



The Science of Developing Training for SWAT

- Workbook -

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Course materials:



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What is training

List a couple of courses that you have experienced that were called training, but were one of the following. Your list should be courses that *need* to be training, but fall into these categories.

Presentation

Practice

Education

Training

For this category, list a couple of courses that you want to improve to make it more robust.

Why this is important: the case law

For each case, write down gaps in your training products, policy, or procedure that is impacted by the case.

Clipper v. Takoma Park

Spell v. D McDaniel

City of Canton v. Harris

Paul v. City of Altus

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ADDIE

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

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.

<h2>Analyze</h2>	<ul style="list-style-type: none"> Analyze stakeholder expectations, observations, and perceptions Identify resources (SMEs, system admins, employees), acceptable assumptions and sources (policy, procedure, research, etc.) Analyze previous training materials (if applicable) Analyze business data, performance metrics, any other statistics if applicable Analyze task performance, job requirements, systems, and processes Conclude whether the project is training or not, and provide the solution Provide conclusions to stakeholders to negotiate next steps
<h2>Design</h2>	<ul style="list-style-type: none"> Create Terminal and Enabling Performance Objectives (TPOs and EPOs) Design scaffolding plan to order TPO and EPO presentation and delivery Determine participant assessment measurement devices Determine course evaluation plan Create deadlines, benchmarks, and assignments schedule
<h2>Develop</h2>	<ul style="list-style-type: none"> Create outline based on TPOs and EPOs Create content Create lesson plan Negotiate timing with stakeholders (content dictates duration and structure) (ILT) Create Instructor Guide (eLearning) Create storyboard Create graphics and ancillary documentation (job-aids, templates, etc) (ILT) Create Participant Guide and slide deck (eLearning) Create product Create measurement devices and rubrics
<h2>Implement</h2> <p>I call this Deploy</p>	<p><i>I call it Deploy because of the wide breadth of options to deliver training.</i></p> <ul style="list-style-type: none"> Conduct final reviews (ILT) Course review with instructors, Train-the-trainer, or a dry-run (eLearning) Test group, trial run (ILT) Schedule course dates and notify attendees (eLearning) Publish to LMS Validate timing, content, and efficacy
<h2>Evaluate</h2> <p>I call this Measure</p>	<p><i>I call it Measure because "evaluate" is often confusing and conflated, depending on who you are talking to.</i></p> <ul style="list-style-type: none"> Assess - measuring participant performance competency Evaluate - measuring course performance and efficacy <p>Assessments - measure knowledge transfer and task performance competency. Track data of participant performance, between iterations of training, and according to instructors.</p> <p>Evaluations - measure cohort performance over time, contrast between cohorts, measure against business data and performance metrics.</p>

Analyze, Design, Develop, Implement, Evaluate

We won't have time to really get into the execution of all of these steps and processes, so we are going to do what SWAT operators do best - plan. For each phase you will create a task list to act on when you get back to your agency to put these into effect.

Course name

Analysis Phase

List the materials or resources you can use to analyze for your course.

Design Phase

Performance objectives

Your Terminal and Enabling Performance Objectives will be determined by your analysis. For now, write a couple objectives that you feel pretty confident will be necessary in your course. A list of Bloom's Taxonomy action verbs are on the next page.

Development Phase

Train this activity - record your thoughts

Uber Bloom's Taxonomy Verb List

Cognitive Domain (Best used for mental skills or "knowledge")

Competencies must fall in these categories when using the Cognitive Domain.					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Arrange*	Account for	Acquire*	Analyze	Appraise*	Abstract
Choose*	Acquire*	Adapt*	Appraise*	Argue	Act
Cite	Add	Allocate	Arrange*	Assess	Adapt*
Count	Annotate	Alphabetize	Audit	Award	Add to
Define	Approximate	Apply	Blueprint	Choose*	Animate
Describe*	Articulate	Ascertain	Break down	Compare*	Anticipate
Distinguish*	Ask	Assign	Calculate*	Conclude*	Arrange*
Draw*	Associate	Attain	Catalogue	Contrast*	Assemble
Enumerate	Calculate*	Avoid	Categorize*	Counsel	Blend
Fill in the blank	Characterize*	Back up	Characterize*	Criticize*	Budget
Find	Clarify	Calculate*	Classify*	Critique*	Build
Give an example*	Classify*	Capture	Compare*	Debate*	Categorize*
Group*	Compare*	Change*	Confirm	Decide	Change*
Identify*	Compute*	Choose*	Contract	Defend*	Code
Index	Conclude*	Classify*	Contrast*	Determine*	Collaborate
Indicate	Contrast*	Collect*	Correct	Diagnose*	Collect*
Know	Convert	Complete	Correlate	Direct	Combine
Label	Critique*	Compute*	Criticize*	Discriminate*	Communicate
List*	Defend*	Conclude*	Debate*	Discuss*	Compare*
Listen	Demonstrate*	Conduct	Deduce	Enhance*	Compile
Locate*	Describe*	Construct	Deduct	Estimate*	Compose
Match	Detail	Create*	Detect	Evaluate	Concoct
Meet	Differentiate*	Customize	Determine the factors	Explain*	Construct
Memorize	Discuss*	Demonstrate*	Diagnose*	Give your opinion	Contrast*
Name	Distinguish*	Depreciate	Diagram	Grade	Cope
Outline*	Elaborate	Derive*	Differentiate*	Hire	Correspond
Point	Estimate*	Determine*	Discover*	Infer*	Create*
Provide*	Examine*	Develop*	Discriminate*	Interpret*	Cultivate
Quote	Example	Diminish	Discuss*	Investigate*	Debug
Read	Expand upon	Discover*	Dissect	Judge	Depict
Recall	Explain*	Dramatize	Distinguish*	Justify	Derive*
Recite	Express*	Draw*	Divide	Measure*	Design
Recognize*	Extend	Execute	Document	Predict*	Develop*
Record*	Extrapolate*	Examine*	Ensure	Prescribe	Devise
Relate*	Factor*	Exercise	Examine*	Present a case for	Dictate
Repeat	Generalize*	Exhibit	Experiment*	Prioritize*	Enhance*
Reproduce	Give	Experiment*	Explain*	Probe*	Establish
Review*	Give main idea	Explore*	Explore*	Project-manage	Explain*
Select*	Identify*	Expose	Extrapolate*	Prove	Express*
Sequence*	Illustrate*	Express*	Figure out*	Rank	Facilitate
Show*	Infer*	Factor*	File	Rate	Find an unusual way
Sort	Interact	Figure out*	Graph*	Recommend	Forecast
Spell	Interpolate	Find out	Group*	Referee	Format
State	Interpret*	Give an example*	Identify*	Reframe	Formulate
Study*	Locate*	Graph*	Illustrate*	Reject	Generalize*
Tabulate*	Observe	Handle*	Infer*	Relate*	Generate
Tell*	Outline*	Illustrate*	Inquire	Release	Handle*
Trace*	Paraphrase	Implement	Inspect	Report on	Hypothesize
Underline	Picture graphically	Interconvert	Interpret*	Research*	Imagine
Write*	Predict*	Interpret*	Interrupt	Review*	Import
	Put in order	Interview	Inventory	Revise*	Improve
	Recognize*	Investigate*	Investigate*	Score	Incorporate
	Reference	List*	Layout	Select*	Individualize
	Reiterate		Manage*	Summarize*	Infer*

Contact Tina Rettler-Pagel at CETL for more information

*=verb falls into two domain levels

Instructor Guides

Outlines/lesson plans

Using the performance objectives you wrote, create the beginning of an outline. Use this style:

1. H1 – Header: Terminal Performance Objective
 - 1.1. H2 - Sub-header: Enabling Performance Objective
 - 1.1.1. H3 - Chunk
 - 1.1.1.1. H4 - Sub-chunk

Chunks and sub-chunks are if you need to drill down further, like supporting content for Enabling Performance Objectives.

Adding content

Adding content is dependent on Subject Matter Experts, research, observation, and other time consuming efforts. Instead of writing content today, write the ideas you have, summarize what you want to say in that area, identify SMEs that will be writing that part, or list the sources you intend to read and interpret for that area of the outline.

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Adding activities, notes, and directions

List some of the activities, discussion questions, notes for instructors for ideas on specific teaching tactics, etc.

We aren't going to worry about slide decks, the Participant Guide, or the Implement Phase today.

Evaluate (Measure) Phase

Make a plan for how you plan on assessing the course. If your action verb is a higher-order complexity, you will need demonstrations, scenarios, essay questions, etc., for assessment, which will require rubrics. If you are planning on a written exam, you should have at least three questions per Terminal Performance Objective and one per Enabling Performance Objective. Also, plan how you are going to evaluate the efficacy of the course.
