

REGISTRATION/INTRODUCTION

There is a magic about teaching that is difficult to explain in words. Few instructors really appreciate the impact they have on individual students. Think about the best teacher you ever had. What do you remember most about them? How did they change your life?

In the basic police academy in particular, instructors have profound influence on students. Cadets look-up to instructors as role models, mentors, leaders and guides. Academy instructors are changing the future of law enforcement by what they do today in the classroom.

“I touch the future, I teach.” Christa McAulliffe

Everyone in the class has different levels of professional experience as well as teaching experience. Everyone has experience being a student and a trainee. We often teach as we were taught.

In the movie, Dead Poets Society, Robin Williams is a new teacher who returns to the college prep school he once attended. Many of his former teachers are still there. Watch what happens on the first day of school and pay attention to the reaction of the students.

What was expected by the students and what were the norms?
What did Robin Williams do differently?
Which style of presentation had a more meaningful impact?

The goals of this course are:

1. To provide new instructors with basic instructional skills that will prepare them to teach in the Basic Academy and other P.O.S.T. courses (this will eventually be required).
2. To provide instructors with guidelines for selecting appropriate instructional methodologies that will insure the information they are teaching is presented effectively while insuring the highest level of retention by students.
3. To provide instructors with guidelines and techniques for evaluating scenarios and other testing methods in the Basic Academy and other P.O.S.T. courses.

PowerPoint Presentation

Play opening segment from Dead Poets Society.

INTRODUCTION/REGISTRATION - Cont.

In order to reach the goals of this course, we are going to expose you to a variety of different teaching techniques and learning experiences. To get the most out of your investment of time in this course, be open minded, excited, enthusiastic and participate at every opportunity.

The coordinators and management of the CJTC view our staff as a team. We encourage you to share ideas and innovations.

Everyone in the room has different professional experience as well as teaching experience. One of the real benefits of a course like this is the opportunity to network with other subject matter experts and instructors. Encourage your own students to network and facilitate the process by creating a comfortable environment right from the start.

STUDENT INTRODUCTIONS -

What would you like to know about the others in the class?

Take fifteen minutes and interview a person in the class who you do not know. Prepare to introduce that person.

COLLEGE REGISTRATION -

Application For Admission
Credit Registration
Statement Of Legal Residency
Student Profile

Student Profiles are an excellent way to learn more about students in the class (expectations, medical issues, prior experience). Use the data to develop a course roster.

Put all complete paperwork and checks in the Application For Admissions form.

COURSE SCHEDULE

Review course schedule and instructor backgrounds.

Write questions on the board.

Combine this exercise with a break, no more than 20 minutes. Allow 1 minute for each student introduction.

POST INSTRUCTOR WORKBOOK SERIES

The workbooks were designed to appeal to a wide variety of learning styles. They are not “text books” in the traditional sense, but can be used anyway the student desires. The workbooks have seven parts

1. Learning objectives
2. Learning goals
3. Self-assessment quiz
4. Explanation
5. Chapter synopsis
6. Learning activities
7. Glossary

The enabling objectives come from the workbooks and drive written testing.

Exercise:

Each student will choose a workbook (ideally covering a topic the student currently teaches) and develop one pre-class assignment and one in-class learning activity. Students will discuss their ideas in small groups.

Distribute one workbook to each student. Ideally, each student will receive a workbook covering a topic they currently teach.

Allow 30 minutes for the exercise and 30 minutes for presentation.