What does it look like?

Analyzing for Psychomotor Domain

Cognitive Domain TPOs
   TPO-1: Explain the process of a warrant service with an arrest.
   TPO-2: Determine if the warrant is releasable or not.
   TPO-3: Analyze different warrants for completeness and
          appropriateness
          in relationship to the charge.

Psychomotor Domain TPOs:
   TPO-4: Execute different warrants appropriate to the type
          of warrant presented.
   TPO-5: Safely conduct an arrest of a subject with the appropriate
          warrant.

- Apply your knew knowledge of the Psychomotor Domain to any of your objectives that may require physical skills as part of the task.

- Look over all of your objectives. Are there any that seem inappropriate to be measured using the cognitive domain?

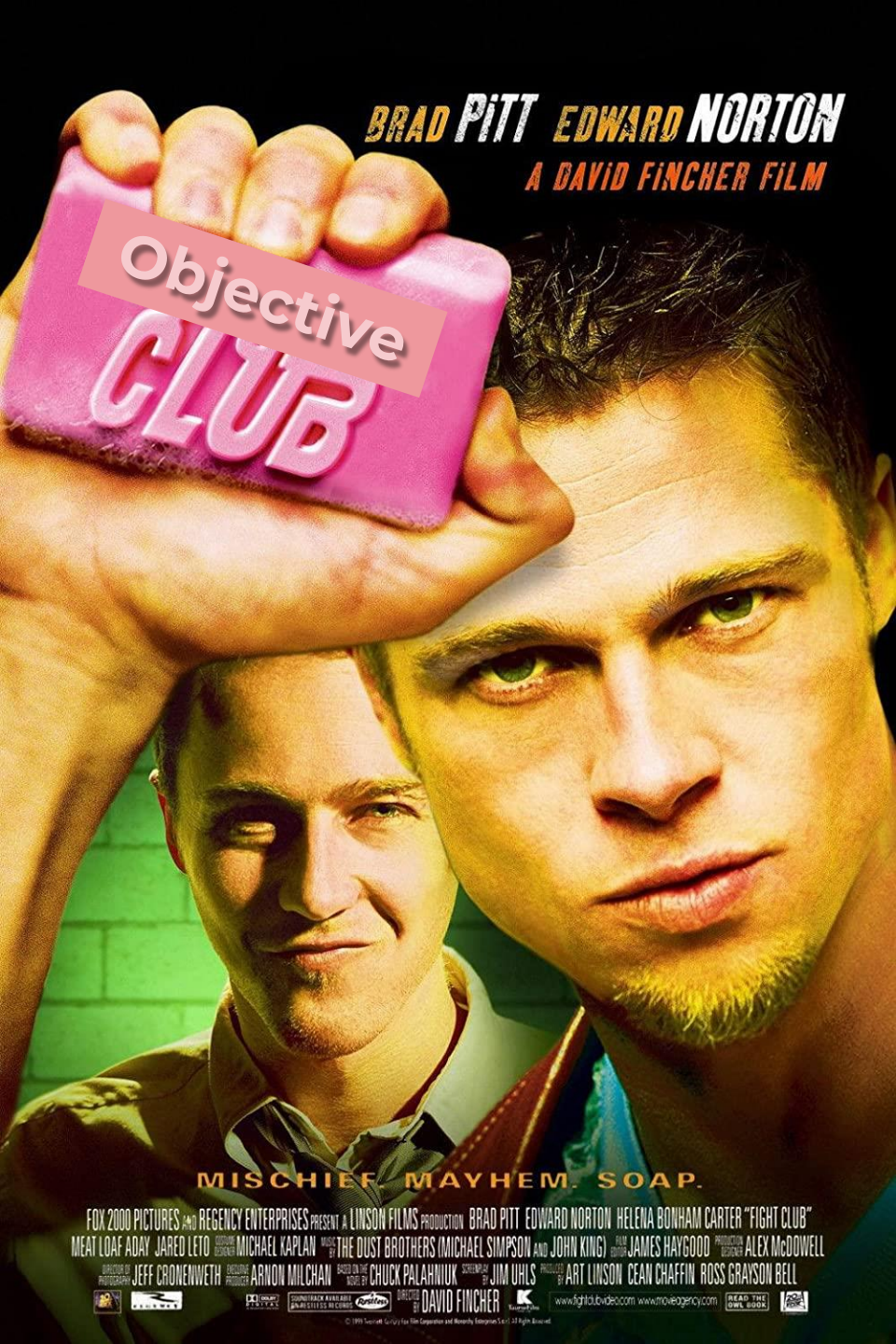# Adjust your objectives

Three domains

Affective is about emotion

Attitudes, emotion, and motivation about the content and learning

Writing performance objectives

SMART objectives

- **S** – Specific

- **M** – Measurable

- **A** – Attainable

- **R** – Relevant

- **T** – Time-framed

- Rick's Rules of Objective Club…
  Yeah, I know that was a bad joke…

#1 - Using unnecessary words in an objective

You do ***not*** need…

"At the end of this course, the participant will…"

Unless you are required to. And if you are, boo.

#2 - Objectives should be single subject

If there is an "**and**" in your objective, it is most likely *two* objectives

#3 - Not all objectives need three parts

- Performance, conditions, criteria
- A lot harder to control training in public safety
- Use only the parts that work

"Perform a firearms qualification on a CALEA certified firing range in typical weather, scoring at least 80% accuracy."

As public safety professionals, what problems do you see with that TPO?
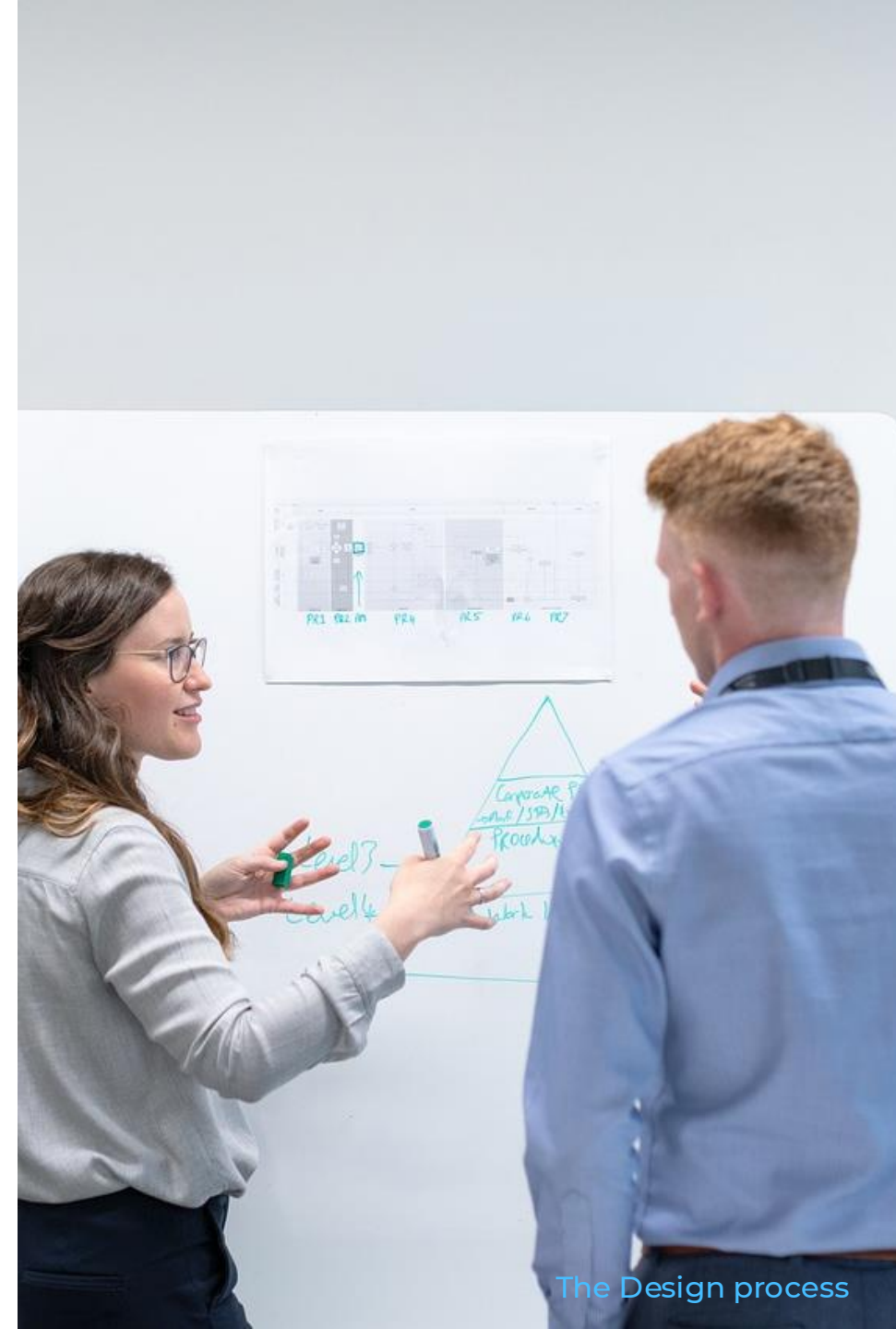
Too precise

It is *way* too defined and creates an unreasonable expectation
to train for every circumstance, but it also contains too much ambiguity!

Whiteboarding

- The Training Design Plan encourages brainstorming
- Starts putting the training into perspective
- Easier to see gaps

Training Design Plan walk-through

Training Program Name	Performance expectation (purpose for course)	Module / Lesson	Terminal Performance Objectives (At the end of this course, learners will be able to:)	Enabling Pe (At the end of this le
Law Enforcement Instructor Certification Course	Facilitate the learning and development of law enforcement personnel.	Instructor v. facilitator	Define the role of an instructor.	
			Define the role of a facilitator.	
			Define the difference between "education" and "training."	
			Analyze which role is appropriate based on the context of a course.	
		Vicarious liability	Identify the responsibilities and impacts of vicarious liability.	Define vicarious liability.
				Identify court cases establishing vi
				Analyze situations where vicarious
		Time management - Start, breaks, lunch, and ending	Create time management policies.	Analyze course plan to determine
				Identify conditions for various bre
				Identify federal, state, or other pol
				Identify situations that may require
				Identify exceptions allowed before
			Apply time management policies in different scenarios.	
		Movement in the classroom	Demonstrate appropriate movement in a classroom environment.	Identify why moving may be effect
				Identify different types of and reas
		Classroom control and management	Demonstrate control of a classroom.	Demonstrate control of the classr
				Demonstrate command of attende
			Demonstrate appropriate classroom management techniques.	Idenify classroom behaviors that