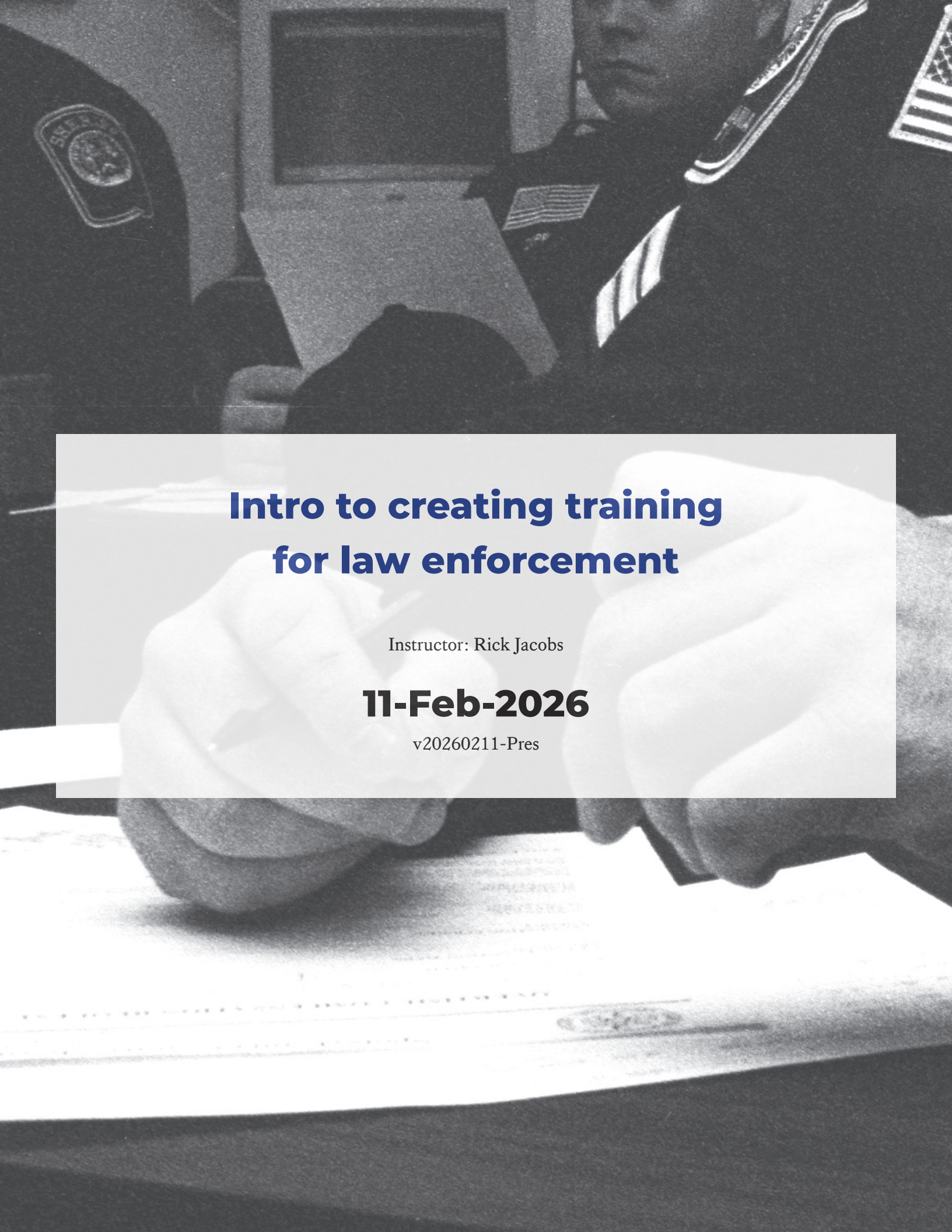

Intro to creating training for law enforcement

Instructor: Rick Jacobs

11-Feb-2026

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LET
Law Enforcement Training

&EC
and Education Consultants

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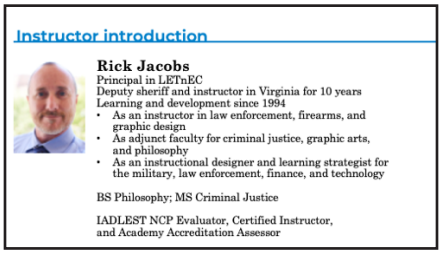
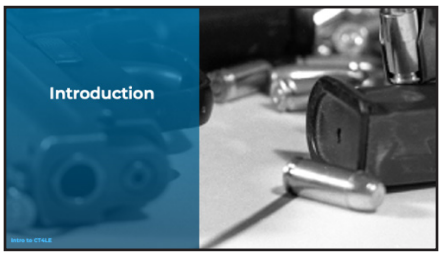
Introduction

Topic Introduction

First, let me start by saying – you are all doing an amazing job. Millions of citizen contacts a year and the overwhelming majority of them done safely, without incident, or gaining any attention. This is a testament to the quality of training that law enforcement instructors have provided for decades.

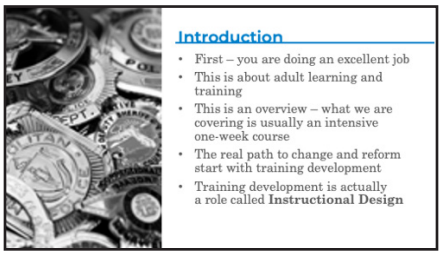


Second, I will set the stage for something that I have found most law enforcement never knew – you are not just law enforcement instructors, you are learning professionals. Your job isn't only to develop knowledge and skill, your job is to improve performance and make it stick – to change or develop new behavior. You should be analyzing performance of your personnel, finding gaps, and creating solutions for problems.



You are part of an industry called Learning and Development. When you create training, you are engaged in a process that has established science and methods called "instructional design."

You should be the independent third-party consultant in your organization for performance improvement, trends analysis, and systems thinking. This is why I strongly advocate for a training unit that requires a selection process much like SWAT or K9. Not everyone should be an instructor. Even small agencies could create a regional training unit that has set standards, SOPs, evaluations, and performance requirements to be a part of it.



The purpose of this seminar is not to tell you that you have been doing things wrong nor to criticize how you have been creating training as you were trained to do. As a matter of fact, you have been doing very well with what you have been trained to do. However, I would be willing to bet that most of you feel that there has got to be something more; you feel that you have pieces of a puzzle but no picture to put it together.

Everyone here will recognize some part of what I am going to cover; everyone here will learn something new that they didn't know previously. Like me, everyone will discover that you intuitively did a lot of things right, but that you also did some stuff incorrectly because you were just unaware.

This seminar is introducing a training creation process based on the science and methodology of instructional design. As the title infers, everything we will cover can apply to developing training for law enforcement, which we all know has special considerations and issues. Most training science originates from business and education practice and academic research, but we all also know that law enforcement is very different from the controlled setting of academia, education, and the corporate world. There are principles of learning and methods of

developing knowledge and skills. The principles rarely change; the methods are industry-dependent. What works in the corporate world or in education doesn't always transfer to law enforcement and vice versa.

Caveat: what we will cover today is just an overview; a scratch of the surface. A course that would give you everything we cover today and prepare you to go back to your agencies to start creating training would normally take about two full weeks. I have a course that is exceptionally intensive that takes one week and people are happily mentally worn out at the end of it. Each of the processes in each phase of creating training I am sharing today could be a full week course each, on its own.

What we are covering today expands on, what I call, the Minimum Acceptable Product, which is what most of us were "trained" to do, if we got any training at all in our instructor courses. The Minimum Acceptable Product is what POST or a regulatory body requires to receive credit or approval for training, which is an incredibly low standard in most circumstances.

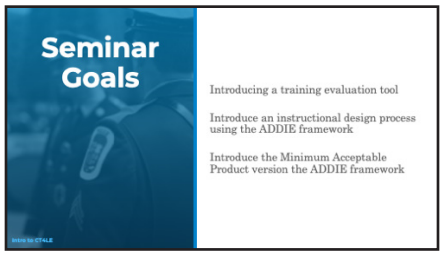
What we will cover in three hours today will only lay the groundwork for an actual process, based on science and research, that creates more defensible training documentation and more effective training. This seminar will give you some Learning and Development industry vocabulary for processes you may already use, provides the leads you need for further research on your own, and gives you the basic arguments to take back to your superiors to argue for change. It should also give you a breath of fresh air – you are doing a lot of this already, you just didn't know the terms, the science, or the right steps.

I fully believe that change and reform in law enforcement doesn't start with training, it starts with how we create training.

Seminar goals

The goal of this seminar is to provide you with an overview of the science of creating training, customized for the unique conditions of law enforcement. We will cover:

- Introducing a training evaluation tool
- Introduce an instructional design process using the ADDIE framework
- Introduce the Minimum Acceptable Product version of the ID process in an ADDIE framework



A new standard in creating training

What is REALLY training

First, we need to establish what is really training. One of the biggest issues in Learning and Development, and even more so in law enforcement because of how regulatory bodies only care about time more than content, is that there are a lot of things that are called training, but most of it is not actually training.

We have been conditioned to view every time a person stands in front of us to share information or you click "Start" on an eLearning, that this is training. However, just because someone calls something training doesn't make it so. It is a paradigm that needs to be fixed in all industries, especially in the Learning and Development industry, who is the biggest perpetrator of it.

Define presentation

How often have you gone to something that was called training where you sat, listened, asked a few questions, and left? It was called training. You got training hours for it. But you feel like you just ticked a box of "training" with time allotted but got nothing out of it - all that was counted was you sitting in a seat. Well, the sad and good news is, it wasn't training. You aren't crazy.

You participate in an event where the instructor disseminates a great deal of information. They list learning objectives that say you will be able to "know," "identify," or "discuss" your new information, but there is no assessment at the end of it. You did not attend training; you attended a presentation.

They may even provide an assessment, but then tell you the assessment doesn't actually count for anything. It still isn't training, it is a presentation that has been wrapped in a title of "training." Unless you do something that is measured and there is a risk of not getting credit for participating and performing at a level of competency, it is not training.

Training implies knowledge and skills acquired or improved performance. If performance is not measured, then there is no accountability. Without accountability, there is nothing establishing whether knowledge transfer or performance competency was accomplished.

Define Practice

You participate in an event where the instructor provides a lot of information and demonstrates a task, gives you background and explanation, and then coaches you through performing that task repeatedly. They list learning objectives that say you will be able to "know," "identify," or "discuss" the topic of the event, but there is no assessment at the end of it.

As they are coaching you, they may tell you they are assessing your performance, but then tell you the assessment doesn't actually count for anything. It isn't training, it is practicing a task for improvement or for honing a new skill recently taught or existing skill. Unless you do something that is measured and there is a risk of not getting credit for participating and performing at a level of competency, it is not training.

Practice is essential to training, but unless there is an assessment of that performance with a pass/fail component to it and passing counts as credit for something, it isn't training. When practicing, you are performing a task repeatedly, being assessed in real time, but the expectation is improvement, not developing new or changing behaviors.

Define Education

Education alone is not training. Education measures knowledge transfer. You may have to perform to a certain level, but you aren't performing a task or developing skills, you are learning, processing information, and developing knowledge.

You participate in an event where the instructor disseminates a great deal of information. They list learning objectives that say you will be able to "know," "identify," or "discuss." They have an assessment that measures the knowledge transfer and, if you fail, you will not get credit for participating in the event. You did not attend training, you were educated.

If you aren't actually performing a task in the event, you are not training. You are learning, you are gaining new knowledge or changing your mind about past knowledge, and there is knowledge transfer, but you haven't been trained to do anything.

Define Training

Training is task-oriented with an expected performance outcome.

All training requires knowledge transfer (education), but not all education includes performing a task.

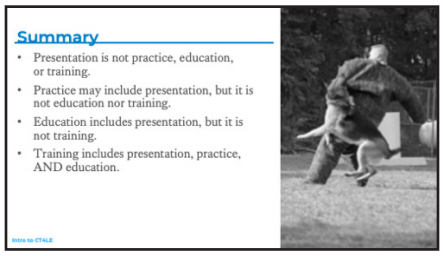
Say that you participate in an event where the instructor disseminates a great deal of information. They list learning objectives that say you will be able to "know," "identify," or tasks you will "demonstrate." Then they demonstrate how to do a given task and have you practice the task. They have an assessment that measures the knowledge transfer and the performance of doing the task and, if you fail, you will not get credit for participating in the event. You have now gone through training.

This really is the only definition of training. This is creating new or changing current behaviors.

There is nothing wrong with a simple presentation, with practice, or with education, but the expectation of the results needs to align with the type of event that is being provided. If there is no task performed or assessed, then it shouldn't be called training.

As instructors, knowing the "what" you are building is important. Until you can change the semantics of what you are doing as instructors, you are going to continue to see any information delivered called training. This makes our job harder and blurs too greatly what you are delivering to personnel and those they interact with. We are holding people accountable for information sharing that was never assessed for transfer.

Summary



Each type has its place and purpose. These differentiations aren't meant to diminish the usefulness of each. There are many times where a presentation is sufficient. They each have value in their own right. Identifying what you are actually delivering can help you set the boundaries and expectations of what you need to create, as well as set expectations to those who are expecting a certain result from your development and delivery.

To recap:

- A presentation only disseminates knowledge.
- Practice only rehearses task performance.
- Education disseminates knowledge and then assesses knowledge transfer.
- Training disseminates knowledge AND develops task performance, then assesses knowledge transfer AND performance competency.

- Presentation is not practice, education, or training.
- Practice may include presentation, but it is not education or training.
- Education includes presentation, but it is not training (Rehearsing memorization is not practice).
- Training includes presentation, practice, AND education.

One thing to note - the course you are sitting in now is not training. There are no performance objectives and no assessment.

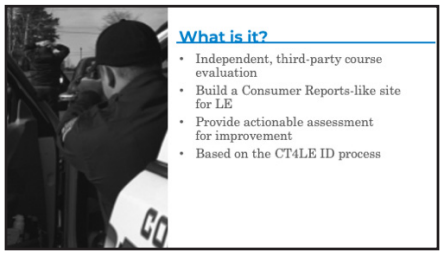
This is a presentation where you will do some things - it is a seminar.

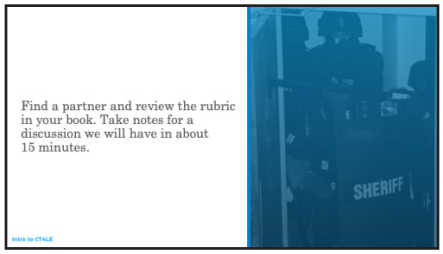
The Training Evaluation Program Rubric

If not everything is training and training is missing consistency, continuity, and accountability, how do we evaluate whether these are issues with our courses or not? How do you know if your training is accomplishing its goals? How do you know if you have created courseware that meets a higher standard? How do you know if your instructors are performing well? Most importantly - how do you know if your course is meeting standards of learning, not just standards set by a

regulatory body? We can't expect higher standard performance if how we create training is also not a higher standard.

One of the services my company provides answers these questions - the Training Evaluation Program. This service provides independent third-party evaluations of law enforcement training with the intent to create a Consumer Reports-like resource for law enforcement to find trustworthy reviews of training provided by private organizations. I also do this for agencies and academies who request it. In order to provide objective evaluation, I needed a tool that would measure the same competencies from course to course. Currently, I am in the process of validating the rubrics, so the program is still in its infancy. However, it has attracted a lot of attention and training organizations are volunteering to be a part of the validation process.





Activity: Review the Training Evaluation Program rubric

- Partner with someone in the class.

- Review the rubric together and write down questions, concerns, and commentary.

Documentation and **Design** are next two pages. **Instructor** rubric is in Appendix 1.

N/A Use X to demonstrate it is N/A for this item					
		Score:	0		
		Possible:	422		
		Percentage:	0.00		
		Stars:	0.0		
		IADLEST/POST:	No		0
	Materials				Criteria
	1. Is it training – 0/20 = 80			80	
	Presentation				Information was presented in a clear and organized method.
	Practice				Participants performed tasks demonstrated to develop skills.
	Education				An assessment that measures knowledge competency was provided and had to be passed to receive credit.
	Training				An assessment that measures skills competency was provided and had to be passed to receive credit.
	2. Instructor guide – 0/10 = 90			90	
	0 = No instructor guide/refuses to show (do not fill in any other row)				
	Organized in an outline or list format				Uses roman style or decimal system for creating a clear organization of the course content.
	List reflects performance objectives				List reflects the performance objectives of the course, may even use them as headers and subheaders.
	Summary for each point in the list				Each part of the outline has some qualifying information associated with it.
	Detail provided for each point				Detail added to each point sufficient to explain concepts and provide direction and intent for a new instructor.
	Narrative format				Written in a textbook format so that it can be picked up by any experienced instructor and delivered consistently with the intent of the course.
	Instructor notes are included				Instructor notes indicating instructional tactics, slide display, discussion questions, and activities provided, but without detail.
	Detailed instructions on activities, discussion questions, and scenarios				Detailed instructions including goals, answers, possible follow-up questions, expectations, and/or time limits provided.
	Approximate timing for sections of content provided.				Each section of the instructor guide provides an expected duration for presentation and completion of all activities.
	Front matter is present				IG/LP incldues organization, change logs, author, references, POs, Course goals and instruction, or other administrative information.
	3. Performance objectives – 0/6 = 36			36	
	0 = no performance objectives (do not fill in any other row)				
	Performance objectives are present				
	Action verbs are used				
	Action verbs are measurable				
	Action verbs reflect tasks and are appropriate to the content				
	Action verbs are written in a practical way (SMART, but reasonable)				
	Action verbs use multiple domains				
	4. Participant guide – 0/3 = 18			18	
	0 = no participant guide provided (do not fill in any other row)				
	Slide images are present				
	Note lines are included				
	Content is present other than what is on a slide				
	Activities are described				
	PG follows instructor guide				
	PG is written in a narrative format				
	5. Slide deck – 0/2 = 16			16	
	x = no slide deck - do not x any other row		0	0	
	Text on slide is summaries or bullet points of ideas				
	Fonts are consistent throughout				
	Headers are in one font				
	Body text is in a different font than the header				
	Background is not distracting				
	1x5x6 rule applied mostly				
	Media links work				
	Slides provide heuristics				Slides are designed to convey instructor intention and are used consistently
	6. Activities/Practical exercises (waive if N/A) – 0/5 + 15 for assessment = 50			50	
	x = no practical exercises (scenarios) - do not x any other row		0	0	
	Practical exercises are provided		0		
	Px set the scene		0		
	Px execution is detailed		0		
	Goals, parameters, and boundaries are set		0		
	Personnel roles are defined		0		
	Roleplayer cards are scripted		0		
	Logistical considerations provided		0		
	Assessment: 15 pts: Rubric/matrix/checklist for essays and exercises		0		Either Px or written assessment works
	7. Assessments – 0/5 + 15 (for assessment) = 60			60	
	0 = no written assessment provided (do not fill in any other row)				
	x = written assessment is not necessary - do not x any other row		0	0	Assessment is conducted using another documented source, like practical exercises that include a rubric.

N/A Use X to demonstrate it is N/A for this item		Score: 0 Possible: 467 Percentage: 0.00 Stars: 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.

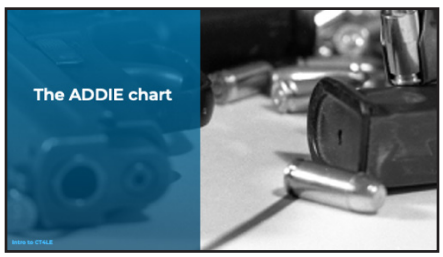
The rubric discussion

Tools that can measure the performance of something can also be used to design. We should be "teaching to the test" because the test is what we want people to do and know. Same for this evaluation rubric - it can be used as a guide to make sure that courses are designed to a specific standard and meets specific criteria.

When creating training, we need to know the tasks before we can know how to measure them. When we know the tasks and the requisite knowledge they require, then we can determine how we will measure them. We don't create the assessment before we create the content, but we know how we are going to measure the competency of the participant performing the task before we create the performance objectives. The performance objectives drive the content.

How is all this done? The rubric is based on the instructional design process and case law. This is what leads us into an instructional design framework called ADDIE.

0.01. ADDIE chart



ADDIE is a framework that was developed through a partnership between the US Department of Defense and Florida State University. It started as ADDIC - Analyze, Design, Develop, Implement, Control. Later it was adjusted to be Analyze, Design, Develop, Implement, Evaluate.

ADDIE is a framework, not a process. While it has steps, it remained process agnostic because it was meant to apply to the different branches of the military and their unique mission sets, but was intended to

ADDIE

according to **Jacobs, et al, LLC**

v.20240901

ADDIE is a framework, not a process. Each letter represents a phase in a training creation project. In each phase there may be processes (which will have their own steps) or steps by themselves. There are a lot of opinions by academics about what happens in each phase and there are a lot of charts that show conflicting ideas of what happens in each phase - most are wrong. This chart is based on logic, reason, and having been applied to thousands of training projects, not just theory. One critical thing to remember is that a review process is constant throughout.

Analyze	Analyze stakeholder expectations, observations, perceptions, target audience, etc. Conduct a Needs Assessment Conduct a Needs Analysis (if actually training) Create a list of tasks required to meet expected outcomes Analyze previous training materials (if applicable) Provide conclusions to stakeholders to negotiate next steps Present findings
Design	Organize tasks into appropriate LTEM tier Create the Training Design Plan Create the Measurement Plan Create the Develop and Deploy Plan Create Scope of Training Plan Create an Executive Overview
Develop	Create outline based on TPOs and EPOs in Training Design Plan Create content Create lesson plan Negotiate timing with stakeholders (ILT) Create Instructor Guide (eLearning) Create storyboard Create graphics, scenarios, and ancillary documentation (ILT) Create slide deck (eLearning) Create product (ILT) Create Participant Guide Create measurement devices and rubrics Create schedule Conduct final reviews
Implement I call this **Deploy**	***I call it* Deploy *because of the wide breadth of options to deliver training.*** (ILT) Prepare instructors (eLearning) Publish to LMS and test course (ILT) Schedule course dates and notify participants Validate timing, content, and efficacy
Evaluate I call this **Measure**	***I call it* Measure *because "evaluate" is often confusing and conflated, depending on who you are talking to.*** • Assess - measuring participant performance competency • Evaluate - measuring course performance and efficacy Assess Evaluate Maintain

streamline and standardize how training was created throughout all of the DoD.

The chart provided here is the ADDIE framework and all of the processes and steps that I have developed over years of creating training for the military, public safety, corporate training, and higher education. It has been tested in multiple industries, applied to a wide variety of projects, and designed specifically to document every step of training specifically for liability purposes. High-risk organizations that are potentially audited benefit from this process.

This is not the only way to do it and is a perfect world example. While I have executed many projects with it, there are many more where I wasn't allowed to for various reasons, usually a lack of will by superiors to allow me to do so. In every circumstance, the quality of the course suffered the further the process was diverted from its path.

This is the process I train and is the foundation of the book Creating Training for Law Enforcement. The book is my participant guide for a couple of my classes - Advanced Course Design, Basic Instructor, and a mix of the two with other classes.

It is extremely unlikely that anyone will be able to implement the entire process in their agency or academy all at once. Where many agencies already do not support change in training or adjustments to standards, it is an exceptionally high bar to leap. However, you cannot decide what parts to focus on first, apply different processes when you have the chance, or slowly make incremental change if you do not have a target to shoot for - can't break the rules if you don't know the rules.

So, while it looks daunting, it is possible. It looks intense and there are common complaints about implementing it:

It's too complicated.

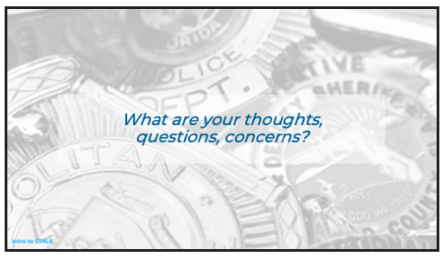
It's too much to do.

I don't have the time to do this.

Everything I am doing is working just fine, I don't need to change.

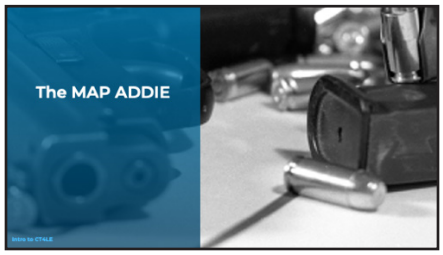
All of these are refutable because all of them represent a lack of an instructor's interest in change, development, will to improve, or concern for the safety and security of the agency, their personnel, and citizenry.

This is a standard to shoot for. The real blocker is supervisors allowing the work to be done. That is a real problem. So, to improve where agencies, academies, and POSTs already have expectations, I created the Minimum Acceptable Product - MAP ADDIE chart.



The ADDIE chart discussion

0.01.1. MAP ADDIE chart



This is the chart that I use for my Basic Instructor's course. Since most instructor courses are about 40 hours, I had to truncate a full instructional design course and provide the basics of creating training. Most instructor courses provide some minimal training in creating training, but do it very poorly, never really teaching a process for creating courses, they just provide terms and limited explanation.

Having reviewed a number of state mandated instructor courses, all I have reviewed get the creating training parts wrong, provide very little guidance on why things should be created the way they are, and minimize very important parts. Also, they put the order of processes in creating training wrong. It usually starts with "gather content, create an outline, create a slide deck, create a test, you're done."

The MAP ADDIE chart puts things in the right order and provides answers to some big questions. One course I reviewed actually told participants to create performance objectives based on analysis - but never talked about what analysis was or how to do it!

ADDIE

according to **Jacobs, et al, LLC** v.20240901

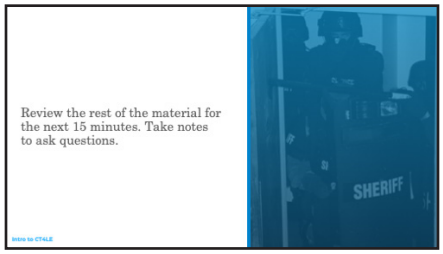
ADDIE is a framework, not a process. Each letter represents a phase in a training creation project. In each phase there may be processes (which will have their own steps) or steps by themselves. There are a lot of opinions by academics about what happens in each phase and there are a lot of charts that show conflicting ideas of what happens in each phase - most are wrong. This chart is based on logic, reason, and having been applied to thousands of training projects, not just theory. One critical thing to remember is that a review process is constant throughout.

Analyze	Analyze stakeholder expectations, observations, perceptions, target audience, etc. Conduct a Needs Assessment Conduct a Needs Analysis (if actually training) Create a list of tasks required to meet expected outcomes Analyze previous training materials (if applicable) Provide conclusions to stakeholders to negotiate next steps Present findings
Design	Organize tasks into appropriate LTEM tier Create the Training Design Plan Create the Measurement Plan Create the Develop and Deploy Plan Create Scope of Training Plan Create an Executive Overview
Develop	Create outline based on TPOs and EPOs in Training Design Plan Create content Create lesson plan Negotiate timing with stakeholders (ILT) Create Instructor Guide (eLearning) Create storyboard Create graphics, scenarios, and ancillary documentation (ILT) Create slide deck (eLearning) Create product (ILT) Create Participant Guide Create measurement devices and rubrics Create schedule Conduct final reviews
Implement I call this Deploy	***I call it* Deploy *because of the wide breadth of options to deliver training.*** (ILT) Prepare instructors (eLearning) Publish to LMS and test course (ILT) Schedule course dates and notify participants Validate timing, content, and efficacy
Evaluate I call this **Measure**	***I call it* Measure *because "evaluate" is often confusing and conflated, depending on who you are talking to.*** • Assess - measuring participant performance competency • Evaluate - measuring course performance and efficacy Assess Evaluate Maintain

Activity: Review the Training Evaluation Program rubric

Review the MAP ADDIE section and write down questions, concerns, and commentary.

Creating the MAP of training



We will only be covering the areas not in gray. The MAP ADDI chart is represented by:

- Analyze Phase:
  - Discovery - Analyze stakeholder expectations, observations, perceptions, target audience, etc.
  - Create a list of tasks required to meet expected outcomes

- Design Phase:
  Create the Training Design Plan

- Develop Phase:
  - Create outline based on TPOs and EPOs in Training Design Plan
  - Create content
  - Create lesson plan
  - Create Instructor Guide
  - Create graphics, scenarios, and ancillary documentation
  - Create slide deck
  - Create Participant Guide
  - Create measurement devices and rubrics
  - Conduct final reviews

- Implement Phase:
  Prepare instructors

- Evaluate Phase:
  - Assess - measuring participant performance competency
  - Evaluate - measuring course performance and efficacy
  - Maintain

Applying MAP ADDIE

In large measure, this section is to provide something to take back to your agencies that you can immediately start to apply to the work you are already doing, and already have completed, that will align your training materials closer to a learning science paradigm. It will also start the process of implementing the process one piece at a time. Rather than try to fix everything at once, apply the MAP ADDIE process, bring everything up to the new standard, then start implementing the things that would be a next step beyond the MAP.

Ordinarily, I prefer to have a lot of in-class work. We won't be able to do much of that in this seminar. I would rather give you the documentation for you to review in class and be able to ask questions, apply some of the methods, and have a conversation about "whys" while we are together than just give you a bunch of information and say "good luck!"

Analyze Phase

Everything should start with analysis. Just like responding to a complaint, we have to determine if the complaint is criminal, who committed the crime, who are the victims and witnesses, look for evidence to support it all, and determine probable cause for an arrest. The same applies to creating training.

Like all things, there are layers to what constitutes "analysis." For MAP, we are limiting analysis to the two most easily added steps to your current process. These two steps alone will change a lot of how you understand the direction and development of your course.

Discovery - Analyze stakeholder expectations, observations, perceptions, target audience, etc.

This one activity lasts only about 1-1.5 hours but can save you literally days of work. Discovery is one of the least used processes that has the greatest bang for your buck before you even start to consider what your content would be.

There is a Discovery template in the appendices for you to use.
It is a list of questions that you ask the person requesting training or can ask yourself as a means to war-game (or whiteboard) the course, your goals, assumptions you can make, target audience, etc.

Every single time I have conducted a discovery on a course I saved time, sharpened the plan, and created effective training that accomplished the goal. Every. Single. Time.

Every single time I was not allowed to conduct a discovery but told to "just build the training" or I was handed content, the course was ineffective, had a lot of delays and review issues, and took a lot longer for the development. Every. Single. Time.

Every LEO should have experience in doing discovery - we did it/do it in every response to a call, traffic stop, community interaction. As police, we are seekers of knowledge. The discovery is no different. This is where we find out if there really is a training need, too. Sometimes training is requested as a solution, but the solution isn't always training.

Create a list of tasks required to meet expected outcomes

Creating a list of tasks can be a very complicated process and there is a gold standard to creating the lists of tasks, but that could be a full week course in itself. It is actually one of my favorite forms of analysis, called a Performance Task Analysis.

There are a lot of things out there called a Task Analysis that are entirely survey based. If that is all you have for listing tasks, that's fine, just make sure you review each task to make sure there aren't prerequisite tasks needed to accomplish your training goal.

The simple way of creating a list of tasks is to just list them as you think about the topic you are creating training for. If you can, have several people list all the tasks they can think of for what it is you are training.

For instance, ask a couple people who you consider to be SMEs the steps they would go through to complete a vehicle approach. They will have very similar answers, but no one will have the same answers. Record the common ones, investigate the outliers, determine if there are prerequisite knowledge and skills necessary, and make your list.

Design Phase

Create the Training Design Plan

Creating the Training Design Plan is ordering your tasks from simple to complex, concrete to abstract, prerequisite to measured. Without getting into the science and learning theory that supports this, it is essentially stacking knowledge and skill sets so that ultimately, they can move from being dependent on you to complete the training goal to completing the training goal competently independently.

There are two very important parts of this: performance objectives and Bloom's Taxonomy.

Performance objectives

There are two types of performance objectives: Terminal Performance Objectives (TPOs) and Enabling Performance Objectives (EPOs). TPOs are what you are going to measure a participant doing. EPOs are objectives that support the TPO and are measured while the TPO is being measured.

Not all TPOs will have EPOs, but every EPO must fall under a TPO. EPOs are necessary for training smaller chunks (a real learning term) for complex TPOs. For instance, a training goal may be to pass a firearms qualification. One of the TPOs is "Draw the firearm in a safe manner."

Drawing a firearm is not just one task, while it is the one task that will be measured. You will have EPOs like:

- Grip the firearm in the holster.
- Disengage retention devices.
- Present firearm to target while indexing the trigger finger.

Each of these are important tasks that will be developed independently, but are measured for passing as a whole. If one or two of these are violated, the task fails.

Creating performance objectives is one of the most poorly understood parts of creating training. Usually they are left to be determined after the content is written and the slide deck is built. This is why a lot of training isn't measuring performance, because the performance wasn't defined correctly. You know the task, you know how it should be performed, but the thing that is missing is this:

The action verb of a performance objective dictates how it should be measured.

Overwhelmingly, this is where training goes off the rails - we are using action verbs that aren't measuring the performance of the task, they are measuring what an instructor thinks someone should be able to do in class, not in real life after class.

Where is this obvious? How many times have you taken a 10 question, multiple choice test, and selected the answer, but the performance objective used was "explain" or "discuss?"

First, is the task actually explaining or discussing something? 99% of the time, no.

Second, did you actually explain or discuss the task you were trained to do? Again, no, you selected "C."

Third, would you be content with qualifying a participant in the usage of a firearm if they explained a weapons draw or actually demonstrated a

weapons draw?

Yet, most training uses prodigious amounts of "explain," "describe," or "discuss" as the action verb, where the task required none of those and the assessment required none of those.

The root of the problem is how a lot of us were "trained" to use Bloom's Taxonomy and this is where your mind will be blown.

The real Bloom's Taxonomy

Benjamin Bloom once said:

> *"[Bloom's Taxonomy is] one of the most widely cited yet least read books in American education."*

Do you know why you struggle in finding a "good" action verb for performance objects where people have to actively do something?

There is a simple answer - you are using the wrong domain. The "Bloom's Taxonomy" that almost every instructor has ever been trained to use is actually one domain of learning among three - it is the Cognitive Domain. The Cognitive Domain was only intended for education; for measuring mental knowledge and skills performance.

It was never intended to be used in training.

The Psychomotor Domain is the missing link. Dr. Benjamin Bloom was an education psychologist, he was only interested in mental and affective (attitudes towards learning) learning, he never developed the Psychomotor Domain, that was left to others.

There are three common Psychomotor Domains, I only focus on the 7-level because it is the most applicable to law enforcement training. The 7-level Psychomotor Domain, otherwise known as Simpson's Psychomotor Domain is as follows:

- **Perception** - senses guide activity
- **Set** - readiness to act
- **Guided Response** - imitation and practice
- **Mechanism** - habituated action with proficiency
- **Complex Overt Response** - efficient and effective performance
- **Adaptation** - skillful action can be modified in new situations
- **Origination** - creating new actions for new situations or improvement

A list of Psychomotor Domain Action verbs is in the Appendix 2.

The next thing commonly misunderstood about Bloom's Taxonomy is that the different levels in the taxonomies is a hierarchy of complexity, not importance or structure. In the Cognitive Domain, the least complex

thing to do is to Remember, the most complex is Create. However, you do not have to start with "Remember" to use "Create," Create already entails knowledge.

Same for the Psychomotor Domain: the act of perceiving is less complex than the act of origination, but "Originate" entails that "Perceive" was also present in order to "Originate" a physical skill.

Finally, I go so far as to code my performance objectives to be clear in my documentation. I use these codes to be clear what are Cognitive Domain TPOs and what are Psychomotor Domain TPOs because some action verbs can apply to each domain. I also code my TPOs to add to my assessments and answer keys so if I ever have to testify, I can draw a direct line between the TPO, the content, and the assessment.

The code I use is simple:

- TPO-P-001
- TPO-C-032
- EPO-C-001
- etc.

Creating the performance objective becomes:

Identify task -> Identify how to measure it -> Identify the complexity of the task -> Choose appropriate action verb

- **Task:** present a firearm to the target
- **How do I measure it?:** Demonstration
- **How complex is it?:** It is a mechanical act, thus "Mechanism."
- **What is the action verb?:** Draw
  (it is OK to add verbs to the correct level because no list is all inclusive, you just have to be able to articulate why that verb is the action verb of choice).

- **TPO-P-001:** Draw the firearm in a safe manner.
- **EPO-P-001:** Grip the firearm in the holster.
- **EPO-P-002:** Disengage retention devices.
- **EPO-P-003:** Present firearm to target while indexing the trigger finger.

Completing the Training Design Plan

Completing the Training Design Plan then becomes putting all of the TPOs and EPOs in an order that supports the next one. This is called scaffolding - each objective leads to the next one; each objective is supported by the previous one.

One advantage of structuring your course using this process is how often you will be ordering things and discover a gap. When you discover these gaps, you can fix them. Also, it is very poor form to deliver content and

then say "before you do this, though, you have to do these things." It is much more effective and less confusing to say "You will use this later."

If you find gaps, don't worry, just add them and adjust. Analyze the task you found missing, go through the same process, and you're done. This is the war-gaming of your course. You get to mentally see the course unfolding before your eyes and start adjusting before you ever create or add content, saving a lot of time.

Develop Phase

As I said earlier, analysis and development are the largest choke points because they take the most time. However, now that you are here in development, based on analysis and with a Training Design Plan in hand, this will be a more efficient process because you aren't stopping to analyze each point as you write it, then going back and forth adjusting on a micro-level - as much.

Also, the Development Phase is typically one of the only two parts of ADDIE ever really executed, so now you have a new way of getting into the heavy lifting.

Create outline based on TPOs and EPOs in Training Design Plan

This is by far the easiest thing to do: your TPOs and EPOs are headers. You just copy and paste your TPOs and EPOs in order. The more complex the course, you may have them divided into lessons or modules, courses, etc.

Your outline looks like this:

Course: Basic firearms training

1. Introduction
2. Explain Firearms safety rules (TPO-C-001)
   (NOTE: *everyone* must explain, per person and individually, the firearms safety rules. Being able to identify them doesn't mean they understand them, so you want them to explain them in person, out loud, to be assessed).
3. Draw the firearm in a safe manner. (TPO-P-001)
   - 3.1. Grip the firearm in the holster. (EPO-P-001)
   - 3.2. Disengage retention devices. (EPO-P-002)
   - 3.3. Present firearm to target while indexing the trigger finger. (EPO-P-003)
4. Demonstrate safe loading and unloading of the firearm (TPO-P-002)

And so on.

Create content

Now that you have an outline ordered the way you want it with when and how objectives are presented, you add your content. Using this process and style is very helpful if you are requiring the use of SMEs for different topics. You just copy and paste the section you want them to work on and send it to them. They will write their content with the prompt of the headers, so it gives them boundaries and clarifies what you want them to provide.

It also organizes your material more effectively. If you discover that you have gaps, fix the gaps, but fix it all the way through to the beginning as well. Find the gap, analyze the task, add the task to the list, determine how to measure it, determine the complexity, add to the Training Design Plan, add to the outline, write the content. This preserves the consistency and continuity of your course documentation as well.

Writing content can seem burdensome. Just remember - you are not writing a script! You are writing a textbook; you are creating doctrine. Just as no high school (well good one, anyway) read a textbook in class, your content is not a script, but should contain everything you want your participants to leave with - knowledge and skills.

If you don't like writing (many don't), there are tricks to make it easier. One thing to do is to deliver the class you intend from the outline, as most of us are used to doing, and record yourself doing so. You can upload the recording to a website like descript.com and download a Word document with it fully transcribed, then go through and fix it. Just make sure you pause between headers and read the headers so you can organize it back into an outline style.

One of the biggest advantages to using a narrative format and detailed content is that if all of the information is in the guides, participants have zero excuse for not having it and they can listen to the instructor instead of frantically writing down what they hear or read on a slide. They have the opportunity to take notes on their ideas, epiphanies, and connections.

Create lesson plan

Lesson plans are two things to people - they are the evidence of a course but also what people are used to teaching from, the most. A lesson plan is actually a summary of the material in outline format. I usually only make a lesson plan if I have to provide it to a regulatory body or if requested by an agency to review what it is I am teaching.

A lesson plan is only the outline with maybe one or two sentences to each point, for only the top three levels of the outline. No one wants to read the textbook you are creating at the regulatory body, they just want to check a few things.

Create Instructor Guide

Instead of teaching from a lesson plan, I teach from an instructor guide. An instructor guide is very different in that it is like the teacher's edition of a textbook. It has all the same content, but it also has instructions, background information, answers to activities, resources and methods, and administrative information that isn't necessary for a participant.

This is where you add your activities, your instructor notes, estimated timing per unit or section, references and sources, discussion questions, etc. You have to be very articulate in your description of these, to the point that anyone in your training organization could pick up your material and replicate it very closely.

For instance, if you have activities, you should provide a goal, materials needed, instructions for executing the activity, debriefing questions (if appropriate), and answers if there are questions or quizzes taking place.

Include note lines instructors can take notes directly in the guide. Instructors typically notate in the margins or between paragraphs anyway, might as well prepare a place for them to do so easily.

One exceptionally important and useful reason for having an instructor guide is because it becomes a training record. The IG has note lines and places to keep details on departures from the material and an explanation of why, adjustments that need to be made to future versions of the course, any additional work that needs to be done, new information that should be captured, professional commentary on the participants, and other insights that an instructor may have, especially if there is a need to improvise to help participants understand and develop.

Create graphics, scenarios, and ancillary documentation

Creating the graphics, scenarios, job-aids, handouts, and other documents or materials that will either be handed out or used in lessons comes once your Instructor's Guide is completed. You do this now because you should have an idea of what materials you need for activities, have all of the supporting material planned, and an idea of how to represent the concepts in your course should be represented visually.

Also, you build all this before the slide deck, because the slide deck will represent the course visually and you don't know how that looks until you know what the course looks like.

Scenario development is a completely different thing, too. There is a lot of work to create scenarios well and these should be documented. There are three types, two of which need to be documented prior to delivering training because they are essential to the development of knowledge and skills.

The first one is informal and is used for demonstration. You will want to notate the scenario and the purpose as part of your training record in the IG. The second one is used for training and should be very detailed in documentation so that it can be replicated by other instructors and in future iterations of training. The third is for assessment, should be very detailed, and includes a rubric that measures performance.

All of this needs to be in the IG and will be mostly included in slide decks or appendices.

Create slide deck

Slide decks are one of the greatest misses in training - regardless of industry. Exceptionally few slide decks are designed well. They are either used for content delivery instead of providing a Participant Guide (PG), they are used as crutches for instructors that do not know the material, or they are the instructor guide in themselves. All three are bad.

Because there is a lot to designing slide decks, here are a few quick rules for building effective slide decks:

Slide decks are meant to be 3x5 cards and waypoints, not content
They provide a location of where the instructor is in the material for the instructor to stay on point and the participants to where they are in the PG.

Slide decks should be used for heuristics
Heuristics are little mental shortcuts that humans use to orient themselves to where they are in the world or to make faster decisions. Slide decks should be created with a template where all content slides look the same, all activity slides look the same, discussion questions, etc. This allows the participant to quickly understand what the instructor expects from them and they can respond accordingly.

1x5x6 rule
One idea per slide, no more than five bullet points per slide, no more than six words per bullet point.

This rule is to keep slides from being overwhelming, to prevent walls of text, and to keep participants engaged in the instructor and not reading and writing with split attention.

Use consistent fonts
Use the same fonts for headers (san-serif fonts work best). Use serif fonts for body content. Use the same font throughout the slide deck.

Use 16:9 format
16:9 format is wide format, which is the common screen we see today. 4:3 was the old CRT TVs and monitors. 4:3 is awful, don't use it.

Images should be relevant to the content
Make sure the images are high resolution, cropped aesthetically well, and relevant to the content. Avoid using animated GIFFs.

Create Participant Guide

The Participant Guide is nothing more than taking the Instructor Guide, removing the answers and the instructor notes, and converting the discussion questions and activities into instructions and note lines.

This is your text book. The participants now have all of the same information that you are intending on delivering. They can take it with them and have a reference. You also have evidence of what exactly they received in the class. This is why versioning your materials is exceptionally important - people can only be held accountable to the version of the training they received. By keeping a copy of the version of the IG you also have a copy of the PG participants left with.

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Create assessments

If knowledge and skills transfer isn't measured, with the possibility of not getting credit for taking the course, then it isn't education or training. Your assessments are 100% based on the performance objectives and the level of complexity in them. If participants cannot pass the assessment, they didn't meet the complexity of needed to demonstrate competency

For anything cognitive, you can use written tests. The more complex the Cognitive Domain level of the performance objective, the more complicated the assessment will be. You can measure Remember with matching or simple multiple choice tests. You have to use essays for anything that would be "discuss" or "explain." You can use scenario-based questions for "apply" or "analyze."

How to write a multiple-choice question

The stem

A MCQ consists of a stem, which is the prompt that provides the context for the options that a participant will select, an answer, and distractors. The stem is either a question, a statement, or a situation, depending on the action verb of the performance objective.

If the action verb is "identify," then the stem should be a simple question:

> *"What are the main parts of a handgun?"*

If the action verb is "apply" or "analyze," then the stem will be a scenario:

> *"You have been investigating a traffic accident with three cars involved. The accident appears to show that the last car rear-ended the car in front of them and that car in turn rear-ended the next car the next car in line. The last car hit was stopped at a stop sign waiting for their turn to go. Who do charge and what are they charged with?"*

The more complex the action verb of the performance objective being assessed, the more complex the stem will most likely be.

After the stem, there is an answer and at least two distractors. Some research shows there is no difference between three or four distractors for how difficult a question is, so some assessment designers use three distractors. I use four because it is more traditional and allows for more nuanced options. Of course, it means a little more work, but I like the challenge of writing a good assessment, so I don't mind it.

However, sometimes the complexity of the construction of the stem leads assessment designers to make more complex options because they didn't realize what they did to themselves when constructing the stem. Let's use the example of the simple stem for an action verb for "identify:"

> *What are the main parts of a handgun?*

This stem creates a problem with creating the answer and distractors. Often, and typically, this is resolved by changing the style of question being asked to a less reliable and less valid question. But designers hesitate because they are lazy and don't want to do the work or they aren't savvy enough in the content to make a better question.

In this case, it wouldn't be uncommon for an assessment designer to use a "Select all of the main parts of a handgun." Or use the age old "All the above" as an option and list each part as a distractor. For instance:

Stem: "Select all of the main parts of a handgun."

- *a. Frame*
- *b. Bullet*
- *c. Barrel*
- *d. Cylinder*
- *e. Action*
- *f. Trigger*
- *g. Stock*
- *h. Grip*

The distractors are good because they provide legitimate things that are related to a firearm, but there are too many answers which overwhelms the participant. Which then leads to a "All the above" or "None of the above" question like this:

What are the main parts of a handgun?

- *a. Frame*
- *b. Barrel*
- *c. Action*
- *d. Trigger*
- *e. All the above*

Research has shown, and many participants already know, that, overwhelmingly, if there is an "All the above" or "None of the above" option, the answer is that one. Not only that, but this distractor ***always*** has to be the last distractor, which makes randomizing options on computer delivered tests problematic.

The correct way to write this assessment question would be like this:

What are the main parts of a handgun?

- *a. Slide, Trigger, Barrel, Grip*
- *b. Frame, Magazine, Slide, Cylinder*
- *c. Frame, Barrel, Action, Trigger*
- *d. Grip, Chamber, Action, Barrel*

A few more tips on stems. Your stems should include words that would be in each option. We see it done poorly, like this:

To hold the slide back on a semi-auto handgun:

- *a. You would use the slide release*
- *b. You would use an empty magazine*
- *c. You would let the slide go forward*
- *d. You would wait for it to lock back after firing*

A less distracting and more proper way to write it would be:

To hold the slide back on a semi-auto handgun, you would:
- *a. Use the slide release*
- *b. Use an empty magazine*
- *c. Let the slide go forward*
- *d. Wait for it to lock back after firing*

Another issue to avoid in a stem is using a negative to ask a question. This is when the answer is the wrong answer, and all of the distractors are the right answer. Research has shown these are very confusing, especially if the question is complicated. It has also been shown to reinforce wrong information that then confuses the participant in remembering what they learned. For instance:

*Which part is **NOT** the main part of a handgun?*
- *a. Frame*
- *b. Slide*
- *c. Barrel*
- *d. Action*

We will go over more writing mistakes to avoid further in this section.

Answers and distractors

Writing answers and distractors is where a lot of MCQs go wrong. In many MCQs, the answer is obvious because the distractors are silly. For example:

If you come to a two-way stop and another car is already at the other stop sign, you should:
- *a. Run it and let God sort it out.*
- *b. Come to a complete stop, identify who has the right-of-way, wait your turn, then go.*
- *c. Purple*
- *d. Take a good hit on the bong and turn up the radio.*

If the best thing participants can say about your quizzes is they are "funny," you're doing it wrong. The answer should be clear and concise, using only exactly the amount of information you need to make it clear to the participant who knows the material to identify it as the correct answer. One mistake that happens often, as evidenced in the above example, is that many times the answer is longer than the distractors. This is a common tactic used for test takers to game the test – the longer option is often the correct one.

One way to defeat this tactic is to write the answer and then write all the distractors to be the same word count or as close as possible. Another is to arrange all of the options in order of word count, with the shortest

answer going first and the longest option going last. You can use this to help hide the right answers by randomly deciding which distractor is going to be shorter or longer, with the correct one rotating between being the shortest and longest answer.

The distractors should be reasonable enough that if someone didn't know the content, they would select the wrong one, but distinct enough that those who do know readily identify the correct answer.

A good tactic for sourcing distractors is including common errors participants make from the content. There are general mistakes in knowledge or faulty logic that is common among participants that can be a source for crafting distractors. This type of distractor is not "unfair" because a participant that knows the material will also know what the common error in understanding or faulty logic would be, too.

Things to avoid

Avoid True/False questions. They have little value other than increasing the odds of guessing the right answer.[4]

Avoid silly options that would be clearly wrong. These can be sarcastic, unlikely, or obviously wrong answers.

Avoid "All of the above," "None of the above," and "Both _ and _" options. These are no better than True/False and only go so far as to "Identify."[5]

Avoid overly technical sounding distractors.

Avoid providing clues in the distractors or the answers by using the same language in the options that was used in the stem.

A good resource that supports this section can be found at the University of Waterloo "Centre for Teaching Excellence. They have a comprehensive job aid for writing MCQs.[6]

Building rubrics

For essays, discussions, teach-backs, etc., and Psychomotor Domain objectives, you need rubrics. Rubrics are either a check list (at its most simple) or a matrix of five levels of analysis. The key to a rubric is that you have to have an explanation for each level and the levels cannot be doing or not doing the thing in the level before or after. There has to be specific information.

Always start with the "Meets expectation," since this is the baseline for participant performance based on your task list and the objectives complexity.

For instance, a three level rubric of a de-escalation demonstration may have something like this for "Communication skills."

Does not meet expectations
Participant used coarse language and obscenities, was rude or dismissive to the subject, was aggressive in tone and volume of voice.

Meets expectations
Participant used language that generally would not be offensive, showed interest and asked follow-up questions, maintained a calm and neutral tone of voice and volume.

Exceeds expectations
Participant was courteous, kind, and demonstrated compassion while talking to the subject. They showed genuine interest in the subject's dilemma and used their voice non-threateningly to calm the subject.

Conduct final reviews

Final reviews are essential to the process. There are several types of reviews that should be done separately. It is near impossible for a reviewer to see all the things, so it is good to have a theme to the review.

The first review is only for grammar and spelling. Don't worry about content, structure, or design. If the grammar and typos are not fixed, it is difficult for people to get past that while doing a higher order processing like content analysis. This can be done by anyone you trust that is good at copy editing.

The second type is content, structure, and design. For this, you want an SME or other instructor. They are only making sure the content is accurate, terminology is used and defined accurately, and the ordering of the content is correct. They will also review tests to make sure that the correct and wrong options are accurate and effective. They are not concerned with activities, discussion questions, or other instructional methodologies.

The third is course development. They are only concerned with the activities being effective, discussion question usefulness, instructor guides making sense, and timing of material. They will also review tests for structure and design. Instructors should be the final review because they will be more likely to deliver the content.

Implement Phase

Prepare instructors

Preparing instructors is one of the most confusing parts of implementing a new class. There are different ways to prepare instructors and oftentimes the terms used conflict with other instructor's ideas of what it is to prepare.

"Overview" is the most common form of preparation, but it is often conflated with a "Train-the-Trainer" preparation. An overview is when the instructional designer (whoever it is that created the training) provides other instructors with the course material, and they work through it together. This could take only a couple of hours to eight hours at max, even for a 40-hour class. That isn't training, it is presentation, if we get technical about it.

A "Train-the-Trainer is the instructional designer running the other instructors through the course as if they are participants. The instructors go through the same activities, discussion questions, etc., and have to be able to perform. It is a real class. Then, the instructors flip the script and do teach-backs to the rest of the class.

A "Test-run" is having the instructors sit in a class with participants while the class is being run. The instructors prepare, sit in the class,

and take turns presenting and being participants. With a test-run, it is important to make sure the participants know it is a test-run so they are not confused by the changing of instructors. They should also be invited to participate in providing feedback and recommendations.

Evaluate Phase

There is disagreement in the learning industry as to what the Evaluate Phase should include. Many use this one phase to criticize the whole of ADDIE because it is implied that the Evaluate Phase happens after everything else is done; in other words, it is a "waterfall" or linear framework. Others say that ADDIE is repetitive and that all of ADDIE applies throughout.

Both are right and both are wrong.

In the original ADDIE documentation, the Evaluate Phase was called the "Control Phase." The intent was that evaluation was supposed to be performed internally (the courseware) and externally (on the job). It was also intended that there would be a separate body of personnel who were not involved in the management or creation of the training to perform the evaluation piece.

It evolved into "Evaluate," but it has also advanced beyond this initial change as well. It's because of this ambiguity and conflict of ideas that

I choose to refer to this phase as the Measurement Phase and then define three types of measurement:

- **Assess** – is measuring the performance of participants
- **Evaluate** – is measurement of the performance of the course
- **Maintain** – is measuring the difference between what was expected and what resulted, then adjusting the materials accordingly

Assess - measuring participant performance competency

Assessments are measuring the performance of the participants. Assessing their performance is more than just at the end of the course, it is also after the course over time. It requires working with supervisors and staff to prepare ways to assess the knowledge and skills transfer over time. This is essential to making sure that what was assumed to be necessary in the course was actually necessary, and that the course was effective in developing the knowledge and skills.

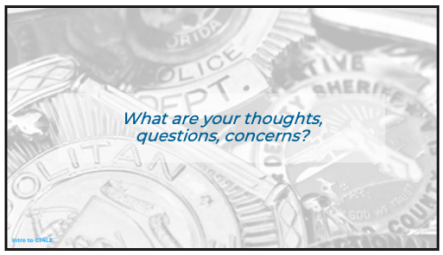
Evaluate - measuring course performance and efficacy

Evaluating the course performance over time for how effective it was in developing knowledge and skills and how well the course met the expected outcomes. This is usually done with surveys that are prepared for identifying whether the course was responsible for participant performance or if there were other factors like systems, peer support, or mentorship. All of that should be present in an organization, anyway, but it is exceedingly rare except in one circumstance - new recruits in Field Training.

Maintain

Maintaining your courseware is a very underrated part of creating training. Courses should be reviewed yearly for updates, corrections, and maintaining relevancy. If there are significant changes in content and design, it warrants a version change. If the changes are procedural or grammar, it doesn't. However, a change log should be kept for all changes made to courses to account for any discrepancies that may be found between iterations of training.

If there are major changes that impact content, like case law or societal shift, you do not - should not - wait a full year to make the change. Immediately stop the delivery of the content until you can make the necessary changes and provide the changes to other instructors who may be affected by the changes.



The MAP ADDIE chart discussion

Conclusion

You have been doing a great job with what you have. Hopefully you feel some relief knowing that not only is there an actual industry dedicated to what we have been doing for decades without knowing, that feeling that there has to be something more proved true. Also, you have been creating a lot of stuff correctly already, but it just may have been by a different name or in a different order.

You are also not alone: many people in the civilian world develop training as we have been. The difference is, by the fact you are sitting here, you have been uncomfortable believing there are things you don't know yet. That's one of my biggest fears – what do I not know that I should. This is why I am passionate about what I believe are the top two requirements for being good in the Learning and Development industry – humility and a drive for continuous learning.

My most common mantra to people in the learning industry is "If you are unwilling to challenge your beliefs and to constantly seek learning, you don't belong in the Learning and Development industry." Just as we should never get comfortable with the routine of patrol or with our confidence in our ability to respond to crises, we should never get comfortable with our knowledge.

Thank you for attending this seminar and please feel free to reach out to me at anytime.

Endnotes

<?> University of Illinois Urbana-Champaign. “Improving Your Test Questions.” *Illinois.edu*, 2019, citl.illinois.edu/citl-101/measurement-evaluation/exam-scoring/improving-your-test-questions. Accessed Mar 13 2023.

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AZ POST Instructor Conference 2026

Rate this class:

Appendix 1: Instructor rubric

N/A Use X to demonstrate it is N/A for this item		Score: Possible: Percentage: Stars:	0 249 0.00 0.0	
	Instructor skills			Criteria
	21. Timing – 0/5 = 35		35	
	Instructor started on time			The class was addressed at the time class was advertised to start. Content doesn't need to be delivered, but the class needs to be acknowledged.
	Breaks were as long as advertised			Breaks only go as long as they were indicated - 10 minutes was actually 10 minutes.
	Class restarts on time			The class was addressed at the designated time stated at the beginning of the break.
	Topics were covered in the time described			All topics were covered according to the agenda and within the time allocated.
	Class ended on time			Class ends at the time indicated at the beginning of class.
	Class did not run out of time			Instructor covered all of the agenda items for the day in the time announced.
	Class didn't end too early			Class does not end earlier than 15 minutes before the stated time.
	22. Interaction with participants – 0/3 = 24		24	
	Target audience appropriate		0	The instructor tailored participant interaction based on the participant's expertise and prior experience?
	Learned names of participants (can be N/A if class is too large or virtual)	0		An effort was made to learn names of the participants in the time allocated for the class.
	Treated each participant with kindness			Empathy, patience, and effort in understanding each participant and addressing their needs or concerns was evident.
	Demonstrated patience with slower participants			Slower participants were given the time and opportunity to improve and catch up, either directly by the instructor or by the instructor pairing them with more capable participants.
	Answered all questions with seriousness			All questions were addressed professionally and with detail, with a follow-up for the asker.
	Kept instructor/participant interaction professional			No flirting, sarcasm, innuendo, or other unprofessional interactions were experienced for any participant.
	Demonstrated respect for participants			All participants were treated equally, with empathy, and professionally, demonstrating respect for person, background, and culture.
	Created a safe place to fail			Participants felt safe to make mistakes and were not villified, harassed, mocked, or demeaned by making mistakes or not being as skilled as others.
	23. Scenario management (waive if N/A) – 0/5 = 55		55	
	x = No scenarios. Do not x out any of the other parts.	0	0	
	Scenarios had appropriate number of personnel	0		Participants did not have to backfill missing personnel, instructor ratios were sufficient, and every scenario position was staffed adequately.
	Equipment was maintained separately	0		Equipment to be used in the scenario was kept separate or in a safe place where participants would not misuse or handle them.
	Participants were briefed without giving away execution	0		A pre-briefing was provided that setup the situation, but did not provide any clues or hints at how to perform.
	Instructor allowed scenario to unfold	0		Instructor did not interfere with the organic development of the scenario unless there was a safety issue or the scenario was going out of parameters.
	Scenarios were kept within a set time limit	0		Scenarios were not allowed to languish and run longer than was necessary. Instructors would stop scenarios if it was clear the participant was struggling
	Class was pre-briefed on purpose, goals, boundaries, and safety	0		A scenario briefing was provided establishing safe words, safety concerns, personnel introductions, and other details without divulging the scenario details.
	Debriefed roleplayers	0		Roleplayers were debriefed after each iteration for their insights and experiences, away from the participants and before the participants were debriefed
	Debriefed participants privately and directly	0		Participants were debriefed away from other participants.
	Participant provides experience first	0		The instructor asks what the participant experienced, listens, asks probing and leading questions, before providing feedback
	Instructor feedback reflects performance	0		Instructor provides detailed feedback of both good and poor performance, with empathy and encouragement
	Debriefed class	0		The class was given a debrief and allowed to ask questions and provide commentary about their experience.
	24. Safety (autofail if an instructor is unsafe)			
☐	Safety Failure (If there is a safety failure, checking the box eliminates the score for auto fail)			Safety was maintained and managed. If there were incidents, appropriate action was taken quickly, according to the pre-brief.
	25. Questions – 0/5 = 35		35	
	Time for questions at end of course			Time was provided at the end of the course for participants to ask questions.
	Time for questions at end of blocks			Each block of training provided opportunities for questions and discussion.
	Time made during delivery for questions			Participants felt safe and encouraged to ask questions during the instruction period, without designated question time.
	Intentional discussion questions			Discussion questions were designed into the course to encourage debate and conversation (more than "any questions?)
	Debate is allowed/encouraged in class			Participants felt safe to discuss, debate, and disagree with the content and with each other.
	Structured questions after demonstrations			Discussion questions were provided for activities, videos, or presentations as part of debriefing and to encourage conversation
	Socratic method used correctly and efficiently			Participants were asked leading questions to help them arrive at predetermined objectives and information, as part of developing critical thinking.
	26. Appropriateness, unless it is relevant to the course. – 0/4 = 28		28	
	No inflammatory language (racist, sexist, etc.) was used			Inflammatory language is any language that is not necessary for the delivery of the course or relevant to the content of the course.
	No political commentary			Unless relevant to the course, political commentary was avoided and instructor neutrality was evident while instructing.
	Limited obscenities were used			The use of obscenities was limited to relevant use in scenarios, course content, or other material necessary for the delivery of the course.

Appendix2 : Psychomotor Domain Action Verbs

Bloom's Taxonomy - Psychomotor Domain Action Verbs

Perception	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation	Origination
Senses guide activity	*Readiness to act*	*Immitation and practice*	*Habituated action with proficiency*	*Efficient and effective performance*	*Skillful action can be modified in new situations*	*Creating new actions for new situations or improvement*
Choose	Begin	Assemble	Assemble	Assemble	Adapt	Arrange
Describe	Display	Build	Build	Build	Adjust	Combine
Detect	Explain	Calibrate	Calibrate	Calibrate	Alter	Compose
Differentiate	Move	Construct	Construct	Conduct	Change	Construct
Distinguish	Proceed	Describe	Demonstrate	Construct	Rearrange	Create
Identify	React	Dismantle	Dismantle	Demonstrate	Reorganize	Design
Isolate	Respond	Display	Display	Dismantle	Revise	Invent
Predict	Show	Dissect	Dissect	Display	Vary	Make
Relate	Start	Fasten	Fasten	Dissect		Originate
Recognize	Volunteer	Fix	Fix	Execute		
Select		Grind	Grind	Fasten		
Separate		Heat	Heat	Fix		
		Manipulate	Manipulate	Grind		
		Measure	Measure	Heat		
		Mend	Mend	Manipulate		
		Mix	Mix	Measure		
		Organize	Operate	Mend		
		Sketch	Organize	Mix		
		Work	Sets Up	Operate		
			Sketch	Organize		
			Work	Show		
			Write	Sketch		
				Work		

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