



DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING

HB 5031: INSTRUCTOR DEVELOPMENT PLAN

February 21, 2022

EXECUTIVE SUMMARY



2021 Session- 1 FTE, study and develop plan for an instructor development program

2021 Secretary of State Audit- Recommendation #12

UNDERLYING PURPOSE

Evidence-based police academy training should include the following elements,

- 1) What is taught should be as scientifically valid as possible based on crime and police science, and
- 2) How it is taught, or instructional methods, should be based on learning science.

Cordner, G. (2017). Evidence-based police education and training in the United States. *European Law Enforcement Research Bulletin*, (3), 71-78.

DPSST & EVIDENCE-BASED TRAINING

1) What is taught should be as scientifically valid as possible based on crime and police science.

- Basic Police Program Revision (2017–2021)
 - President's Task Force on 21st Century Policing Report (2015)
 - Evidence-Assessment of the President's Task Force on 21st Century Policing Report: Implementation and Research Priorities (2017)
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DPSST & EVIDENCE-BASED TRAINING

2) How it is taught, or instructional methods, should be based on learning science

- Begin transition from traditional model to adult learning model- 2017
 - Goal: 100% of academy training grounded in evidence-based learning principles
 - Developed and delivered instructor training on adult learning
 - Developed curriculum to guide instructors in the use of learning principles
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ACADEMY INSTRUCTORS

- ~ 50 full-time instructors
- ~ 300 part-time instructors
- 81% current or former police officers
- Statewide

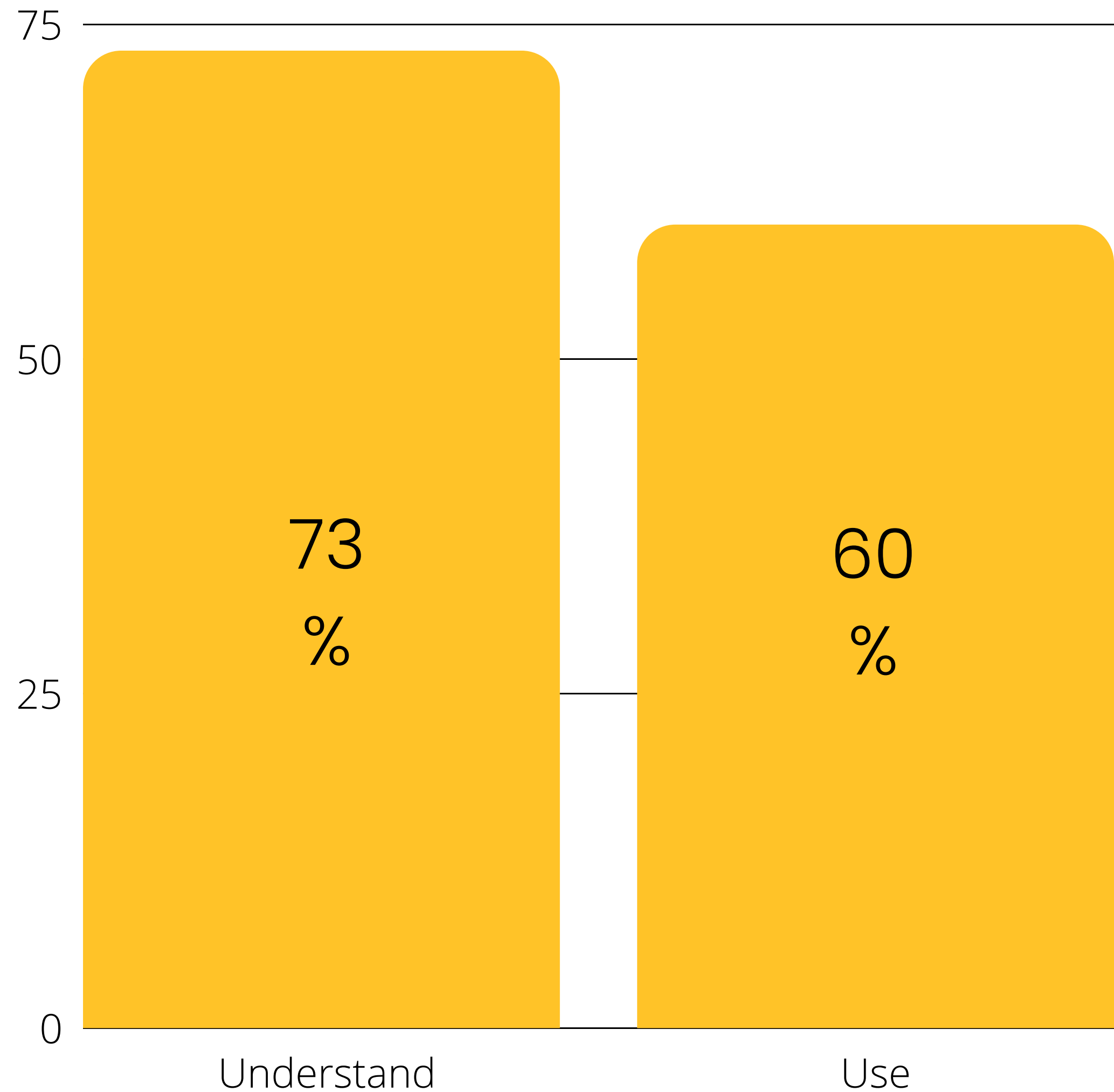
Instructing requires a separate skill set from that of a practitioner

DPSST STUDY 2019-2021

- Progress toward goal of 100% evidence-based delivery
 - Instructor knowledge and motivation related to learning principles and methods
 - Organizational impacts on training delivery
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STUDY FINDINGS

- Significant gaps in the understanding and use of evidence-based teaching methodologies



STUDY FINDINGS

- Variations in use of practices
- Variations is skill

Figure 7

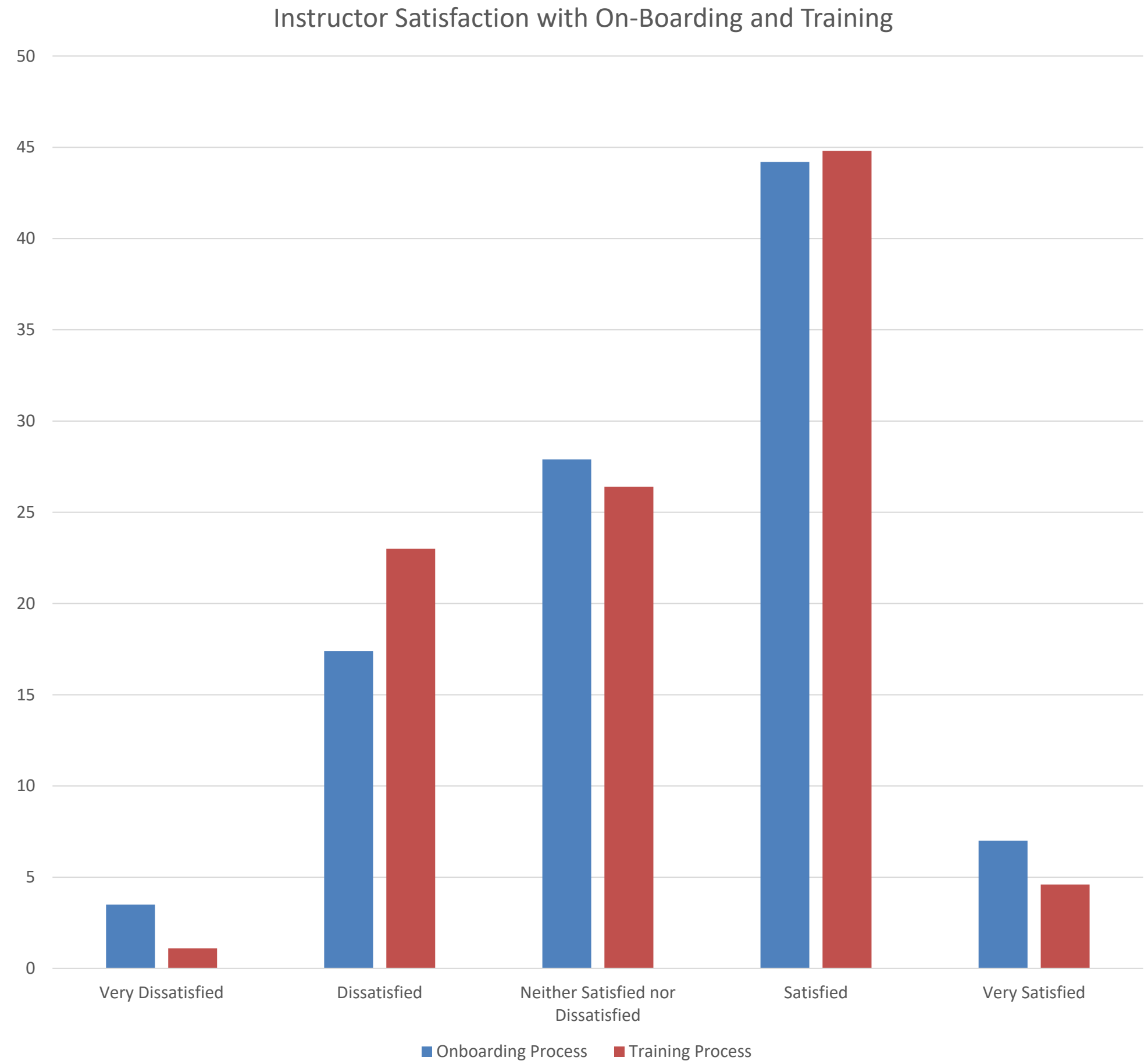
Observed Application of Principles and Methodologies Over 10 Classroom Sessions

Principles and Methodology	Classroom Sessions 1-10									
Active Learning	Green	Green	Green	Green	Green	Green	Yellow	Yellow	Yellow	Red
Adult Learning	Green	Green	Green	Green	Green	Green	Yellow	Yellow	Red	Red
Utility Value	Green	Green	Green	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Red
Cognitive Load	Green	Green	Green	Green	Yellow	Yellow	Yellow	Red	Red	Red
Distributed Practice	Green	Green	Green	Green	Green	Yellow	Red	Red	Red	Red
Retrieval Practice	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Red	Red	Red	Red
Effective Feedback	Yellow	Yellow	Yellow	Red	Red	Red	Red	Red	Red	Red
Metacognition	Yellow	Yellow	Yellow	Red	Red	Red	Red	Red	Red	Red
Varied Practice	Yellow	Yellow	Red	Red	Red	Red	Red	Red	Red	Red
Contextual Interference	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red

Legend	Often (Green)	Sometimes (Yellow)	Never (Red)
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STUDY FINDINGS

- Inconsistencies in processes
- Insufficient training
- Unclear expectations



WHY DOES THIS MATTER?

Traditional vs Adult Learning Model

Needs of 21st century policing

- Critical thinking
 - Problem-solving
 - Novel decision-making
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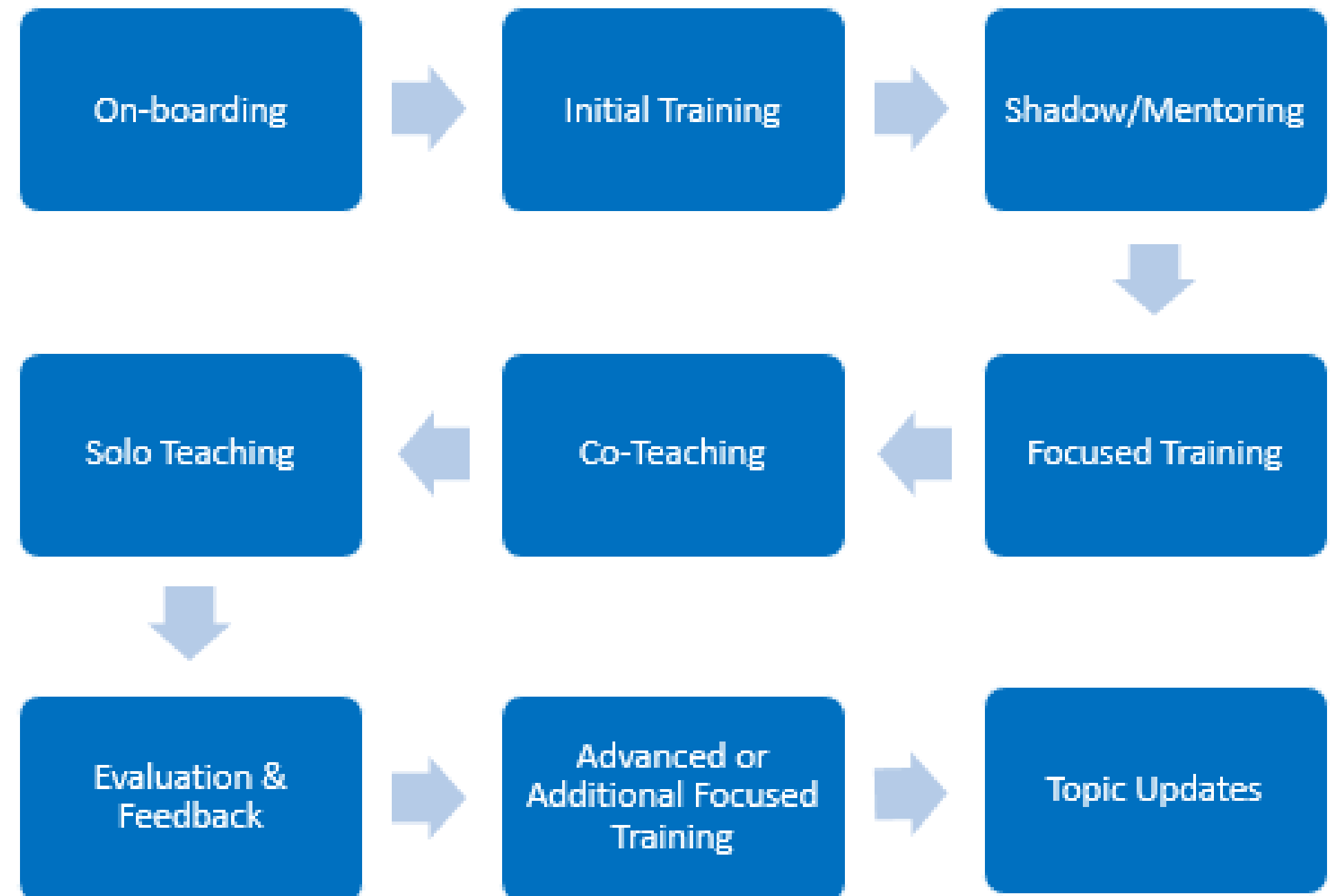
STUDY RECOMMENDATIONS

Develop and implement a progressive instructor training and education system to support the development of knowledge and skills related to using evidence-based learning methodologies in the delivery of training.

PLAN

Structured and holistic instructor development program

- Process
- Content
- Evaluation



TIMELINE

End of year 1

- Processes in place
- Positions filled
- Training series developed and implemented
- LMS purchased and training modules under development

End of year 2

- Instructor evaluation and maintenance processes implemented

PROGRAM STATUS

Filled Instructor Development Coordinator position on an interim basis.

- Participate in on-boarding
- Coordinate/deliver initial training (Adult Learning Core)
- Pilot process for shadow/mentoring

RESOURCES FOR FULL IMPLEMENTATION

3 FTE – Develop and deliver instructor training

3 FTE – Hours for part-time instructors to participate in training

Learning Management System (LMS) to deliver training to instructors across the state

3 FTE – IT support for LMS



QUESTIONS

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