



COMMISSION ON CORRECTIONAL PEACE OFFICER
STANDARDS AND TRAINING

GENERAL STANDARD 001

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TRAINING PRINCIPLES

STANDARD

Training delivered to correctional peace officers shall use standardized definitions to ensure consistency throughout the Department.

COMPONENTS

The components of this standard are as follows:

1. Instructional Goal – A general statement stating the purpose and justifying the need for the training. The instructional goal tells the reader why the course is necessary.
2. Learning Outcome – General statements which define what the learner will be able to accomplish by the completion of the course. Depending on the difficulty and duration of the course, the learning outcome would state what the learner should remember, identify, apply, analyze, evaluate, and/or create by the conclusion of the course.
3. Learning Objective – More specific statements which are intended to break up each learning outcome into smaller, more manageable pieces. Each objective is a small step toward the achievement of the larger learning outcomes and instructional goal. Each learning objective should describe what the learner will be able to do, under what conditions, and to what acceptable level.
4. Learning Activity – A facilitated, performance-based, hands-on component of adult learning which requires the learner to actively participate in structured work. The goal of a learning activity is to support the outcomes and objectives while enhancing the learner's ability to develop knowledge, skills, and/or abilities.
5. Knowledge – The understanding of which laws, regulations, policies, and procedures apply to the subject being taught. It would also include the "why" and "how" of the subject.
6. Skills – The learner's ability to apply knowledge to modify or improve their ability to perform a competency or task. Skills, to be retained and performed proficiently on an ongoing basis, must be practiced.

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7. Abilities - The learner's competence in using both knowledge and skills in the correct context and appropriately for the situation at hand. It is the learner's practical application of knowledge and skills.
8. Assessment – Measures the effectiveness of the course for each learner. The purpose of the assessment is to ensure the proper transfer of learning from the instructor to the student. Assessments can be formal or informal and may include demonstrations, scenarios, quizzes, teach backs, presentations, critiques, etc.
9. Expanded Course Outline – A document which provides a comprehensive overview of the course. It chronologically lists the learning outcomes, learning objectives, learning activities, and assessment methods—typically to the second or third level of detail. The expanded course outline provides the general framework for the course or lesson but is not prescriptive in nature.
10. Instructor Guide/Lesson Plan – A document which provides guidance to the instructor or facilitator in how to accomplish the delivery of the information contained in the expanded course outline. A lesson plan is very detailed and provides specific guidance on why, how, and when to teach the course content. Lesson plans should also include instructional strategies, materials needed for both the instructors and students, assessment methodology, and an hourly breakdown.

AUTHORITY

California Penal Code 13601 (a)(1)

BACKGROUND

It is the CPOST's intention to thoroughly and efficiently review training against established training standards and adult learning theory, establishing a common understanding of training principles. To properly vet and assess departmental training, standardized language and definitions must be used. This is important for several reasons including: clarity and consistency, facilitating interdepartmental learning, assisting instructors in developing clear criteria for assessments and evaluations, and ensuring quality assurance and compliance.

REFERENCES AND CITATIONS

DOM 32010.4 Training Defined

Government Code Sections 19995 – 19995.5

https://post.ca.gov/Portals/0/post_docs/resources/Developing_a_Course_CERT_I&II_Apr2019.pdf