved solution based upon sound principles. Remember your job is to guide and correct, not just to listen and do nothing. Require written group reports or individual written reports if more applicable than oral reports; however, these reports should be evaluated by you. Methods of appraising individual and group work must be carefully planned follow up. For this purpose develop specific evaluation forms for each problem and use faculty members as group observers or evaluators. This is a large problem area in itself and cannot be discussed fully in a manual of this type.

However, evaluators must be trained, and rating forms must be developed and improved. These are the responsibilities of the Council in charge of the training programs.

APPENDIX B

MINIMUM CERTIFICATION STANDARDS FOR INSTRUCTORS
TEACHING IN MLEOTC APPROVED POLICE TRAINING PROGRAMS

MICHIGAN LAW ENFORCEMENT OFFICERS

TRAINING COUNCIL

MINIMUM CERTIFICATION STANDARDS FOR INSTRUCTORS
TEACHING IN MLEOTC APPROVED POLICE TRAINING PROGRAMS

by

Dr. Bern J. Kuhn

THIS GUIDE IS TO BE USED BY THE COUNCIL
IN EVALUATING THE CREDENTIALS OF ALL
PERSONS APPLYING FOR THE POSITION OF
POLICE TRAINING INSTRUCTOR

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RULES AND REGULATIONS OF
THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

CERTIFICATION OF POLICE TRAINING INSTRUCTORS

I. INTRODUCTION

Certification regulations provide a basis for ensuring that persons selected and assigned as instructors in Council approved police training schools in the state of Michigan are adequately qualified. These regulations also establish acceptable ways for persons to pursue a course of action to become a qualified instructor. In addition, the regulations provide a concise and understandable way of specifying what criteria are used by the Council in evaluating a person's credentials.

II. CERTIFICATION

Requirements

Instructor certificates are issued to those persons who have met the specified requirements in regard to education and experience as stipulated by the Council.

Certification of police instructors will be based on the following factors:

1. General Education: The minimum education attainment necessary to teach in a specified part of the overall police training curriculum.

2. Occupational Experience: The specific type of work experience in years necessary to be certified as a police training instructor.
3. Professional Education and Training: The minimum amount of education and/or training required for certification beyond the general education level.
4. Duration of Certificate: The length of time which the certificate is valid; this being, for all classes of certificates, a two-year period from the date of issuance of the previous certificate.

How to Apply for Instructor Certification

1. No certification shall be issued to an applicant until written application has been made upon forms furnished by the Council. The application form can be obtained from the MLEOTC, 416 Frandor Avenue, Lansing, Michigan 48912.
2. The application form will be filed in the Council office. The school coordinator must assume full responsibility for the applicant's filing a complete application.

Approval for Certification

1. Upon receipt of the application form for certification and after the evaluation of the information contained therein in accordance with the education, experience, occupation, and subject area to be taught, the Executive Secretary, if all requirements are met, will issue a certificate. This certification will testify to the

approval and certification as a qualified instructor, authorized to teach in Council approved law enforcement training schools.

2. The certificate will be valid for a maximum period of two years from original date of issuance.
3. Each applicant for a certificate must be recommended by either the school coordinator, a Council staff employee, or a member of the Council. The signature of the recommending officer shall be on the application.
4. Instructor certificates from the Michigan Law Enforcement Officers Training Council will be issued to full-time, police officers who have satisfactorily completed the instructor training course of study in a Council approved school and meet the minimum employment standards established by the Council. See page 6, Instructor Training School, for conditions pertinent to waiver of this requirement. Instructor certificates will also be awarded to special professional and specialist personnel who are not police officers, but are requested to teach because of their speciality area of knowledge.
5. No instructor certificate award will be made until the completion of the training program and the subsequent evaluation of the rating forms as to the instructor's performance, which are to be completed by the trainee,

school coordinator and Council staff member (when present during the presentation).

6. A provisional certification will be granted by the Council after approval of his first application. The provisional status will be dropped after an evaluation of the rating forms depicting the instructor's performance. These rating forms will be based on in-class observation by the trainee, school coordinator, and a Council staff member (when present).

Revocation of Certificate

1. The Council has a right to revoke an instructor's certificate upon recommendation from the school coordinator, a Council staff member, or a member of the Council when the instructor's performance is not in keeping with the desired level of instruction of the school.
2. When an instructor pleads guilty to or is convicted of a felony violation of the criminal law of this state, the certificate of such instructor will be revoked immediately.
3. The Council has final authority on the revocation of an instructor's certificate.
4. Every instructor has the right to request that his certificate be canceled at any time during the certification period. The Council is obligated to comply with this request.

5. These certificates will be controlled by the Council and remain the property of the Council who shall have the authority to recall any certificate upon due cause as determined by them.

Renewal of Certificates

1. Lapsed certificates may be reinstated within 90 days from the terminating date and such reinstatement must be made at the request of the applicant. In those cases where the applicant has increased the level of his education and experience which would create a change in the type of the original certificate issued, a revised application form will be required to be submitted to the Council.
2. At any time during the certified period when the instructor presents evidence as to education or experience received which would increase the level of his certificate into a higher class of certification, a revised application will be required and a new certificate issued.
3. Each instructor's application form will be sent to the instructor every two years from the date of previous application for the purpose of making it current. The

Council at this time will review the application for purpose of recertification.

Instructor Training School

1. At such time when the Council initiates an instructor training school, each instructor certified at that time, must attend within a three-year period of time, a one-week, 40-hour, instructor school. This requirement is mandatory for all instructors in Council approved training programs who are employed as police officers in any governmental agency having the responsibility of enforcing the criminal laws of this state.
2. Previous attendance at a training school of this type for a commensurate period of time, will, generally, suffice for this requirement. The decision to accept a similar course of training would be rendered by the Council, but only after a detailed evaluation of the previous training program.
3. Prior to the development and implementation of a Council approved instructor training program, no specific course of instruction is required for certification.
4. At the end of the three-year period, police officer instructors who have not successfully completed an instructor training program approved by the Council will lose their certification until evidence is provided by them that they have fulfilled this requirement.

5. Professional and specialist personnel (i.e., judges, attorneys, physicians, professors, etc.) will not be required to attend the training program. However, they will be required to read the Council's Instructor Training Guide (See Appendix A) and indicate by their signature that they fulfilled this requirement.

Also, individuals who have the following experience in teaching and/or training, and provide documented evidence of this experience, may not be required to attend the instructor training school: any individual who was certified as a teacher at the local, county, or state level within two years prior to his application for certification as a police training instructor and was employed as a teacher in a public school for at least 100 days of a nine-month school session; any applicant who received a college degree in the field of education having completed student teaching requirements within five years prior to his application for instructor certification, generally, will have the training school requirement waived.

Reimbursement

1. The amounts annually appropriated by the legislature shall be paid by the state treasurer in accordance with the accounting laws of the state upon certification of the Executive Secretary of the Council for the purpose of reimbursing the city, county, township or village in an amount not to exceed one-half of the salary paid to each

police officer meeting the recruitment standards and participating in the instructors' training program meeting the standards prescribed pursuant to this act during the period covered by the allocation, plus one-half of the necessary living expenses incurred by such officer which are necessitated by training requiring that he be away from his residence overnight. If the moneys in the law enforcement officers training fund to be appropriated by the legislature for such salary and expense reimbursement are insufficient to allocate such amount to each participating city, county, township or village, the amount allocated to each shall be reduced proportionately. In no event shall any allocation be made to any city, county, township or village which has not, throughout the period covered by the allocation, adhered to the standards established by the council as applicable to personnel recruited or trained by such city, county, township or village during such period.

2. Any city, county township or village which desires to receive aid pursuant to this act shall make application to the council for such aid. The application must be accompanied by a certified copy of an ordinance or resolution adopted by its governing body providing that while receiving any aid pursuant to this act, the city, county, township or village will adhere to the standards established by the council. The application can be obtained from the Council, 416 Frandor Avenue, Lansing, Michigan 48912.

III. TYPES OF CERTIFICATES

Explanation of Terms

1. Class of Certification: The classes of certificates are determined entirely by the amount of education and/or type of professional speciality.
2. Authorization: The stipulation that to teach in a specific instructional area an approved instructor's certificate is required.
3. Instructional Areas: Subject matter areas or specific curriculum designated to be included as a particular part of the overall minimum basic police training curriculum.
4. Qualifications and Certification Requirements: The essential qualifications which a person must have in order to be certified to teach in a Council approved police training program.
5. General Education: The minimum education attainment necessary to teach in a specified part of the overall police training curriculum.
6. Occupational Experience: The specific type of work experience in years necessary to be certified as a police training instructor.
7. Professional Education and Training: The minimum amount of education and/or training required for certification beyond the general education level.

8. Duration of Certificate: The length of time which the certificate is valid; this being, for all classes of certificates, a two-year period from the date of issuance of the previous certificate.

Classes of Certification

1. Class I-A: An earned doctor's degree in either police administration, criminology, public administration, or other fields recognized and approved by the Council to be directly related to the area of police training; or the successful completion of all graduate course work and preliminary qualifying examinations leading toward a doctorate degree in the previously mentioned speciality fields. The dissertation must be completed within two years from original date of certification to be eligible for recertification in this classification.
2. Class I-B: An earned master's degree or law degree from an accredited college or university. A law degree from a correspondence school will not be accepted as meeting this class requirements. The successful completion of 20 semester or 30 quarter hours of course requirements toward a master's degree will also suffice for this classification.
3. Class I-C: A bachelor's degree from an accredited college or university; or the successful completion of at least 75 semester or 110 quarter hours of course requirements toward a bachelor's degree.

4. Class I-D: An Associate of Arts degree from an accredited community or junior college; or 30 semester or 45 quarter hours of course work successfully completed leading to the Associate of Arts degree or Bachelor of Science degree.
5. Class I-E: Under 30 semester or 45 quarter hours of course work successfully completed leading to the Associate of Arts or Bachelor of Science degree.
6. Class II-A: High school diploma with no college credits received.
7. Class II-B: G. E. D. equivalent with no college credits.
8. Class III: Special professional and specialist personnel such as judges, district attorneys, practicing attorneys, physicians, social workers, American Red Cross, and other state and local agency personnel who are not employed as sworn, full-time, police officers or as civilians full-time in police training activities.

NOTE: Certificate Classes I-A, I-B, I-C, I-D, I-E, II-A and II-B refer only to sworn, full-time, police officers, or civilians employed full-time in police activities at the local, county, state or federal law enforcement level.

Certificate Class III refers only to special professional and specialist personnel who are not employed as sworn, full-time, police officers or as civilians full-time in police training activities.

Types of Experience Accepted as Occupational Experience

1. Re: Certificate Classes I-A, I-B, I-C, I-D, I-E, II-A and II-B.
 - a. In the issuance of a certificate for the above classes, the following types of experience may be counted as occupational experience:
 - 1) Time employed as a sworn, full-time, police officer.
 - 2) Time employed as a sworn, full-time, police officer in the specific area in which the person will be teaching.
 - 3) Time spent in full-time training activities when employed as a sworn, full-time, police officer.
 - 4) College and/or university teaching in the particular subject matter area which the instructor is to be teaching.
 - 5) Employment as a civilian full-time in law enforcement training activities.
2. Re: Class III, special professional and specialist personnel.
 - a. In the issuance of a certificate for the above named class, the following types of experience may be counted as occupational experience.
 - 1) Time employed in the applicant's present position.
 - 2) Time employed in the applicant's present position relating specifically to the subject matter area for which he is requesting certification.

- 3) College and/or university teaching in the particular subject matter area which the applicant is to be teaching.
 - 4) Time employed as a sworn, full-time, police officer.
-

NOTE: For any year to count toward occupational experience for all classes of certification, an individual must have been employed in that position or occupation for at least nine of the twelve months.

For any type of teaching or training experience to be accepted for all classes of certification, it must have been done within five years prior to the date of the issuance of the original certificate.

For any type of professional and specialist experience to be counted, other than teaching, for Class III, it must have been done within two years prior to the date of issuance of the original certificate. The applicant for certification must be working in the occupation at the time of certification, and his responsibilities must be directly related to the specific course of instruction he will be providing. (For example, a practicing physician, M.D., or D.O., teaching emergency childbirth delivery procedures, must during his daily professional obligations, perform such services.)

IV. CERTIFICATION REQUIREMENTS FOR SPECIFIC INSTRUCTIONAL AREAS
FOR THE MINIMUM BASIC POLICE TRAINING CURRICULUM

EXTERNAL RELATIONS CURRICULUM

A. AUTHORIZATION

An approved instructor's certificate is required for teaching in the below designated instructional areas.

B. INSTRUCTIONAL AREAS

1. Federal Bureau of Investigation
2. Parole
3. Probation
4. U. S. Treasury Department--Alcohol and Tobacco Tax Unit
5. Postal Inspection Service
6. Communicable Diseases
7. Liquor Laws

C. QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

To qualify as an instructor in the External Relations Curriculum, a person must meet the following minimum requirements.

1. General Education: Graduate from an accredited college or university with an A.B., B.S., or higher degree.
2. Occupational Experience: Five years of experience as a wage earner in the occupation which the instructor represents of which two years were spent immediately prior to his application for certification. The applicant must be employed in the occupation at the time

certification, and his responsibilities must be directly related to the subject area in which he will be teaching.

3. Professional Education and Training: To have completed at least two weeks of training beyond the general education level. This training must be directly related to his present occupation and the subject area in which he will be teaching. To have successfully completed at least a 30-hour course in instructor training. (See Section II, page 6) for conditions pertinent to waiver of this requirement.
4. Duration of Certificate: This certificate is valid for two years. Recertification at the end of this two-year period is dependent upon the school coordinator and Council's evaluation of the instructor's past performance.

NOTE: An instructor teaching in the External Relations Curriculum area can be certified in one of the following classes:

I-A, I-B, I-C, and III. (See Section III)

ADMINISTRATION SECTION

SCHOOL COORDINATOR

A. AUTHORIZATION

An approved instructor's certificate is required for teaching in the below designated instructional areas.

B. INSTRUCTIONAL AREAS

1. Program orientation and notetaking
2. Examinations and quizzes
3. Conduct review discussions of course content
4. Provide introductions and/or speeches at graduation exercises

C. QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

The person responsible for the administration section of the minimum basic police training curriculum will either be the school coordinator, his assistant, or both. To qualify as a school coordinator or assistant coordinator, a person must meet the following minimum requirements.

1. General Education: An A.B. or B.S. degree from an accredited college or university. Also, the successful completion of at least 30 semester or 45 quarter hours of course work leading to either an Associate of Arts or Bachelor of Science degree, and to have previously served in the capacity as a school coordinator or assistant coordinator may meet this requirement.

In the latter case the person must have demonstrated his ability to successfully fulfill the role of school coordinator or assistant coordinator. The Council in these cases, based on written recommendations from the local advisory committee, and the evaluation of the person's credentials, can approve the appointment.

2. Occupational Experience: Five years of experience as a wage earner in the occupation which the school coordinator or assistant coordinator represents, of which the previous two years were spent in a local, county, state, or federal law enforcement agency. He must be employed in some aspect of law enforcement or in a job related activity, in a supervisory capacity, preferably education and/or training at the time of certification.
3. Professional Education and Training: To have completed at least 120 hours of basic recruit training if a sworn, full-time, police officer.

The successful completion of at least a 30-hour course in instructor training (See Section II, page 6, for conditions pertinent to waiver of this requirement.) No additional special education and/or training is required beyond the general education level.

However, it is stressed that the selection of both the coordinator and assistant coordinator be based on the

individual's demonstrated knowledge of administrative planning, public relations, methods of instruction and nature of the learning process.

4. Duration of Certificate: This certificate is valid for two years. Recertification at the end of this two-year period is dependent upon the local advisory committee's and the Council's evaluation of the school coordinator and the assistant coordinator's performance.

5. Other Considerations:

- a. An advisory committee, representative of law enforcement officials from the area which seeks to offer a Council approved training program, is responsible for selecting the training school coordinator. An assistant school coordinator may also be selected.
- b. The school coordinator should be selected on the basis of the following competencies:
 - 1) The ability to interpret the training school program to the trainee, instructors, and community.
 - 2) The ability to organize the instructional staff to accomplish the purposes of the training program.
 - 3) An understanding of the overall training program and how it fits into the Council's state-wide total training efforts.

- 4) The ability to evaluate a training school program in terms of the purposes for which it was developed.
 - 5) An understanding of the learning process and its implication for instruction and supervision.
 - 6) The ability to stimulate and coordinate the efforts of the training school in achieving training school objectives stipulated by the Council.
- c. Even though the selected school coordinator meets both of the experience and education requirements, the Council reserves the right to disapprove the selection of the school coordinator. The appointed school coordinator must meet Council approval.
- d. The Council will also consider those individuals possessing either the degree or the experience, but not both, if these individuals have demonstrated their ability to successfully fulfill the role of school coordinator in their work and educational efforts. The Council, in this case, based on substantial recommendations and the evaluation of the appointee's credentials, reserves the right to approve their appointment as school coordinator even though they do not meet minimum standards.

4. All training school coordinators will be certified by the Council and certificates will be awarded at the completion of the training program.
5. The school coordinator is responsible for achieving various other school functions, such as:
 - a. The school coordinator has the responsibility for administering the school and overseeing the preparation of the curriculum to insure its compliance with the requirements of the training Council and the desires of the advisory committee.
 - b. He also selects facilities to be used for the school and obtains instructors, first receiving the approval of the instructor's agency head.
 - c. Information concerning each instructor must be collected and submitted to the training Council for approval. An instructor application form must be completed by each instructor.
 - d. The school coordinator will provide each instructor with a description of the course that is to be taught.
 - e. The school coordinator should obtain from each instructor an outline of the materials he plans to present with a copy of the test questions covering the material.
 - f. The school coordinator develops the rules and regulations consistent with the Council's recommendations for governing the operation of the school and conduct of the trainees.

- g. He insures that the communities sending trainees to the school have all passed a resolution or ordinance stating that while receiving aid pursuant to Act No. 203, P. A. 1965, they will adhere to the minimum employment standards adopted by the Michigan Law Enforcement Officers Training Council.
- h. The school coordinator maintains all forms required by the Council and forwards them within the stipulated period of time.
- i. The coordinator has the responsibility for maintaining discipline and order at an approved school. He is responsible for disposing of disciplinary matters. The Council will be notified where a trainee is dismissed from a school with a detailed explanation of the action. Unauthorized absences are to be reported to the trainee's department head.
- j. The coordinator is required to furnish the Council a copy of examinations given at his school. The assistant school coordinator will perform those duties as delegated by the school coordinator.
- k. The school coordinator shall make personal contact with the Council when contemplating the creation of a school. Requests for approval will be accompanied by an outline of the subject material being offered by

the school with the respective scheduled instructors. Lodging and meal arrangements should also be a part of the application for school certification if the school will be feeding or lodging trainees. The number of students attending the school should be indicated in the request for approval and a class roster must be submitted prior to the beginning of the school. A detailed explanation is required for schools with more than forty or less than fifteen students. The numbers in the school and the frequency in which it will be repeated should be indicated.

1. Each school coordinator should mention in the application that his proposed program has been coordinated with junior, community or four-year colleges in the vicinity of the proposed school. Provisional approval for certification by the Council will consist of a letter from the Executive Secretary. The Council will pass judgment on each application for a school.
- m. The school coordinator will be responsible for reporting to the Michigan Law Enforcement Officers Training Council and the law enforcement agencies who have trainees in the school, their records of accomplishment while at the school. This requirement must be completed no later than four days after the completion of the school.

NOTE: The school coordinator and his assistant will receive a special certificate not designated by any specific class as indicated in Section III.

GENERAL POLICE CURRICULUM

A. AUTHORIZATION

An approved instructor's certificate is required for teaching in the below designated instructional areas.

B. INSTRUCTIONAL AREAS

1. Crime Prevention and Juvenile Officer
2. Testifying in Court
3. Firearms
4. Police First Aid
5. Field Notetaking and Report Writing
6. Police Communications
7. Patrol Techniques
8. Civil Disturbance Control
9. Mechanics of Arrest
10. Defensive Tactics

C. QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

To qualify as an instructor to teach in the General Police Curriculum, a person must meet the following minimum requirements.

1. General Education: At least 30 semester or 45 quarter hours of course work successfully completed leading to either an Associate of Arts or a Bachelor of Science degree.

A high school diploma or G.E.D. equivalent will suffice this requirement only in those cases where the instructor has successfully completed at least 20 hours of formal

professional training and/or education in the specific area in which he is to be teaching. On-the-job training will not meet this requirement.

2. Occupational Experience: Five years of experience as a wage earner in the occupation which the instructor represents, of which two years were in the subject area to be taught. He must be employed in the occupation at the time of certification, and his responsibilities must be directly applicable to the subject area in which he will be teaching.
3. Professional Education and Training: To have completed at least 120 hours of basic recruit training if a sworn, full-time, police officer.

To have successfully completed at least 20 hours of specialized training and/or education beyond the general education level. This training must be directly related to the instructor's present occupation and the subject area in which he will be teaching. Planned special service or in-service training of at least 20 hours will meet this requirement.

To have successfully completed at least a 30-hour course in instructor training (See Section II, page 6, for conditions pertinent to waiver of this requirement.)

4. Duration of Certificate: This certificate is valid for two years. Recertification at the end of this two-year period is dependent upon the school coordinator and Council's evaluation of the instructor's past performance.
-

NOTE: An instructor teaching in the General Police Curriculum may be certified, depending on his qualifications, in any one of classes mentioned in Section III.

INVESTIGATION CURRICULUM

A. AUTHORIZATION

An approved instructor's certificate is required for teaching in the below designated instructional areas.

B. INSTRUCTIONAL AREAS

1. Criminal Investigation
2. Vice Investigation and Narcotics
3. Crime Scene Search
4. Collection and Preservation of Evidence
5. Interviewing

C. QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

1. General Education: At least 30 semester or 45 quarter hours of course work successfully completed leading to either an Associate of Arts or a Bachelor of Science degree.

A high school diploma or G.E.D. equivalent will suffice this requirement only in those cases where the instructor has successfully completed at least 80 hours of formal professional training and/or education in the specific area in which he is to be teaching. On-the-job training will not meet this requirement.

2. Occupational Experience: Five years of experience as a wage earner in the occupation which the instructor represents, of which the previous two years were in the subject area to be taught. He must be employed in the occupation at the time of certification, and his responsibilities must be directly related to the subject area he will be teaching.
3. Professional Education and Training: To have completed at least 120 hours of basic recruit training, if a sworn, full-time, police officer.

The successful completion of at least 80 hours of specialized training and/or education beyond the general education level. This training must be directly related to the instructor's past occupation and the subject area in which he will be teaching. Basic recruit training or on-the-job training will not meet this requirement.

The successful completion of at least a 30-hour course in instructor training (See Section II, page 6, for conditions pertinent to waiver of this requirement.)

4. Duration of Certificate: This certificate is valid for two years. Recertification at the end of this two-year period is dependent upon the school coordinator and the Council's evaluation of the instructor's past performance.

NOTE: An instructor teaching in the Investigation Curriculum section can be certified in one of the following classes: I-A, I-B, I-C,

I-D, and III. He may also be certified in Class I-E, II-A, and II-B if he meets the qualifications stated under the General Education category.

LEGAL CURRICULUM

A. AUTHORIZATION

An approved instructor's certificate is required for teaching in the below designated instructional areas.

B. INSTRUCTIONAL AREA

1. Constitutional Law
2. Criminal Law (including orientation of Civil Law)
3. Law of Evidence
4. Arrest, Search and Seizure
5. Admissions and Confessions

C. QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

To qualify as an instructor to teach in the Legal Curriculum a person must meet the following minimum requirements:

1. General Education: An LL.B. degree from an accredited college or university school of law.
2. Occupational Experience: Three years of experience as a wage earner in the legal profession in a position which required the practice of law. At least one year of this period must have been spent working in a capacity in which the responsibilities of the job were directly related to the subject area in which the person will be teaching.

For example, before a person can be certified to teach criminal law, he must be employed, at the time of his request for certification, in such a capacity that his daily job responsibilities require specific knowledge and the application of that knowledge to the practice of criminal law. This applies to a practicing attorney representing a private firm as it does to the assistant prosecuting attorney representing the prosecutor's office. The same requirements are stipulated for the other legal instructional areas mentioned above.

3. Professional Education and Training: No professional education and/or training beyond the general education requirement is stipulated.
4. Duration of Certificate: This certificate is valid for two years. Recertification at the end of this two-year period is dependent upon the school coordinator and the Council's evaluation of the instructor's past performance.

NOTE: An instructor teaching in the Legal Curriculum section will receive a Class III certificate. In the event that he is a sworn, full-time, police officer, he will be certified, depending on the extent of his education beyond the LL.B. degree, in either Class I-A or I-B.

SPECIAL SUBJECTS CURRICULUM

A. AUTHORIZATION

An approved instructor's certificate is required for teaching in the below designated instructional areas.

B. INSTRUCTIONAL AREAS

1. Human Relations
2. Handling Abnormal Persons
3. Police Courtesy and Ethics
4. Physical Training

C. QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

To qualify as an instructor in the Special Subjects section, a person must meet the following minimum requirements.

1. General Education: At least 30 semester or 45 quarter hours of course work successfully completed leading to either an Associate of Arts or a Bachelor of Science degree.

A high school diploma or G.E.D. equivalent will suffice this requirement only in those cases where the instructor has successfully completed at least 20 hours of formal professional training and/or education in the specific area in which he is to be teaching. On-the-job training will not meet this requirement.

2. Occupational Experience: To have completed at least 120 hours of basic recruit training, if a sworn, full-time, police officer.

Five years of experience as a wage earner in the occupation which the instructor represents of which the previous two years were spent working in the subject he will be teaching. He must be employed in the occupation at the time of certification, and his responsibilities must be directly related to the subject area in which he will be teaching.

3. Professional Education and Training: To have completed at least 120 hours of basic recruit training if a sworn, full-time, police officer.

To have successfully completed at least 20 hours of specialized training and/or education beyond the general education level.

To have successfully completed at least a 30-hour course in instructor training. See Section II, page 6, for conditions pertinent to waiver of this requirement.

4. Duration of Certificate: This certificate is valid for two years. Recertification at the end of this two-year period is dependent upon the school coordinator and Council's evaluation of the instructor's past performance.

NOTE: An instructor teaching in the Special Subjects section can be certified depending on his qualification in one of the following classes: I-A, I-B, I-C, I-D, and III (See Section III).

TRAFFIC CURRICULUM

A. AUTHORIZATION

An approved instructor's certificate is required for teaching in the below designated instructional areas.

B. INSTRUCTIONAL AREAS

1. Motor Vehicle Law
2. Motor Vehicle Accident Investigation and Related Subjects
3. Traffic Signals

C. QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

To qualify as an instructor in the Traffic Curriculum, a person must meet the following minimum requirements:

1. General Education: At least 30 semester or 45 quarter hours of course work successfully completed leading to either an Associate of Arts or a Bachelor of Science degree.

A high school diploma or G.E.D. equivalent will suffice this requirement only in those cases where the instructor has successfully completed at least 40 hours of formal professional training and/or education in the specific area in which he is to be teaching. On-the-job teaching will not meet this requirement.

2. Occupational Experience: Five years of experience as a wage earner in the occupation which the instructor represents of which two years were in the subject area to

be taught. He must be employed in the occupation at the time of certification, and his responsibilities must be directly applicable to the subject area in which he will be teaching.

3. Professional Education and Training: To have completed at least 120 hours of basic recruit training, if a sworn, full-time, police officer.

To have successfully completed at least 40 hours of specialized training and/or education beyond the general education level. This training must be directly related to the instructor's present occupation and the subject area in which he will be teaching.

The successful completion of at least a 30-hour course in instructor training (See Section II, page 6, for conditions pertinent to waiver of this requirement.)

4. Duration of Certificate: This certificate is valid for two years. Recertification at the end of this two-year period is dependent upon the school coordinator and Council's evaluation of the instructor's past performance.

NOTE: An instructor teaching in the Traffic Curriculum section can be certified, depending on his qualifications, in any one of the classes mentioned in Section III.

APPENDIX C

PROPOSED INSTRUCTOR EVALUATION FORM*

*This form, when printed, will be a one-page (front and back) document.

INSTRUCTOR EVALUATION		Date	
Last Name - First - Middle Initial	Organization	Time	
		Started	Dismissed
Evaluator	Course	Subject	

The evaluator will indicate in column V his reactions by marking yes, no, or N/A for each of the sub-elements listed. In column VI responses are indicated by one of the following: Superior (S); Excellent (E); Good (G); Fair (F); Weak (W); not applicable (N/A) for each of main elements. Enter remarks justifying Superior and recommendations when rating is Weak.

		V.	VI.	VII. COMMENTS
I. PREPARATION	A. Lesson Plan: 1. Did the instructor use a standard or personally prepared lesson plan, if required? 2. Did the lesson plan state the objectives clearly for the class presentation? 3. Did the instructor have student and instructional material, aids and equipment available on time?			
	B. Classroom and Training Area: 1. Did the instructor give proper attention to cleanliness and ventilation in classroom or training area? 2. Did the instructor give proper attention to seating arrangement and physical comfort of trainees?			
	C. Introduction: 1. Did the instructor state the lesson objectives clearly? 2. Did the instructor relate subject to the previous lesson? 3. Did the instructor state need and importance of the presentation to the students?			
II. PRESENTATION	D. Organization: 1. Did the instructor present material in clear and logical sequence? 2. Were there any major digressions in the instructor's presentation?			
	E. Knowledge of Subject Matter: 1. Did the instructor know subject matter being presented? 2. Did the instructor present any supplementary material, i.g., applicable illustrations, stories, experiences?			
	F. Use of Training Aids: 1. Did the instructor make effective use of available training aids? 2. Were the training aids current and accurate? 3. Were the training aids in good condition?			
	G. Adaption to Student Level: 1. Was the instructor's vocabulary level meaningful to the student's? 2. Did the instructor use easily understood examples and comparisons?			
	H. Student Interest: Did the instructor motivate student interest?			
I. Student Performance or Participation: 1. Was student participation secured and encouraged? 2. Did the instructor allow each student to perform on equipment as required?				

III. CONCLUSION	J. Evaluation of Student Progress:		
	1. Did the instructor use a variety of questions to discover student weakness, check understanding, to direct observations?		
	2. Did the instructor use questions to maintain interest and develop key points?		
	3. Did the instructor suggest or offer student help where needed?		

III. (Con't)	K. Summary:		
	1. Did the instructor use reviews and key summaries at the conclusion of the presentations?		
	2. Did the instructor make clear and definite study assignments?		

IV. PERSONAL	L. Poise and Bearing:		
	1. Did the instructor demonstrate poise, control, enthusiasm, and confidence while teaching?		
	2. Did the instructor promote a co-operative attitude on the part of the students?		
	3. Did the instructor use proper inflection, enunciation and was his voice acceptable?		

VIII. RECOMMENDATIONS

Signature of Evaluator	Date & Signature of Instr. Evaluated	Signature of School Coordinator
------------------------	--------------------------------------	---------------------------------

IX. FOLLOW UP

APPENDIX D

PROPOSED INSTRUCTOR CERTIFICATE

FRANK KELLEY
Attorney General

GEORGE ROMNEY
Governor

FREDRICK DAVIDS
Director of State Police

STATE OF MICHIGAN
DEPARTMENT OF STATE POLICE

The
MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

*Hereby awards the certificate
of
Police Training Instructor
to*

Who meets all requirements for the position
of INSTRUCTOR prescribed by the Council

Date of Award _____

Certificate Class _____

CHAIRMAN

EXECUTIVE SECRETARY

APPENDIX E

CURRENT INSTRUCTOR STANDARDS AND INFORMATION SHEET
USED IN APPLYING FOR CERTIFICATION

Exhibit 1. . . .Standards

Exhibit 2. . . .Information Sheet

EXHIBIT 1

CURRENT MLEOTC INSTRUCTOR CERTIFICATION STANDARDS

Instructors should be selected by school coordinators on the basis of their competence and interest in police training. They should be utilized in their specialized areas of experience. Judges, district attorneys, practicing attorneys, doctors, social workers, federal law enforcement officials, American Red Cross, and other State and local agency personnel should be utilized when their talents can be effectively utilized in the program of a school.

A completed instructor information sheet is required for each instructor prior to his certification. Once an information sheet has been submitted and the instructor is certified, this process need not be repeated. However, the school coordinator should insure that all instructors have been certified by the Council.

Instructors should have at least five years of experience in the field in which they are scheduled to teach. This requirement, however, can be compensated by sufficient formal education beyond high school or other special qualifying factors. Certificates will not be issued to trainees unless all instructors in the school are high school graduates or the G.E.D. equivalent. It is highly desirable that instructors have attended an instructor training course.

All instructors must submit an outline of the material to be presented in an approved school to the school coordinator. The instructors must also receive the endorsement of the school coordinator and the Michigan Law Enforcement Officers Training Council prior to certification.¹

¹Department of State Police, Law Enforcement Officer Training Council, Policies and Procedures Manual (Michigan: Department of State Police, 1967), p. 14.

EXHIBIT 2

INSTRUCTOR INFORMATION SHEET

MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL
416 Frandor Avenue
Lansing, Michigan

Instructor Information Sheet

Instructor's Name _____ DOB _____ Rank/Title _____

Organization Represented _____

Positions Held (During last 5 years) _____

Number of Years in Police Field _____

Education: High School(s) Attended (Indicate inclusive dates):

Graduated: Yes () No () Last Grade Completed: _____

College(s) Attended (Indicate inclusive dates):

Number of Years _____ Degrees Obtained _____

Police and Other Training Schools Attended (List with dates completed and duration of school):

Instructor Training Schools Attended (List with dates completed and duration of school):

Instructor in the Following Police and Other Schools: _____

Number of Years as Instructor _____

Name of Course Taught _____ Hours _____

Availability to Instruct Throughout the State _____

Endorsing Official _____

(Agency Head or School Coordinator)

Additional Remarks -- Use an attached sheet.

APPENDIX F

PROPOSED INSTRUCTOR APPLICATION FORM TO BE USED IN
APPLYING FOR CERTIFICATION*

*This form, when printed, will be a one-page (front and back) document.

MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL
416 Frandor Avenue, Lansing, Michigan 48912

APPLICATION FOR _____ POLICE INSTRUCTOR'S CERTIFICATE
 Class Requested _____
 Date of Application _____

I. PERSONAL RECORD

Miss _____
 Mrs. _____
 Mr. _____
 Dr. _____

First Middle Last Rank/Title

Jurisdiction (Police) Federal, Municipal, County, Township Organization Represented

Mail Certificate to: _____
 Street or Route No. City County Zip

Permanent Address: _____
 Street or Route No. City County Zip

Date of Birth _____ Are you a citizen of the United States? _____
 Month Day Year

II. GENERAL EDUCATION

	Location City State	Years Attended			Date of Grad.	Kind of Degree	Semester Hours Credit	Quarter Hours Credit
		from	to	No.				
High School: <input type="checkbox"/> G.E.D.		19	19		19			
Colleges attended:		19	19		19			

III. OCCUPATIONAL EXPERIENCE

Police Experience (Police or Ex-Police Officers Only)

Present Position	Agency	Years of Service			Position (Highest Rank)	Nature of Work (Be Specific)	Full or Part-time
		From	To	No.			
Previous Positions (Last 5 Years)							

Professional and Specialists Instructors (Civilians only)

Present Position	Agency	Years of Service			Position (Title)	Nature of Work (Be Specific)	Full or Part-time
		From	To	No.			
Previous Positions (Last 3 Years)							

IV. PROFESSIONAL EDUCATION AND/OR TRAINING

Police Training (Only in specific area in which instructor will be teaching)

School Name and Course Title	Agency Offering Course	Course Length (Hours)	Date Completed

Continued on next page

V. OTHER INFORMATION

Instructor Training Schools Attended:

School Name and Course Title	Agency Offering Course	Course Length (Hours)	Date Completed

Instructor in the Following Police and Other Schools: (Include High School, College and University Teaching if Full-time Position)

School Name (Indicate Police Schools First)	Agency Offering Course	Course (School) Length (Check Most Appropriate One)			Name of Course(s) Taught
		Hours	Months From 'To	Years From 'To	

VI. CERTIFICATE REQUEST

Check below the items which indicate the specific course(s) or position (School Coordinator or Assistant) for which you desire certification.

ADMINISTRATION SECTION

- School Coordinator
- Assistant School Coordinator
- Program Orientation
- Notetaking

GENERAL POLICE SECTION

- Crime Prevention and the Juvenile Officer
- Testifying in Court
- Firearms
- Police First Aid
- Field Notetaking
- Report Writing
- Police Communications
- Patrol Techniques
- Civil Disturbance Control
- Mechanics of Arrest
- Defensive Tactics

INVESTIGATION SECTION

- Criminal Investigation
- Vice Investigation
- Narcotics
- Gambling
- Prostitution
- Crime Scene Search
- Collection and Preservation of Evidence

LEGAL SECTION

- Constitutional Law
- Criminal Law
- Laws of Evidence
- Arrest
- Search and Seizure
- Admissions and Confessions

TRAFFIC SECTION

- Motor Vehicle Law
- Motor Vehicle Accident Investigation and Related Subjects
- Traffic Signals

SPECIAL SUBJECTS SECTION

- Human Relations
- Handling Abnormal Persons
- Police Ethics
- Physical Training

EXTERNAL RELATIONS

- Federal Bureau of Investigation
- Parole
- Probation
- U. S. Treasury Department--Alcohol and Tobacco Tax Unit
- U. S. Treasury Department--Secret Service
- Postal Inspection Service
- Communicable Diseases
- Precision Driving
- Roadblocks
- Liquor Laws

APPLICANT WILL NOT WRITE BELOW THIS LINE

VII. RECOMMENDATION (Completed by School Coordinator or Agency Head)

_____ is recommended for police instructor's certification.
 Applicant's Name

(He) (She) fulfills MLEOTC requirements to teach the following subject(s): _____

Signed _____ Rank/Title
 Agency Head or School Coordinator

Organization _____ Date _____

RECORD OF CERTIFICATION IN MLEOTC OFFICE (To be completed by MLEOTC)

Class of Certificate	Date Approved	Date Issued	Expiration Date	Renewal Date	Approved by

APPENDIX G

PROPOSED MODEL MLEOTC POLICE INSTRUCTOR TRAINING PROGRAM

PROPOSED MODEL

MLEOTC POLICE INSTRUCTOR TRAINING PROGRAM

PROFESSIONAL BACKGROUND

Purpose: To cause the trainee to become aware of police training concepts applicable to practical learning situations.

<u>SUBJECT</u>	<u>HOURS OF INSTRUCTION</u>
Program Introduction.	1
Orientation: MLEOTC Police Training Function.	
Orientation: MLEOTC Instructor Training School-- Plans and Programs	
Principles of Learning	1
Organizing to Instruct	1
Communicating Effectively.	1
Speaking Effectively	1
Impromptu Speaking	2
Extemporaneous Speaking.	<u>4</u>
TOTAL	11

TRAINING APPROACHES

Purpose: To qualify the trainee to function effectively in the teaching-learning environment

<u>SUBJECT</u>	<u>HOURS OF INSTRUCTION</u>
Instructional Approaches	3
Discussion Method	
Demonstration Method	
Problem Method	
Training Aids.	2
Audio-Visual	
Other	

TRAINING APPROACHES (Continued)

<u>SUBJECT</u>	<u>HOURS OF INSTRUCTION</u>
Learning Objectives.	2
Lesson Preparation	6
Practice Teaching.	<u>8</u>
TOTAL	21

TRAINING TESTS AND MEASUREMENTS

Purpose: To develop the trainee's understanding of measurement skills to apply in determining degrees of success or failure in attaining training objectives.

<u>SUBJECT</u>	<u>HOURS OF INSTRUCTION</u>
Tests and Measurements	3
Basic Considerations	
Objective Tests	
Test Item Writing	
MLEOTC Grading System	<u> </u>
TOTAL	3

SUMMARY

<u>ACADEMIC SUBJECTS</u>	<u>HOURS OF INSTRUCTION</u>
Professional Background.	11
Training Approaches.	21
Training Tests and Measurements.	<u>3</u>
SUBTOTAL	35

SUMMARY (Continued)

<u>NONACADEMIC SUBJECTS</u>	<u>HOURS OF ACTIVITY</u>
Trainee--Free Hour	1
Course Examination	1
Course Critique.	1
Closing Remarks--Executive Secretary	1
Graduation	<u>1</u>
	SUBTOTAL 5
	TOTAL. 40

MLEOTC POLICE INSTRUCTOR TRAINING PROGRAM

PROGRAM SUBJECTS AND SCOPE

PROFESSIONAL BACKGROUND

Purpose: To cause the trainee to become aware of police training concepts applicable to practical learning situations.

SUBJECTSCOPE

Program Introduction

Introductions and discussion of content and procedures, to enable the trainee to understand the valid theoretical and practical concepts of the course.

Orientation: MLEOTC
Police Training
Function

A discussion of the Council's overall training functions

Orientation: Plans
and Programs

A discussion of the Council's Instructor's Training School curriculum and activities planned throughout the duration of the training school.

Principles of Learning

A discussion of fundamental principles of learning. The trainee will be able to apply these principles in his individual instruction.

Organizing to Instruct

An identification of organizational planning concepts. The trainee will be able to apply these concepts in preparing teaching-learning experiences.

Communicating Effectively

A discussion of attitude, actions, and language necessary for effective communications. The trainee will be able to recognize the need for effective communication in instruction.

Speaking Effectively

A discussion of the accepted standards necessary for effective oral communication. The trainee will be able to determine the need for effective instructor-student interaction in the classroom environment.

Impromptu Speaking

A practical exercise intended to facilitate the trainee's application of the principles of communication. The trainee will be encouraged to develop his proficiency in establishing and maintaining effective speaker-audience interaction.

Extemporaneous Speaking

A practical exercise incorporating trainee research and presentation, application of the principles of oral communication, and presentation critique. The student will demonstrate his research and speaking skills and his presentation will be subjected to class critique.

TRAINING APPROACHES

Purpose: To qualify the trainee to function effectively in the teaching-learning environment.

SUBJECT**SCOPE****Instructional Approaches****Discussion Method**

A study of teaching by guided instruction. The trainee will learn how this method is used to solve problems and develop understandings.

Demonstration Method

A study of the principles of a good demonstration. The trainee will learn how to use the demonstration effectively in his teaching.

Problem Method

A discussion of principles and techniques involved in using problems in teaching. The trainee will prepare and present lessons employing the problem method.

Training Aids**Audio-Visual
Other**

An identification and analysis of audio-visual and other training aids which complement instruction so that the trainee will later be able to use visual aids of all types to reinforce learning.

Learning Objectives

A development of learning objectives as related to scopes of instruction, teaching approaches, evaluation techniques, and desired trainee outcomes. The trainee will be able to demonstrate ability to determine learning objectives.

Lesson Preparation

An explanation, discussion, and application of the Council's lesson planning procedures. The trainee will prepare a complete lesson plan for a 30-minute presentation on an assigned subject.

Practice Teaching

A final graded performance test in which each trainee conducts a 30-minute presentation on an assigned subject. Instructor qualification is contingent upon the presentation of effective instruction.

TRAINING TESTS AND MEASUREMENTS

Purpose: To develop the trainee's understanding of measurement skills to apply in determining degrees of success or failure in attaining training objectives.

SUBJECT**SCOPE****Tests and Measurements****Basic Considerations**

A discussion of the Council's testing and evaluation program. The trainee will become aware of the Council's procedures and those responsibilities inherent to the instructor.

Objective Tests

A discussion and analysis of the principles involved in planning and constructing valid objective type tests. The trainee will be able to apply the principles discussed when writing in-course test items.

Test Item Writing

A guided practical exercise in the preparation of test items. The trainee will become familiar with the format for item writing.

MLEOTC Grading System

A demonstration of the operation of the Council's grading system.

SCHEDULE OF INSTRUCTION

INSTRUCTOR COURSE

DATE:

HOUR	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8:00	Program Introduction	Impromptu Speaking	Extemporaneous Speaking	Practice Teaching	Tests and Measurements
9:00		Five-Minute (5) Talks	Ten-Minute (10) Talks	Thirty-Minute (30) Talks Based on Prepared Lesson Plan	
9:00 - 10:00	Principles of Learning				
10:00 - 11:00	Organizing to Instruct	Lesson Preparation			
11:00 - 12:00	Communicating Effectively				Trainee-Free Hour
1:00 - 2:00	Speaking Effectively		Instructional Methodology Problem Method		Course Examinations
2:00 - 3:00	Learning Objectives		Instructional Methodology Demonstration Method		Course Critique
3:00 - 4:00			Training Aids		Closing Remarks and Graduation
4:00 - 5:00	Lesson Preparation	Instructional Methodology Discussion Method			

APPENDIX H

CERTIFICATION REQUIREMENTS FOR INSTRUCTORS TEACHING IN
POLICE TRAINING PROGRAMS IN OTHER STATES

INSTRUCTOR CERTIFICATION PRACTICES
OF SELECTED STATES*

CALIFORNIA

The Commission utilizes the standards of the State Department of Education for vocational instructors in trade and technical courses taught in junior colleges. The colleges presenting Commission certified courses are bound by state law to require that instructors are certificated. The department-operated training schools have adopted these standards and, with few exceptions, require their full and part-time instructors to possess at least the credential required by colleges for part-time instructors. The credential records of each instructor are maintained by the Credentialing Section of the State Department of Education.

ILLINOIS

The instructor should have a sufficient educational background and/or experience necessary to meet the instructional demands that will be made of him.

The instructor should be a man of personal integrity and have a sincere interest and desire to impart his knowledge and experience to the men under instruction.

The Executive Director shall decide whether a particular instructor meets the qualifications set forth above. This decision shall be based on investigation of the credentials of the particular instructor.

NEW JERSEY

All Instructors to be used at approved schools must be certificated by the Commission. Prior to scheduling an Instructor, verification as to whether the Instructor has a certificate must be made. In the event an individual does not have a certificate, this

NOTE: These materials obtained from reference sources supplied to the MLEOTC from the indicated state law enforcement training councils and commissions.

individual must complete an Instructor Application which shall be forwarded to the Commission.

Instructor Certificates will be issued under the following classifications:

- a. Class "C" Certificates - issued to those individuals who teach at approved schools, but who have not attended any instructor training program.
- b. Class "B" Certificates - issued to those individuals who teach at approved schools and have received only limited instructor training (i.e. one day training seminars).
- c. Class "A" Certificates - issued to those individuals who teach at approved schools and have received extended instructor training (i.e. 3 day seminar at Rutgers; 2 week course at Fort Monmouth; F. B. I. training).

Instructor Certificates shall be renewable every two years and instructors shall be required to teach at least once during this time period in order to receive a new certificate.

No instructor Certificates shall be issued to professional and specialist personnel (i.e. Judges, Physicians, etc.). Instead a certificate of appreciation shall be awarded.

OHIO

Each instructor is required to have the approval of the Executive Director. Such approval will be based upon the recommendation of the Commander and sub-coordinator and the submission of a statement of qualifications for each subject or subjects he will teach.

APPENDIX I

PROPOSED CERTIFICATE FOR SCHOOL COORDINATOR
AND ASSISTANT COORDINATOR

Exhibit 1.School Coordinator

Exhibit 2.Assistant Coordinator

FRANK KELLEY
Attorney General

GEORGE ROMNEY
Governor

FREDRICK DAVIDS
Director of State Police

STATE OF MICHIGAN
DEPARTMENT OF STATE POLICE

The

MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

*Hereby awards the certificate
of
Police Training School Coordinator
to*

Who meets all the requirements for the position
prescribed by the Council
Date of Award _____

CHAIRMAN

EXECUTIVE SECRETARY

EXHIBIT 2

FRANK KELLEY
Attorney General

GEORGE ROMNEY
Governor

FREDRICK DAVIDS
Director of State Police

STATE OF MICHIGAN
DEPARTMENT OF STATE POLICE

The
MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

*Hereby awards the certificate
of
Assistant Police Training School Coordinator*

to

Who meets all the requirements for the position
prescribed by the Council
Date of Award _____

CHAIRMAN

EXECUTIVE SECRETARY