N/A Use X to demonstrate it is N/A for this item		Score: Possible: Percentage: Stars:	0 467 0.00 0.0		
	Activity design				Criteria
	11. Activities/Practical exercises (waive if N/A) – 0/5 = 55			55	
	x = no practical exercises (scenarios) - do not x any other row		0	0	
	Staging pre-Px participants not in the scenario		0		A separate area was established for pre-scenario participants to sequester.
	Staging post-Px participants not in the scenario		0		Post-scenario participants were sequestered from the scenario location and from the pre-scenario participants.
	Px are relevant to the task		0		
	Px are realistic		0		
	Px are relevant to the environment		0		
	Briefing is provided		0		
	Debriefing of participant is stipulated		0		
	Debriefing of roleplayer(s) is indicated		0		
	Debriefing of class is indicated		0		
	Third-party role-players (non-participant) are provided		0		
	Measurement device is shared with participants		0		
	Learning science				
	12. Breaks – 0/10 = 30			30	
	Standard breaks		0	0	Lunch breaks are at least 30 minutes, biobreaks every 2hrs (N/A if less only 2 hour course or an unstructured course)
	Breaks for processing information				Calculated pauses for reflection and to ask questions.
	Breaks using instruction tactics				Cognitive breaks for processing information: can be activities, discussion questions, journaling, reflection, etc.
	13. Cognitive load - 0/10 = 40			40	
	Intrinsic Load mitigation				Complexity and difficulty is adapted to the target audience relative to their experience.
	Germane Load mitigation				Opportunities for processing through multiple-learning methods are used.
	Extraneous Load mitigation				Instructor adpated the class as well as possible for distraction, interference, or other conflicting issues.
	Cognitive Load breaks every 20 minutes				Instruction designed to create cognitive breaks approximately every 20 minutes for processing
	14. Scaffolding - 0/10 = 40			40	
	Content is broken down from simple to complex				
	Content is ordered concrete to abstract				
	Content gradually leads participant to indedendent performance				
	Content builds on prior content to increase complexity and difficulty				
	15. Interleaving – 0/10 = 50			50	
	Block training				Training was designed to break into obvious blocks between lessons or topics.
	Blocks connect to each other				Blocks have a clear connection to each other.
	The previous block referenced in the new block				Blocks are designed to reinforce the previous block and support the next block.
	Previous blocks are reinforced in later blocks				Blocks are cummalitive so non-adjacent blocks of instruction are supported in future blocks and tied together intuitively.
	Skills and knowledge are cumulative in each new block of training				The Three Rs are evident through the use of activities and scenarios to tie all currently completed blocks together into cohesive action.
	16. Forgetting curve mitigation - 0/10 = 30			30	
	Review				Reviews of previous content are included in preparation for new content.
	Retrieve				Participants are given opportunities to practice retrieving prior content when applying new content
	Relate				Content is related to participant experience and to previous content in application
	17. Training Caselaw – 0/20 = 140			140	
	Popow v. City of Margate: reflect reality				The course used real incidents, incidents that would be reasonable, and refrained from sensationalist or "fantastical" what if scenarios.
	Spell v. McDaniel: use and custom				Content was based on policy, law, research, and "best practices." There was no content that would indicate "this is how we are told to do it, but this is how you REALLY do it" like material.
	City of Canton v. Harris: reflect job tasks				The course content reflects a task analysis; research, observation, and analysis; or based on thrid-party content from reputible sources.
	Graham v. Connor: objectively reasonable.				The training is objectively reasonable for what the target audience would be expected to do.
	Clipper v. Takoma Park: examples provide, assessment				Real world examples that reflect actual tasks and conditions are provided, discussed, and then assessed, either through scenarios, demonstrations, or case studies.
	Zuchel v. Denver: decision making				The course requires analysis, critical thinking, and decision making. Course provides general parameters and then requires the participant to refer to them to make decisions on appropriate action.
	Paul v. City of Altus: who, what, when, and version of training				Course documentation includes who attended, when, for how long, course materials, version history of course materials, and instructors and contributors, and citations and references for source material.

		Structure		
		18. Delivery parts – 0/4 - 32	32	
		Introduction - Course	0	There was an introduction that provided a hook, WIIFM, and "The 3 Why's"
		Introduction - Instructor		Instructor introduction(s) was(were) within 5 minutes, relevant, and provided enough background for credibility
		Introduction - Participants	0	The participants introduced themselves (N/A if length of class is under 4 hours, size of class over 20, or design specific
		Plan		Course goal and participant performance expectations were provided
		Purpose		A background for why this is important or relevance was provided
		Knowledge checks	0	Effective knowledge checks to gauge participant comprehension provided, that were more than “any questions?” (If appropriate for course structure, attendance, etc.)
		Recap		A recap of what was covered and how participants were assessed provided
		Conclusion		A conclusion that includes a motivational hook and a "What you do next?" statement provided
		19. Content is based on research, observation, and analysis.	50	
		Research sources provided		Research, citations, or other links to third-party data are available for review as part of the content.
		Observation evidence provided		Content includes references to observational work of personnel conducting tasks presented.
		Analysis conclusions provided		Analysis of observations and research is provided in the content and is discussed with detail.
		Experience cited as more than ideas or theory		Experience is more than anecdotal - references actual cases, events, and activities that can be easily vetted and is more than a statement of resume or classes taken.
		Anecdotes used for context not for content		These can be either as part of the instructor guide or spoken content that can be recalled if requested.
		20. Safety	Percentage of score	
	0.5	Instructor/participant ratio		Ratio is objectively reasonable in correlation with target audience, instructor experience, and course design.
	0.5	Content is accurate		Content adheres to current practices, processes, methods, and industry accepted norms
	☐	Content is **UNSAFE**		Content adheres to current practices, processes, methods, and industry accepted safety standards