# INSTRUCTIONAL SYSTEMS DESIGN
## Five Steps to Creating Resilient Courses

**01 — ANAYLIS**

**Define what will be learned:** Know the subject matter and the organizational culture you teach. Comprehensive knowledge of trends, relevant case law, applicable policies, and state/federal statutes. From the terminal performance objective to the enabling objectives, your analysis will align core competencies to comprehension, testing, and retention of the task to be performed.

**02 — DESIGN**

**Specify how new knowledge will be instructed:** Prepare lesson plans with four entities in mind: the student, the organizational culture, the community, and the courts. Because your lesson plan is subject to a subpoena or an open records act request, it must be unequivocally clear in competent learning objectives. Imagine yourself as the news reporter, jury, or judge making judgments about the quality of your content.
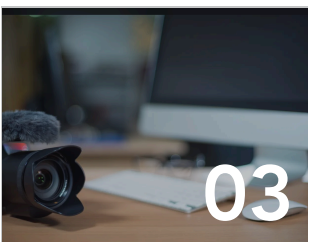
**03 — DEVELOP**

**Enhance course content with innovative multimedia:** Allow students to see themselves in the scope of applying the core competencies to real-world applications. Use pictures and videos showing the agency's officers in action, which keeps them on the edge of their seats.

**04 — IMPLEMENT**

**Deliver the content that will significantly engage students:** Keep your course on time and within the scope of the lesson and mastery the objectives. Utilize the time to engage students in understanding the new skill through group discussion, debate, research, and presentations of findings about the new skills. Most critical in the delivery is transforming the organizational culture to adapt the new knowledge with minimum resistance.

**05 — EVALUTION**

**Determine the Relevancy of the Instruction::** Use formative and summative Evaluation to receive meaningful feedback on the course from roll-out to end-of-course completion.

**Fomative Evaluation:** Continuous feedback about application of the skill;
**Summative Evaluation:** Ending survey about the effectiveness of  the course.