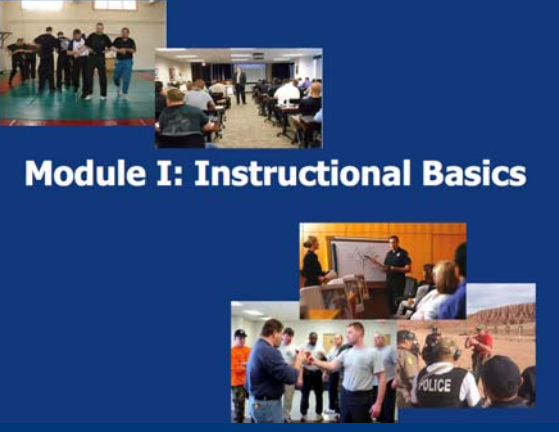


Module I: Instructional Basics



Module I: Instructional Basics

Module Goal

To understand the basics of instruction and how various roles of an effective instructor/facilitator affect learning.

Performance Objectives

As a result of participating in the Instructional Basics Module, students will be able to...

Explain a minimum of five basic attributes which contribute to good instructor development, without referencing any notes

Identify five of the nine roles of an effective instructor, without referencing any notes.

Describe the expected core competencies of a facilitator by naming a minimum of three of the six competencies, without referencing any notes.

Performance Objectives Continued

As a result of participating in the Instructional Basics Module, students will be able to...


Discuss characteristics of the three types of learners, without referencing any notes.

Describe seven of the ten steps to providing effective and worthwhile instruction, without referring to any notes.

“The problem was in the way the training was being conducted by the instructor, who had decades of law enforcement experience, but was limited as an educator of cops. Ray knew how to perform a safe and effective traffic stop but not how to transfer his wisdom to cadets. A problem that every educator and trainer has faced at some point.”

Richard Neil (2013)

• Take a moment to remember a good instructor – someone you knew recently or long ago.



• Share with another person: In your opinion, what were the personal characteristics that made him/her a good instructor?

Respect

Collaborator

Excellence

Professionalism

Passion

Honesty

Skilled Leader

Patient Listener

Accessibility

Composed

Creativity

Presenter

Leader

Subject Matter Expert

Facilitator

Classroom Manager

Peer Mentor

Human Being

Role Model

Scavenger







Role Model

24/7 role model

others aspire
follow



Facilitator

changing behavior

monitors
non-verbal
behaviors

encourager



focus on learners,
not themselves

Subject Matter Expert





Peer Mentor

supports/assists learners

Classroom Manager

seating, lighting, materials, time, breaks, topics

highly structured, organized



Scaffolder

instructional framework

goals, objectives, lesson plans, methods, activities etc.

"owner of the lesson"




Human Being

respect

"sits-in-students" seats

active learners



Instructor - Facilitator

Instructor: a person whose job is to teach people a skill.

-content expert -"sage on the stage"

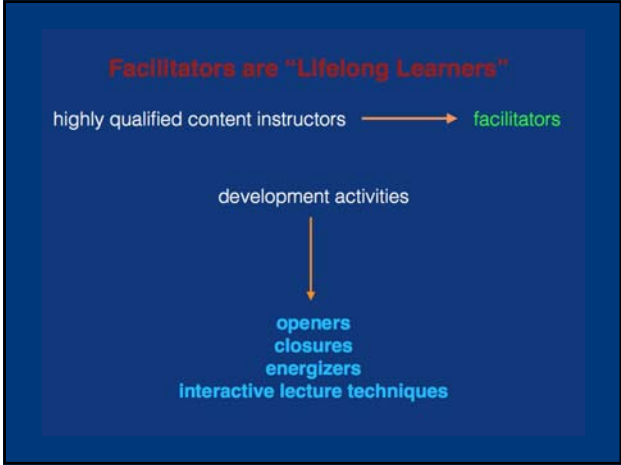
Facilitator: one that helps to bring about an outcome (learning) by providing indirect or unobtrusive assistance, guidance, or supervision.

- a true educator acts as a facilitator of learning

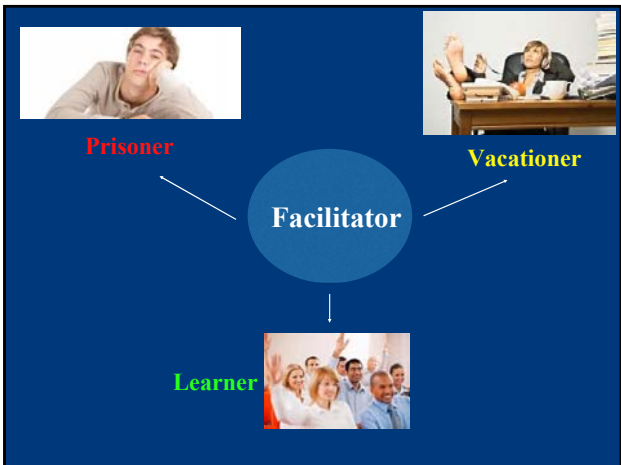
Facilitator

- * process manager first; content resource second
- * create an active environment engaging the learner
 - * embrace learners prior knowledge
 - **"guide by the side"









W. I. I. F. M.



What's In It For Me?

Steps for Providing Worthwhile and Effective Instruction

1. Plan, Plan, Plan
2. Know your Audience
3. Grab their Attention
4. Break the Ice
5. Know your Topic
6. Provide the WIIFM
7. Provide Ownership
8. Build in Fun
9. Use a Variety of Media
10. Reflection Time

Summary



Module II: Adult Learning Concepts



Module Goal

To acquaint the student with the philosophies and concepts which drive adult learning and to orient the student with ways in which curriculum for adults can successfully be taught.

Performance Objectives

As a result of participating in the Adult Learning Concepts Module, students will be able to...

Explain three differences between pedagogy vs. andragogy, without referencing any study materials.

Describe five assumptions about the characteristics of learners according to Malcolm Knowles and other researchers, without referencing any notes.

Performance Objectives Cont.

As a result of participating in the Adult Learning Concepts Module, students will be able to...

Summarize the three components of the the VAK acronym of learning styles, without referencing any notes.

State two physical factors and two emotional factors of learning environment conditions that may affect learning, without referencing any study materials.

“Getting and keeping adult learners engaged in training is crucial for attaining learning objectives.”

Didactic-Direct Instruction: Verbal; Lectures or presentations.

Modeling-Direct Instruction: Visual; Demonstrations and practice.

Managerial-Indirect Interactive Instruction: Facilitation; Individualized and group management.

Dialogic-Indirect Interactive Instruction: Socratic method of dialogue; Questions and thought provocations.

Think back to a specific time in your education, could be recent or in the past, when you were excited about a course of instruction, something that truly triggered your desire to learn. What caused your excitement and enthusiasm?



Pedagogy: the art, science, or profession of teaching

http://www.diffen.com/difference/Andragogy_vs_Pedagogy

Andragogy: the method and practice of teaching adult learners; adult education.

Malcom Knowles : 1970's

"Father of Adult Learning

Art and Science of Helping Adults Learn

ASSUMPTION	WHAT IT MEANS TO THE INSTRUCTOR
Self-concept	Engage learners in inquiry, analysis, and decision-making with other adult learners.
Adult Learner Experience	Use active participation and exercises relating the new knowledge to life experiences.
Adults are Goal Orientated	Identify your goals and objectives at the outset of instruction.
Adults are Relevancy Oriented	Explain to students why they need to learn specific knowledge or skills.

ASSUMPTION	WHAT IT MEANS TO THE INSTRUCTOR
Adults are Practical Learners	Avoid "nice to know" theories; focus instruction on practical information for immediate use.
Adults Demand that Instructors Treat Them as Peers and with Respect	Practice the Golden Rule.
Adults Want to be Involved in the Learning Process	Use a variety of teaching methods that require student participation.
Adults have Different Learning Styles	Incorporate a variety of media to target all learning styles.

ASSUMPTION	WHAT IT MEANS TO THE INSTRUCTOR
Adults are Motivated by Fulfilling Immediate Personal Needs/Aspirations	Tell the students how they can immediately use the information or skills that you are teaching and why they need this information.
Adults make Decisions for Their Own Learning Experiences	Encourage continuous learning and development after the instruction is completed.
Adults Need Positive Feedback	Respond in positive ways to encourage participation.



<p>Visual</p> <ul style="list-style-type: none"> • Visual learners prefer the use of images, maps, and graphic organizers to access and understand new information. 	<p>Auditory</p> <ul style="list-style-type: none"> • Auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices.
<p>Read & Write</p> <ul style="list-style-type: none"> • Students with a strong reading/writing preference learn best through words. These students may present themselves as copious note takers or avid readers, and are able to translate abstract concepts into words and essays. 	<p>Kinesthetic</p> <ul style="list-style-type: none"> • Students who are kinesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figuring things out by hand (i.e. understanding how a clock works by putting one together.)

<p>1</p>	<p>2</p>
<p>WHEN YOU COMPLAIN....</p>	
<p>3</p>	<p>4</p>

1



2



3



YOUR LOST IN A CITY...

1



2



3



STYLE OF PRESENTATION PREFERENCE.....

Learning Styles



Evridiki Dakos

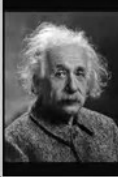
room temperature

time of day

arrangement of the room

noise distractions

lighting



I never teach my pupils. I only attempt to provide the conditions in which they can learn.
(Albert Einstein)

izquotes.com

intrinsic

extrinsic

learn alone

learn with others

SUMMARY

Module III: Writing Instructional Goals and Objectives



Module Goal

Students will be able to write instructional goals and objectives.

Performance Objectives

As a result of participating in the Writing Instructional Goals and Objectives Module, students will be able to...

Explain three characteristics of an instructional goal, with 100% accuracy.

Summarize a minimum of three characteristics of a performance objective, using clear and concise explanations.

Performance Objectives Continued

As a result of participating in the Writing Instructional Goals and Objectives Module, students will be able to...

Write a minimum of five instructional goals based upon needs assessments, with clarity for a reader to understand.

Recall a minimum of two verbs from each of Bloom's Levels of Understanding, with 100% accuracy.

Write a minimum of three performance objectives for two instructional goals written in Performance Objective "C", which include the "ABCD" components of writing objectives and Bloom's Learning Level verbs.

The Moral of this Fable is

"If your not sure where you are going, your liable to end up some place else."



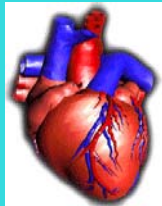
Robert Mager, 1997

Identify Course Content

Structure the Lecture

Guide the selection of Meaningful and Relevant Activities

Guide Assessments



Instructional Goals

A broad, general statement describing what students should be able to do (forever) after the instruction.

DO NOT: Describe steps, components or means of accomplishing tasks.

Help pave the way to writing good Objectives.

Often do not specify outcomes or assessments.

Examples

Cadets will learn about various tactics, safety factors, and skills needed to conduct a building search.

Cadets will learn about police integrity and ethics which are fundamental to effective policing and in helping to build trust within communities.

Instructional goal



Broad, generalized statements.

General intentions

Intangible

Abstract

Cannot be validated or measured.

Long term

“An instructional objective is a precise description of an observable, measurable student performance, to a precise standard, under well defined conditions”

(Federal Bureau of Investigation, Instructor Development Program, 2004).

Performance Objectives FOCUS on ...

What your students should be able to do?

Intended Learning Outcomes

Student Performance

**Performance Objectives are the FOUNDATION
for...**



**Selecting Appropriate Content;
Learning Activities; and
Assessment Measures**

**For example, referring to our previous
examples of goals:**

**Building Searches: Cadets will learn about various
tactics, safety factors, and skills needed to conduct a
building search.**

**Objective: Cadets will be able to demonstrate, three
different team movement tactics, while searching a
building, without compromising any safety factors.**

**Ethics: Cadets will learn about police integrity and
ethics which are fundamental to effective policing
and in helping to build trust within communities.**

**Objective: Cadets will be able to explain, a
minimum of four articles from Canon's Eleven
Articles of Police Ethics, without having to refer to
any notes.**



Narrow, Specific

Precise Intentions

Concrete

Tangible

Can be Validated or Measurable

Prepared after Instructional Goals, but before instructional design

Writing Instructional Goals

What is the instructional need?

What do you hope students will be able to do differently because of the instruction?

Behavioral changes must be achievable through instruction.

Learners will be able to slam dunk a basketball on a standard basketball hoop.



Learners will be able to design a lesson plan based upon objectives.



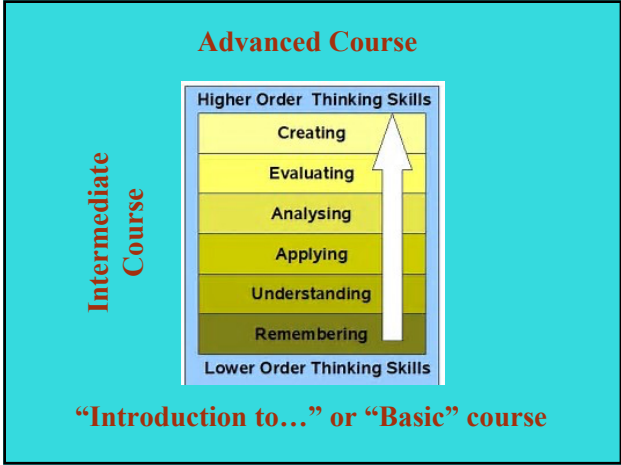
CLASS ACTIVITY

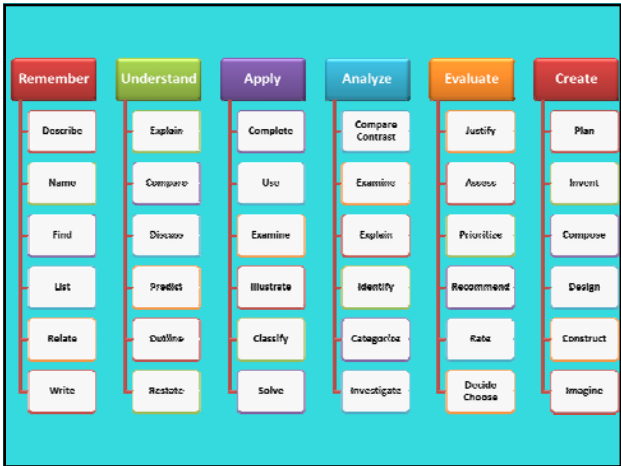
Instructional Needs/Goals Worksheet



Bloom's Taxonomy (1956)








CLASS ACTIVITY

Bloom’s Taxonomy Worksheet



Dr. Benjamin Bloom

WRITING OBJECTIVES

What is an Objective?

Why are Objectives Important?

Four Fundamentals to Writing Good Objectives

“ABCD” Method

Audience

Behavior

Condition

Degree of Mastery Needed

Audience

Does the statement clearly define who the learner is?

Students will be able to demonstrate a proper arm-bar take down technique, without referring to the student manual, as a result of participating in the Arrest and Control Tactics class.

Behavior

Does the statement clearly define what the learner will be doing after completing the learning sequence?

Students will be able to **demonstrate a proper arm-bar take down technique**, without referring to the student manual, as a result of participating in the Arrest and Control Tactics class.

Condition

Does the statement clearly describe the condition under which the learner is expected to perform?

Students will be able to **demonstrate a proper arm-bar take down technique**, without referring to the student manual, as a result of participating in the Arrest and Control Tactics class.

Degree of Mastery Needed

Does the statement set the degree or standard of acceptable performance?

Students will be able to **demonstrate a proper arm-bar take down technique**, without referring to the student manual, as a result of participating in the Arrest and Control Tactics class.

Class Activity

Take out your “Instructional Needs/Goals” worksheet which you worked on before.

SUMMARY

Module IV: Lesson Plans



Module Goal

During this module of instruction, the student will obtain a working knowledge of lesson plans and lesson plan construction.

Performance Objectives

As a result of participating in the Lesson Plans Module, students will be able to...

Explain the importance and purpose of a lesson plan, without referring to any notes.

Name the two pre-planning components which should be done before writing a lesson plan, without referring to any study materials.

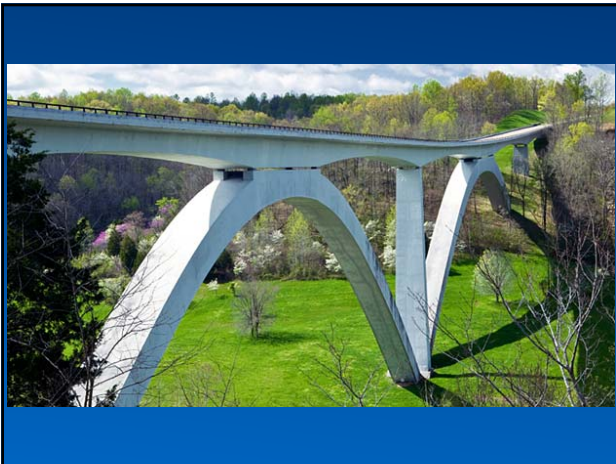
Discuss a minimum of five components of a properly prepared lesson plan, with 100% accuracy.

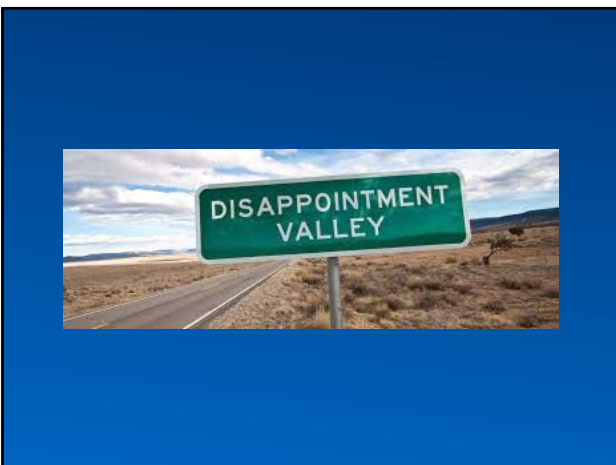
Performance Objectives Cont.

As a result of participating in the Lesson Plans Module, students will be able to...

Identify the five general stages in the development of the Presentation Guide, with 100% accuracy.

Summarize the three factors to consider when determining whether an outline or narrative form of a Presentation Guide is more appropriate to design.





Have you ever attended a training course where the instructor seemed unorganized?

Was there something missing from the presentation?

Was the instructor hard to follow?

Did the three hour scheduled class end in an hour?

Why lesson plans are important...

Gives the instructor a greater assurance and greater freedom in instructing.

Stimulates the introduction of pivotal questions and illustrations.

Provides continuity throughout the presentation.

Why lesson plans are important...Cont.

Ensures associations to previous lessons within a course of instruction.

Provides for test construction of objectives.

Prevents waste of time, saves from haphazard teaching.

A lesson plan when **CORRECTLY WRITTEN** will have all the information an instructor needs to conduct a presentation. An instructor who takes the time to **PREPARE**, utilizing a lesson plan, will be able, to conduct a **QUALITY TRAINING PROGRAM.**

Purpose of a Lesson Plan

It forces the instructor to “think” and “prepare” in advance.

A guide for the presentation of the course content, key points, and student activities.

Ensures students receive the information they need to meet the objectives.

Documents classroom activities and materials taught for liability purposes.

Pre-Planning Components

Instructional Research



Sequencing

Lesson Plan Components

Cover Page	Goals and Objectives
Evaluation/Evidence	Methods/Techniques
Training Material	Equipment/Supplies
Student Supplies	Presentation Guide
Notes to Instructor	References

Cover Page

Course Title
Lesson Title
Instructor
Prepared By
Date
Time Allotted
Target Population
Number of Students
Space Requirements

Goals and Objectives



Evaluation/Evidence

practical scenario

interviewing a victim

giving a presentation

written test

writing a memo

crime report

Methods/Techniques

lecture

group discussion

role play

demonstrations

presentations

Handouts

Flip Charts

Guest Speakers

Training Materials

Videos

White Board

Powerpoints

Equipment/Supplies

white board markers
computer sound system
scenario items
bottle of water
flip chart tables/chairs

laptops tablets pen/pencil

Student Materials

paper positive attitude
scenario supplies

Presentation Guide

Introduction

Body (Presentation)

Conclusion (Summary)

Guided Instructor Notes

Where you write any instructional notes for the delivery of information during the lesson.

Resource for an instructor who has not designed the course but needs to familiarize themselves with the content.

References

- Gives credit to authors whose works you have used (whether you quote them or not).
- Provides a trail by which others can locate the materials you consulted.
- Provides evidence of your research.
- Properly citing materials is one strategy to help you avoid plagiarizing.

Class Activity

“Components of a Lesson Plan”

worksheet

Stages in the Development of the Presentation Guide

Introduction

Presentation

Application

Summary

Evaluation

Introduction

Grabs students attention.

Put students at ease.

Explains presentation material and the WIIFM.

Create motivation and interest.

Identify and explain objectives.

Sets the tone for the presentation.

Presentation (Body)



- Stresses the main points.
- Instruct the students one step at time. Starting at the appro
- Organized sequence of materials
- Transfer knowledge from the instructor ↔ students.

Application

Encourages questions.

Safe environment to practice what has been learned.

Correction of mistakes or omissions.

Feedback

Check for “understanding”.



Review of the objectives.

Review main points of the presentation.

Final statement by instructor to motivate students.



Evaluation



Designing the Presentation Guide

Who will be instructing the class?

Instructor's knowledge

Instructor's experience

Which **Format** to use?

Outline

Narrative

Designer

Not the Designer

Knowledge

Not Knowledgeable

Experienced Instructors

Not Experienced Instructor

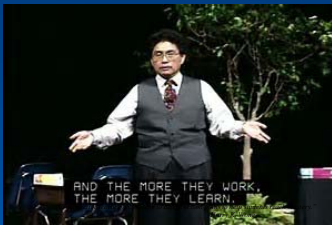
Class Activity

“Presentation Guide Outline Format”

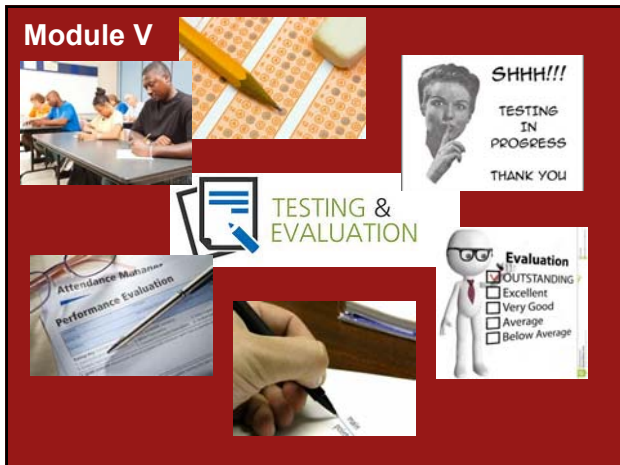
Class Activity

“Excerpt of Presentation Guide in Narrative Form”





“The effective teacher knows how to design lessons”
-Harry K. Wong-



Module Goal

During this module of instruction, the student will obtain a working knowledge of the basic techniques of developing tests and evaluations, will be able to differentiate between objective and subjective testing and will be able to discuss the basic considerations when writing a test question and how to apply the objectives to testing.

Performance Objectives

As a result of participating in the Testing and Evaluation Module, students will be able to...

Summarize purposes and reasons for evaluations in an instructional setting, to include differentiations between instruction, instructor, and student, in a clear and concise manner.

Differentiate between objective and subjective testing by classifying various test forms, with 100% accuracy.

Compare and Contrast at least three types of evaluative testing methods, without referring to notes.



“Teaching and learning are reciprocal processes that depend on and affect one another.”

Kellough and Kellough, 1999

Purposes and Reasons for Evaluations (3)

1) To Assess Student Performance

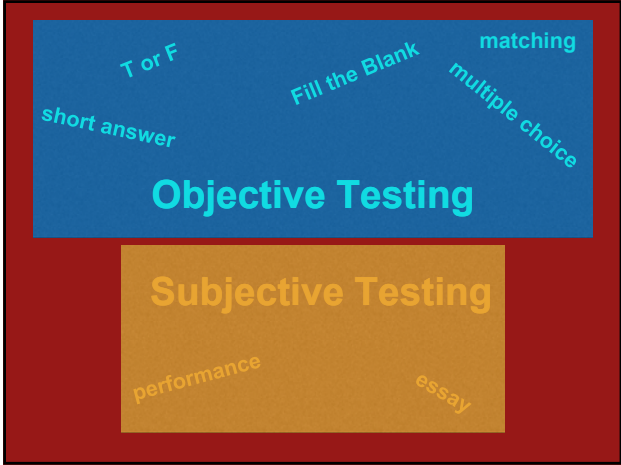
- determine level of mastery
- measure understanding
- motivation

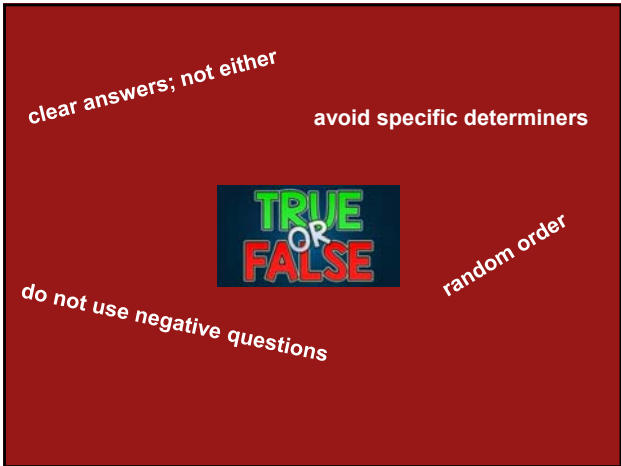
2) To appraise Instructor Performance

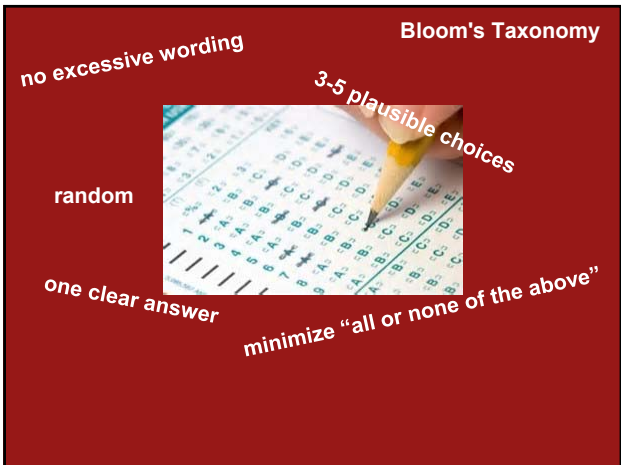
- quality of instruction

3) To appraise course content

- quality of the course; updates/revisions







recall
word items carefully

**Completion (Fill-in-the-blank);
short essay**

"blank" placement

matches are logical
homogeneous material


Matching

10-15; +5

answers alphabetical order

question clearly states the answer
page length; # of questions

ESSAYS




comprehension = "Explain...."
analyze = "Compare and Contrast...."

criteria for rating/scoring stated

practice

Performance Test



problem/situation stated in clear concise terms

SUMMARY



Module VI

Methods of Instruction



Module Goal

During this module of instruction, the student will obtain a working knowledge of the basic methods of instruction and factors to consider when choosing the appropriate instructional method.

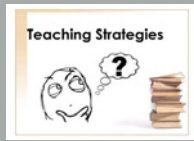
Performance Objectives

As a result of participating in the Methods of Instruction Module, students will be able to...

Discuss at least three methods of instruction, clearly and in a detailed manner.

List five facts to consider when choosing methods of instruction, without referring to any notes.

The Center for Teaching and Learning at
North Carolina University - Charlotte



**150 different teaching
methods that can be utilized
in/out of the classroom**

Demonstration

Discussion

Lecturer

Instructor - Led

Coach and Pupil

Independent

Role Play

Practical Exercises

Instructor - Led Instructional Method

- segments of instruction
- questioning students frequently
- periodic summarization
(during and in future lessons)

Lecturer Instructional Method

- presenter and information being presented is the sole focus
- one way communication
- student questions rarely taken

Demonstration Instructional Method



- students observe procedure, technique or operation
- shows how to do something or how something works

Practical Exercise Instructional Methods

student actively participates, either individually or as a team member; may or may not be required to follow a set sequence

Controlled
Practice Method
Case Study or Team Practice

Controlled Practical Exercise

student is guided, step-by-step through a procedure, technique or operation.

- (1) Students participate as a class
- (2) they are guided through a set sequence, and students generally complete each step and are checked by the instructor prior to continuing to the next step. A mistake is corrected before the student is allowed to proceed to the next step.

Practice Method

**PRACTICE
MAKES
PERFECT!**

Students (alone or as part of a team effort) repeatedly perform previously learned actions, sequences, operations, or procedures.

Case Study or Team Practice

Student performs as a member of a group to solve a text book problem with a team solution or practice completing a sequenced task.



Role Playing Instructional Method



explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment.

Discussion Instructional Method

forums for open-ended, collaborative exchange of ideas

furthering students thinking, learning, problem solving, and/or understanding

Coach and Pupil Instructional Method

Coach



Pupil

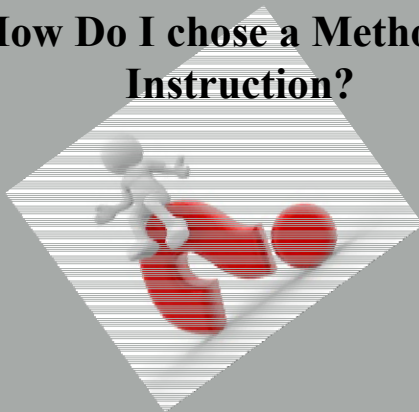
Independent Instructional Method

The student independently, applies prior skills or knowledge gained in either an actual or training situation.

Class Activity

**“Instructional Methods:
Advantages/Disadvantages”**

How Do I chose a Method of Instruction?



Objectives to Methods Compatibility
Expectations of Learners
Expectations of the Organization
Your Own (Trainer) Comfort Levels **Trainer Skill**
Time Available **Adult Learning Principles**
Various Methods to Suit Learner Differences
Adequate Variety **Effective Workshop Pacing**
Ensuring Interaction Occurs

Class Activity
Components of a Lesson Plan
worksheet
from
Module IV

SUMMARY

Module VII



Effective Presentation Skills

Module Goal

Understand the dynamics of a quality presentation

2

Performance Objectives

After completing the Effective Presentation Skills Module, students will be able to:

Discuss three ways to reduce the fear of public speaking.

Describe five characteristics of a great presentation, and explain how to achieve each.

Explain how an instructor can control the atmosphere of the classroom.

3







Detrimental Habits

Mumbling

Fidgeting

Don't make excuses

Inappropriate language/jokes/stories

7

Rambling



Unprepared/lack of knowledge



Class Activity



Why the fear of Public Speaking?

10

Class Activity

“Personal Report of Public Speaking Anxiety” (PRPSA) questionnaire

11

Reducing the Fear of Public Speaking

Don't Expect Perfection

Public Speaking  Your Self-Worth

Avoid being Nervous about Nervousness

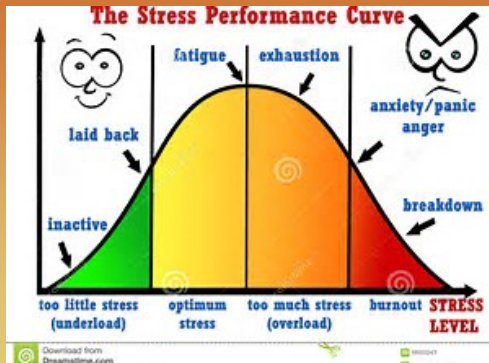
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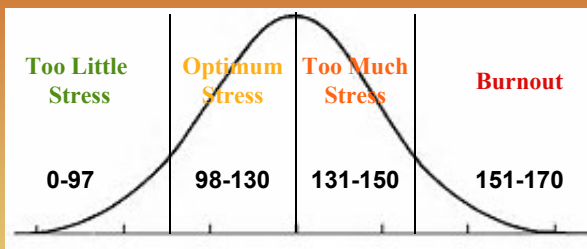
Yerkes-Dodson Law

Relationship between Arousal and Performance

13



14



15

Practice, Practice, Practice

- Be very familiar with the presentation before giving it.
- Read through the presentation several times before giving it.
- Practice giving the presentation out loud in private.
- Give your presentation to a receptive audience and ask for feedback.

16

Preparation - Know Your Audience

- Age Group



- General Attitude



17



Preview the Location

Overall conditions that will affect delivery and reception.



18

Self Preparation

Preparing your mental alertness.



Increase your creativity, ability to process complex information, and ability to read/react to the audience.

Cortisol

19

Speech Delivery

Launch the speech positively.

Stand Straight/Honor Zone

Breathe, use pauses effectively.

Maintain eye contact/ ~~Reading Notes~~

MOVE!!!/Podium Junkie

20

Speech Delivery Continued

appropriate emotions and gestures/ ~~T~~

Speech volume/ ~~Monotone~~

Gage the audience

Watch time

21



Characteristics of a Great Presentation

Nick Skellon, Speak Like a Pro

22

Class Activity



Brainstorm

What Characteristics Make a Great Presentation?

23

1 Great Opening



2 Compelling Audience Benefit (CAB) WIFM?

3 Engagement

24

4 Engage the Emotions

5 Confidently, Fluently, and Professionally Present

Malcolm Gladwell, *Outliers: The Story of Success*.

6 Logical Flow

7 Memorable Close

25

Time

Eye
s

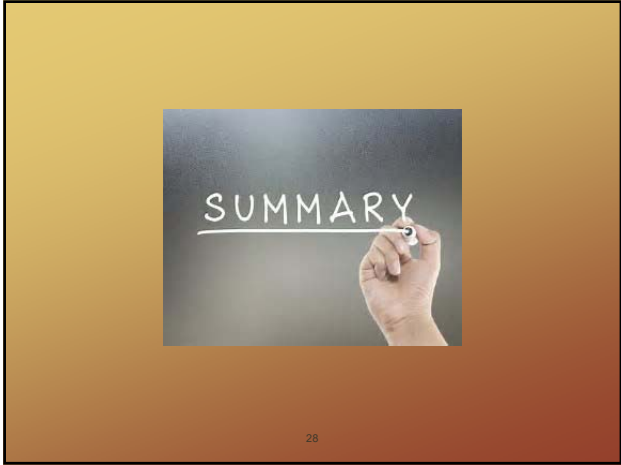
Instructor Controlled Atmosphere

Attitude

26

Focus on earning the audience's attention
entertaining and inspiring that people care
it's your job to listen; it's your job to make t

27





Module VIII

Introduction to Instructional Media



Module Goal

During this module of instruction, the student will obtain a basic knowledge of instructional media.

Performance Objectives

As a result of participating in the Introduction to Instructional Media Module, students will be able to...

Define the term “instructional media”, in a clear and concise way.

Discuss at least three reasons for using instructional media, without referring to any notes.

Performance Objectives Continued

Summarize a minimum of three guidelines for using a variety of instructional media, without having to refer to any class notes.

Explain the “Cone of Learning” concept, by writing a short essay within the testing timeframe.

videos
handouts
instructor
whiteboards
flip charts
powerpoints

What is Instructional Media?

computers
real objects
internet



Any materials or graphic, photographic, electronic or mechanical aids that assist the instructor in presenting his/her subject.





Media as Support for Instruction

Gain Attention

Five Senses

Recall: Scaffolding

Presentation of Objectives: WIIFM

Examples/Visuals

Emphasis of Points

Elicit Student Response

Provide Feedback

Effective Instructional Media should...

Augment the presentation

K.I.S.S.

Be appropriate: subject/teaching points

Be previewed/reviewed

Visually available

Be neat, accurate & understandable

Never be talked to by the instructor

paper to draw on

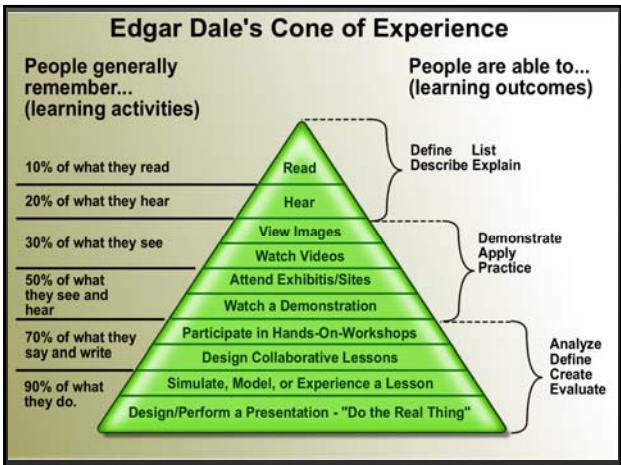
pen/pencil

Class Activity

3 Groups

*“What I am told, I forget;
What I see, I remember;
What I do, builds a castle in my head.”*

Igbo Proverb
(Nigerian tribe)








Module Goal

To understand instructor/trainer liability and ways to minimize the liability.



Performance Objectives

As a result of participating in the Liability Module, students will be able to...

Discuss a minimum of three ways to minimize instructor/trainer liability while either developing the training lesson plan or after the training is complete, without referring to class notes.

Summarize NAC (Nevada Administrative Code) 289.310 (Certification of Courses for Training) Sections 1 and 3, in a clear and concise manner.

Explain a minimum of three legal case studies pertaining to training liabilities, with 100% accuracy.

Class Activity



Liability: Practical Problem

Liability: The state of being responsible for something, especially by law.



“Liability,”... a word that should not only strike immediate concern in all law enforcement instructors, but should also motivate them to do their best.

Minimizing Liability

- Is the subject matter appropriate for training?**
- Are adequate testing methods used to ensure participant understanding of the materials taught?**
- Are the instructors certified in the subject area?**
- Does the subject matter being taught reflect “best practices” in the law enforcement community?**
- Is your research current?**
- Are evaluative procedures in place to determine effectiveness of the training presented?**
- Does the training material comply with existing law and the department’s policy manual?**

Were lesson plans used to organize training? If so, were the lesson plans followed during the subject matter presentation?

Do training records adequately reflect details of the training program, participants, and instructor's records of instruction?

Do the records of attendance match the actual participants in the training?

Class Activity

**NAC (NEVADA ADMINISTRATIVE CODE) 289.310,
SECTIONS 1 and 3**

City of Canton v. Harris, 1989

Walsweert v. Harris County, Texas

Young v. City of Providence, 2004

Zuchel v. Denver, 1993

Munger v. City of Glasgow, 2000

Paul v. City of Altus, 1998

SUMMARY

Module X

Student Teaching Exercise