California POST-Certified Training

Butte County Sheriff's Office

FTP

Field Training Program Guide

Transition to Becoming an Effective Patrol Officer

Vol. 1

Overview & Appendices

February 2020

POST Field Training Program Guide 2014
Volume 1: Overview and Appendices

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Copyright July 2003

First published 1988
Revised: November 1997, April 2003, October 2014

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POST.BTB.2003-01.V2

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POST Mission Statement

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

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By POST Executive Director ***Manuel Alvarez Jr.***

The purpose of this *Field Training Program Guide* is to provide administrators of POST-participating agencies with information and assistance in applying POST field training program regulations within their field training program development and maintenance. A standardized program and forms have been developed to guide law enforcement departments and their Field Training Officers (FTOs) through the initial orientation and field training of newly assigned patrol officers. The program is designed to assist the new officers in making the transition from what they learned in the academy to performing general law enforcement uniformed patrol duties competently in the field.

The POST standardized program (with its structured learning content and applicable regulations) and the other program samples in this guide are an accumulation of the best aspects of existing field training programs throughout our state and the nation. They were designed and provided with the following criteria in mind:

- *Defensible/Fair* – The program 1) ensures proper selection and training of FTOs, 2) allows trainee feedback mechanisms, 3) provide a comprehensive list of performance objectives, and 4) utilizes a standardized evaluation process.
- *Effective/Manageable* – The program is performance-based and includes adequate documentation, minimum time completion requirements, and competency specifications.
- *Adaptable/Flexible* – The program is adaptable to any size or type of agency. Flexibility is afforded as agencies are able to incorporate agency-specific policies and procedures and other local references/ resources into the program.

The POST field training program regulations and POST-approved field training programs are intended to achieve the following goals:

- *To produce a competent peace officer* capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner.
- *To provide standardized training* to all newly assigned patrol officers in the practical application of learned information.
- *To provide clear standards* for rating and evaluation which give all trainees every reasonable opportunity to succeed.
- *To enhance the professionalism, job skills, and ethical standards* of California's law enforcement community.

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities. This *POST Field Training* Program *Guide* has been developed to support this mission, drawing upon the expertise of and input from the law enforcement community statewide and nationally.

The Commission appreciates the contributions made by the Field Training Advisory Council, Reno Police Department (Nevada), the Police Executive Research Forum (PERF), and the Office of Community-Oriented Policing Services (COPS), US Department of Justice, in providing input to prepare this guide. Questions or comments regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

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Code of Ethics

As a law enforcement officer, my fundamental duty is to serve mankind, to safeguard lives and property, to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder, and to respect the Constitutional rights of everyone to liberty, equality, and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence, and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession — law enforcement.

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The Field Training Program

The Butte County Sheriff's Office welcomes new sworn personal and strives to teach new officers in a professional and supportive atmosphere. Our Department proudly serves a diverse and growing community by embracing and practicing the concepts of Community Oriented Policing and Problem Solving, a philosophy that combines traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships. To better reflect and communicate these ideals, Department staff revisited and redrafted the Department's Mission, Principles, Vision, and Motto in 2019.

The purpose of the Field Training and Evaluation Program (FTO) is to train new officers so that each is prepared to function as a solo beat officer at the end of their training cycle.

Program Objectives of the Butte County Sheriff's Office Field Training Program: To train and evaluate all recruit officers in preparation for solo patrol duty. To train newly appointed field training officers and sergeants in preparation for their new duties.

FIELD TRAINING OFFICER - SELECTION AND TRAINING: The Field Training Officer (FTO) is an experienced officer trained in the art of supervising, training and evaluating entry level and lateral police officers in the application of their previously acquired knowledge and skills. FTOs will be selected based on the following criteria:

a. FTO's are selected by the Sheriff by submitting a written letter of interest and an oral interview selection process.
b. Have a minimum of two years of general uniformed patrol experience.
c. Awarded a POST Basic certificate
d. Shall be off probation at the time of application
e. Desire to be an FTO
f. Demonstrated ability as a positive role model

Evaluation by supervisors FTOs training requirements:
a. An officer selected as a Field Training Officer shall successfully complete a POST (40- Hour) Field Training Officer Course prior to being assigned as an FTO.
b. All FTOs must complete 24-hour Field Training Officer update course every three years while assigned to the position FTO).
c. All FTOs must meet any training mandate regarding crisis intervention behavioral health training pursuant to Penal Code § 13515.28. d. All FTO's will be evaluated annually by the FTO SAC to ensure they possess the skills and performance necessary to continue in the assignment.

The Field Training Program

PROGRAM OVERVIEW: All Trainees will go through a minimum one week orientation program and are also given the opportunity to spend a day in dispatch, records, and property during that period. The Field Training Program is delivered over a minimum of 13 weeks in four (4) phases of training. The four (4) phases will be broken down as follows:
Phase One: 4 Weeks assigned to FTO # 1
Phase Two: 4 Weeks assigned to FTO # 2
Phase Three: 4 Weeks assigned to FTO #3
Phase Four: 1 Week assigned to FTO (preferably FTO #1)

Academy graduates must perform in each of the four phases for a minimum of 13 weeks. Accelerated Lateral Officers must be evaluated by at least two (2) FTOs if they are to be considered for expedited release from the program.

EVALUATION PROCESS: Trainees will be evaluated daily, by their assigned FTO, using the POST (numeric) Daily Observation Report 2-237 (DOR), and the Standard Evaluation Guidelines (SEGs). The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. Additionally, a Trainee's progress will be reviewed on a weekly basis by the FTO SAC; and the progress will be documented using the Supervisor's Weekly Report (SWR), and at the end of each phase by using the End of phase Report (EPR). At the completion of the FTO Program, the Trainee will complete a Field Training Officer Critique for each Field Training Officer, and a Field Training Program Critique (FTP) of the training program. The Field Training Officer's attestation of each trainee's competence and successful completion of the Field Training Program must be completed at the end of the program, and a statement that releases the trainee from the program, along with the signed concurrence of the department.

Agency Mission Statement

Code of Ethics As an Employee of the Butte County Sheriff's Office, I recognize that I am given a special trust and confidence by the Sheriff and the public that I serve. This trust and confidence is my bond to ensure that I shall behave and act according to the highest professional principles. In furtherance of this pledge, I promise to abide by the following Code of Ethics:

I SHALL ENSURE that in the performance of my duties, I will administer the law of the state, rules, regulations and policies of the Sheriff according to the principles of the United States Constitution and applicable laws of our state, so that equal protection of the law and due process are guaranteed to everyone. To that end, I shall not permit personal opinions, biases, prejudices, party affiliation, or consideration of the status of others to alter or lessen these principles.

I SHALL DEMONSTRATE standards of behavior consistent with the responsibilities, duties, obligations, and functions of my position.

I SHALL NOT ENGAGE IN NOR CONDONE brutal, cruel, or inhumane treatment of others or of inmates in the care and custody of the Sheriff's Office. I SHALL ADHERE, at all times, to the standards and principles of honesty and integrity, and I shall keep my private life unsullied as an example to all.

I SHALL ENSURE that there is proper use and accountability of property and funds entrusted to my care.

I SHALL PRACTICE sound judgments and decisions in fulfilling the assigned responsibilities, duties and functions of my position within the Sheriff's Office.

I SHALL ENDEAVOR to maintain those standards of objectivity and merit for which I was hired, to the best of my ability.

I SHALL ENDEAVOR to perform my duties in a competent and excellent manner according to the standards given to me in my training and supervision.

I SHALL ENSURE that during my tenure I shall not use the position as an employee of the Sheriff's Office for personal gain and I will conduct myself in my position according to the best of my skill and power.

I ACCEPT and will adhere to this Code of Ethics. In so knowing I also accept responsibility for encouraging others in my profession to abide by this Code. Mission and Goals The mission of the Butte County Sheriffs Office is to protect and serve the citizens of Butte County by providing vigorous, ethical, efficient law enforcement and to increase public awareness of personal safety and security measures. We will provide humane custody and care for those incarcerated in the County Jail. In order to accomplish this mission, the Butte County Sheriffs Office will encourage professionalism through improved communication and by providing continuous and productive training. This Department is committed to providing a secure and comfortable work environment in which employees are encouraged to take pride in their work and strive for excellence. This Department realizes the importance of individual commitment and recognizes outstanding employee performance.

Core Values

An unwavering commitment to providing Constitutional, Ethical and Professional law enforcement service to the Citizens of Butte County shall be the Core Values of the Butte County Sheriff's Office.

A. Constitutional - Upon appointment to a position within the Butte County Sheriff's Office, every member of the agency signs an oath acknowledging a commitment to support, defend and uphold the Constitution of the United States and the Constitution of the State of California. By providing service that comports with and ensures the rights and privileges guaranteed by the Constitutions of the United States and the State of California, employees uphold their oath of office.

B. Ethical – Ethical conduct by members of the Butte County Sheriff's Office is rightly expected by the Sheriff and the public and is paramount to establishing legitimacy in the exercise of the authority granted to members of the department. Providing ethical service lends to a positive public identity, which can lead to a more supportive political and legal environment and an increased level of public confidence and trust amongst constituencies and stakeholders.

C. Professional – Providing professional service, consistent with departmental policies, enacted laws and regulations, training and recognized best practices reduces liability and increases the likelihood of success in the endeavors undertaken by members of the Butte County Sheriff's Office. Striving for professionalism also enhances the public's trust in the department.

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PART 1

Program Orientation

FIELD TRAINING IS INTENDED to facilitate a peace officer's transition from the academic setting (or custody assignment) to the performance of general law enforcement uniformed patrol duties of the employing department. Although an officer graduating from the POST Regular Basic Course (Academy) has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately assume the full responsibilities of an experienced officer. Newly assigned officers must receive additional training in the field, on actual calls for service, where they can learn from officers who already have practical patrol experience.

1.1 Field Training Overview

Field training introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the individual law enforcement department and provides the initial formal and informal training specific to the department and the day-to-day duties of its officers.

In order to make the new officers' field training as effective as possible, they are assigned to a Field Training Officer (FTO). The FTO is an experienced officer selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training program guide materials with the newly assigned officer (henceforth referred to as the trainee) and to demonstrate proper patrol procedures. Trainees will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and a Field Training Program Supervisor/ Administrator/Coordinator (FTP SAC).
The trainee's performance will be evaluated by the FTO and monitored by the FTP SAC through daily and/or weekly reviews. This one-on-one style of training, in actual law enforcement situations, sets it apart from any prior academic endeavor.

Field training has a significant impact on the individual trainee in terms of imprinting attitudes, style, values, and ethics in carrying out the duties of policing that will remain with the officer throughout a career. Because of this, it is probably the most effective influence on the future direction of a department. The law enforcement department head and his/her field training staff must be certain that their field training program not only develops the necessary technical skills but also reflects the policing philosophy of the department and the community that it serves.

The field training staff has the responsibility of building the future of the department through the people they train. The field training program must have a training philosophy that ensures that each trainee is given the maximum opportunity to show that he/she can do the job. To accomplish this, the program must create a positive environment in which learning is maximized and in which trainees are able to perform to the best of their ability. The approach must be fair, firm, friendly, and professional. The example set must be beyond reproach. Evaluation must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. At no time should trainees be demeaned or ridiculed. Trainees should never be treated in a way that deprives them of their dignity. Every effort must be made to ensure that the stress felt by the trainee is caused by the job and not from the words or actions of the field training officers.

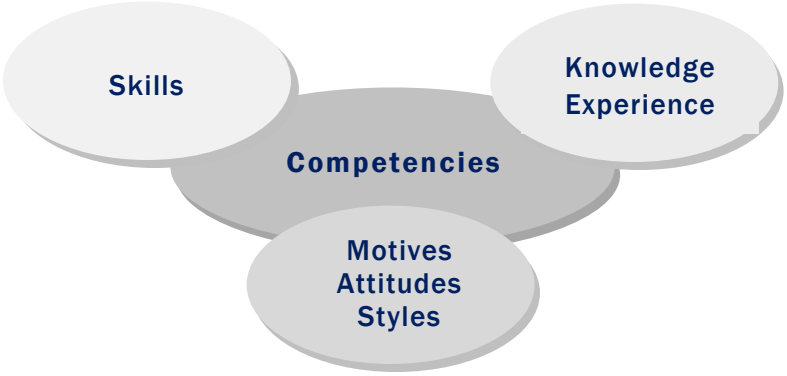
Department leaders and field training program staff have a responsibility to the community they serve. This responsibility requires that the department train and retain only the most competent officers. Not everyone has the capability to perform the complex, demanding tasks of the patrol officer position. If, after sufficient training, the trainee does not meet the acceptable standards he/she must be removed from patrol duties. To do otherwise would be an injustice to the department, the community it serves, and to the trainee.

To accomplish the field training task requires the utmost dedication and patience throughout the department. All levels must support the training mission and accommodate training needs. The future of the department rests in the implementation of a well organized and administered field training program. Support of the program and the program staff will result in successful trainees who can perform the duties of a patrol officer in a safe, effective, and competent manner.

POST's Role/Expectations of Field Training Programs

The POST Field Training Program and the collaborative field training regulations are intended to support a competency-based training system. Trainees need to develop competencies relevant to their position as new patrol officers. The program helps trainees achieve specific objectives in order to be successful in their new organizational role and to develop skills, knowledge, abilities, and attitudes at a personal and professional level. In this program, competency includes behaviors that demonstrate effective (acceptable) or superior performance. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.

Figure 1.1
Objectives of Competency-Based Training System



Departments will determine their own levels of acceptable performance and the competent standard of a solo patrol officer. As shown above, competencies have several components. Many of these are addressed in the hiring process; however, it's usually only in the field training program, when these components actually have to work and come together, that potential success and true competence is revealed. The field training program staff has the responsibility to evaluate that competence and the success of each trainee. The future of the department depends on the effectiveness of this process.

1.2 Field Training Program Elements

The POST *Field Training Program Guide* has been designed based upon research and input from numerous law enforcement departments throughout California and the nation. The following program elements are designed to provide assistance to POST-participating departments seeking approval of their field training programs. POST's regulatory standards and requirements for program approval are incorporated into these elements.

Scope of the Program

The POST *Field Training Program* is designed to be completed by peace officers who have successfully completed the POST Regular Basic Course (Academy) and have been assigned to perform general law enforcement uniformed patrol duties. POST regulations exempt lateral officers who possess a POST Basic Certificate **and** has either completed a POST-approved Field Training Program or has a minimum of one year previous uniformed patrol experience performing general law-enforcement duties. However, a structured training program is highly recommended to introduce new officers to the department's philosophies, procedures, and community services.

This program also meets the 400-hour field training requirement for Level 1 Reserves. Another POST exemption allows department heads to hire their own Level 1 Reserves if the officer: 1) is appointed to a full-time peace officer position within the same department and previously completed the department's entire POST-approved Field Training Program within 12 months of the new appointment, or 2) has the signed concurrence of the department head attesting to the individuals competence, based upon experience and/or other field training, as a solo general law enforcement uniformed patrol officer.

These requirements and/or exemptions can be reported by the department head when applying for POST approval of their field training program on POST Form 2-229.

Length of the Program

POST-Approved Field Training Programs must minimally be 10 weeks long. The *POST Field Training Program Guide* is presented in such a way as to provide maximum flexibility in the time required to present its objectives. Research and experience in presenting similar programs have shown that a minimum of 10 weeks is required to provide a trainee time to become minimally proficient in general law enforcement uniformed patrol duties to the extent that he/she can operate independently of a field training officer. Most California programs are 12 to 16 weeks long. This period allows sufficient time for the FTO and Field Training Program Supervisor/Administrator/Coordinator (FTP SAC) to provide further department-specific training, guidance, and evaluation to the trainee. It is incumbent upon the field training staff to work, within acceptable limits, to individualize a training approach for each trainee. **Trainees need time to learn**. Department administrators with input from their field training staff should establish a set time period for their field training program, based on department needs and philosophy, before they consider a recommendation to release a trainee from the program.

Orientation

The field training program shall begin with an orientation period of at least one week. The department should determine the actual length of this orientation based upon the trainee's previous assignment and type of academy training (department vs. regional academy). This orientation allows for a smooth transition from the academy, prior department, or custody assignment to the field training program. The trainee's first few days in the field training program may prove to be the most critical in terms of "setting the stage" for trainee learning and development.

Where possible, it is recommended that departments establish an initial classroom setting under the direction of the FTP SAC. The purpose of this assignment is to address performance objectives or agency-specific needs more appropriate for a classroom setting. This orientation must include firearms and impact weapons qualification as well as trainee demonstrated proficiency in arrest and control techniques. The introduction to the field training program should also include a discussion of the goals of the program, the procedures by which those goals are met, and what is expected of the trainee in order to attain those goals.

Orientation should provide a familiarization with the city or county and the department's personnel and equipment. This orientation period is **not** evaluated. The goal of this orientation is to give trainees a solid foundation from which they can actively enter into the program.

Standardized/Phase Training

In order to maintain uniformity, a concentrated effort must be made to standardize certain aspects of field training that fall within each topic/area of performance skills. FTOs must have confidence in the training that has preceded their segment of training. Without standardized training, the second FTO (or third, or fourth, etc.) is evaluating the trainee not only on the trainee's shortcomings but on the training deficiencies of the other FTO(s) as well. Training must take place before evaluation and must be uniform if the evaluation is to be valid.

Following the *POST Field Training Program Guide* or using a training program based on the same structured learning content (topical areas of instruction and performance objectives) will *minimize problems* that arise from inconsistent training **and** will *ensure maximum uniformity* in the training process. A fundamental element of the field training program is phase training. Phase training is designed to provide the following:

1. a systematic approach to field training.
2. consistent and standardized training.
3. the means of assuring the trainee's capability to perform competently as a solo patrol officer.
4. the opportunity to train with various FTOs and to be exposed to their methods and techniques while operating within standardized guidelines.

During each phase, the trainee will complete a portion of the program including specific performance objectives designed to ensure that the trainee has learned specific skills. Many field training programs, including the *POST Field Training Program*, are divided into four phases.

- **Phase 1**

  The introductory phase consists of the orientation period (of at least one week) followed by several weeks of instruction and training. During this time, the trainee will be taught certain basic skills. These include officer safety and other areas of potential liability to the organization and the trainee. FTOs assigned to Phase 1 responsibility are identified as the "Primary FTO" (***Primary FTOs are sometimes assigned because they may be the best prepared to deal with what is believed to be the trainee's biggest challenge based on the information available***). The important elements of this phase are the molding of the trainee's attitude toward the experienced officers and making it clear that the program is not "just something else they have to get through." The FTO's function as a role model is particularly important here. The trainee's ultimate success may hinge on his/her attitude toward the training program and on the image projected by the FTO.

- **Phase 2**

  The second phase is somewhat more complex than the first phase and is the phase where trainees become more adept with their new role. During this phase, it is expected trainees will begin handling calls for service with less input required from their FTO. They should begin to master the skills at hand. The FTO must acknowledge the trainee's growing assertiveness and remain constantly aware of and monitor the workload, guarding against under or over loading, to ensure a proper learning environment.

- **Phase 3**

  The third phase is the last phase of formal training. Trainees will be expected to handle all patrol details, except those they have not yet been exposed to, without assistance. They should be initiating all patrol activities on their own. During Phase 3, training continues to a lesser extent in an environment where critical evaluation takes on ever increasing importance. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for the final phase.

- **Phase 4**

  The fourth phase is a test phase. It is predominantly an evaluation only phase. It generally consists of one week of observed patrol activity. The training guide (and all performance objectives) should have been completed prior to the trainee's entry into this phase. An important aspect of this phase is the trainee's return to his or her Primary FTO for evaluation. This is done so that the FTO who originally observed the trainee will be able to evaluate the final product and compare performance levels. To ensure the trainee acts as the lead officer during this phase, the primary FTO should observe the actions of the trainee from a "ride-along" position while wearing plain clothes. The FTO will not take any action except in instances where his/her intervention is necessary. This FTO intervention should occur under the following circumstances:

  → ***Officer Safety –*** If the actions of the trainee constitute a hazard or potentially dangerous situation to officers or citizens, the FTO must take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed.

  → ***Illegal and Unethical Activity –*** The FTO must ensure that the trainee's actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes.

  → ***Embarrassment to a Citizen, the Department, or the FTO –*** The FTO must not allow an incident to get to the point where the trainee embarrasses or brings discredit to a citizen, the Department, the FTO, or himself/herself at any time.

If it is determined the trainee has demonstrated a pattern of difficulty or an inability to perform to the established standards of achievement in any phase, he/she should either receive an extension of training, be given a remedial training assignment or "contract", or be terminated from the program. A phase training overview is provided in Table 1.1.

Standardization and consistency of phase training are essential to the success of any field training program. Standardized training provides for uniform application of policy, procedure, and law throughout the department. Consistency in training ensures fair and impartial treatment of all trainees.

Table 1.1
Phase Training Overview

Phase 1	Phase 2	Phase 3	Phase 4
FTO A (*Primary FTO*) • Orientation (no evaluation) • Daily Evaluations • Weekly Progress Reports • End of Phase Report	**FTO B** • Daily Evaluations • Weekly Progress Reports • End of Phase Report	**FTO C** • Daily Evaluations • Weekly Progress Reports • End of Phase Report	**FTO A** (*Primary FTO*) • Daily Evaluations • Weekly Progress Reports • End of Phase Report • Completion Record / Competency Attestation

Rotating Trainers/Trainees

Whenever possible, the department's field training program should be separated into a set of phases or evaluation periods encompassing a certain number of weeks and certain topics/areas of instruction. When a phase has been completed, the FTP SAC should assign the trainee to another FTO and, if possible, to another shift. The assignment of a different FTO will expose the trainee to a variation of training styles and personal approach to the job. Trainees who are having difficulty in the program will sometimes improve their performance significantly after such a change. The FTP SAC should attempt to match training difficulties of the trainee with specific expertise of an FTO (e.g., a trainee having report writing difficulties should be assigned to an FTO who is an exemplary report writer, or a trainee who needs

exposure to enforcement activity, should be assigned to the area or shift with the highest number of calls for service). If the department can provide FTOs on each shift, trainees should be rotated to a different shift for at least one evaluation period to provide exposure to the variation of responses that are appropriate at different times of the day.

Evaluation Frequency

Each trainee's progress, as he/she proceeds through the field training program, is recorded by means of written evaluations. The evaluation process is as important as the training process. One without the other would make the learning process unachievable. Evaluations have many purposes. The obvious is to document a trainee's progress, but there are other purposes as well. Evaluations are excellent tools for informing trainees of their performance level. They are also used for identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the trainers. In essence, evaluation represents feedback on many aspects of the program.

Evaluation should be immediate, constant, and fair. POST field training regulations require that evaluation come in several ways from several levels of involvement in the field training program. FTOs are expected to complete Daily Observation Reports (DORs), Daily Training Notes with Weekly Progress Reports, and End of Phase Reports on each trainee while FTP SACs are expected to review and sign each DOR or Weekly Training Progress Report and/or complete their own Supervisor's Weekly Report (SWR). Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations describe the trainee's successes, failures, improvements, digressions, and attempts to manage each of these occurrences. Honest and objective evaluations of trainees must be a prime consideration of all members of the field training staff. Part II of this guide contains more information on evaluation.

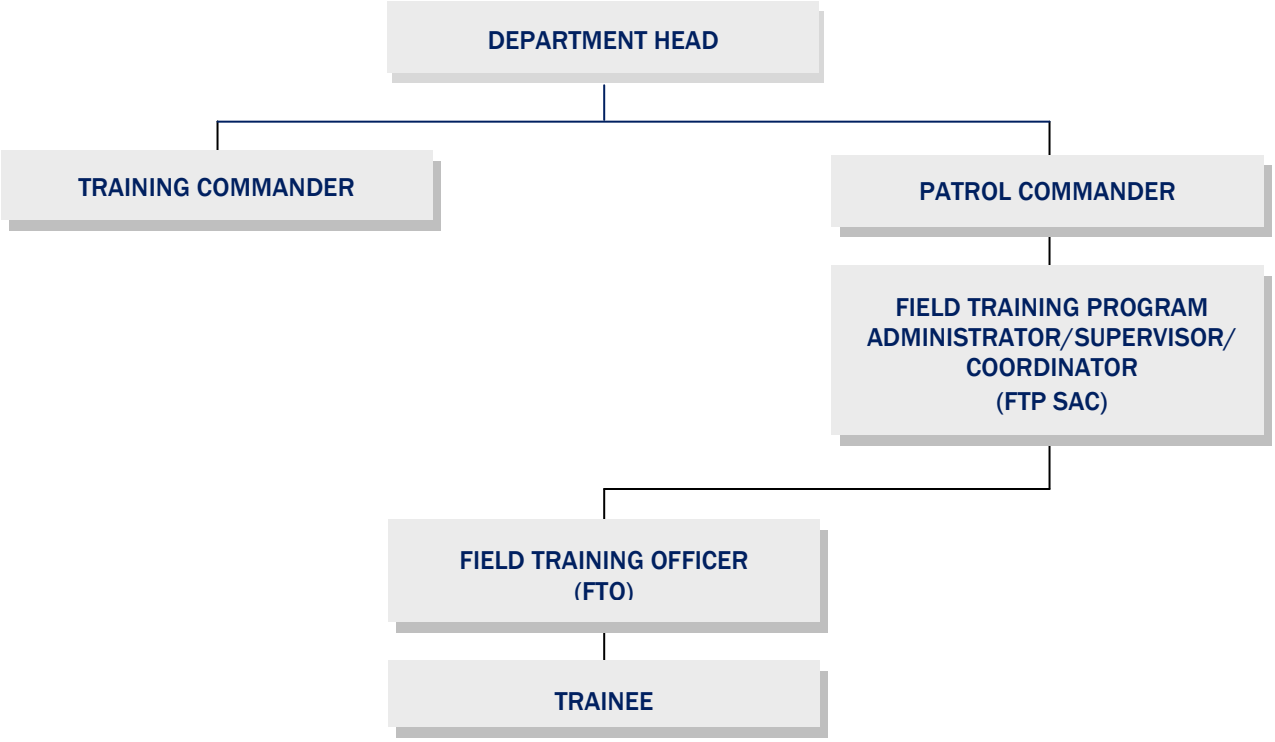
Organizational Structure/Chain of Command

Most field training programs are administered/supervised by the patrol division. This usually includes the selection, training, and daily supervision of the FTOs, as well as the day-to-day operation of the program. Each department must assign at least one FTP SAC to coordinate tasks such as trainee/FTO assignments, remediation, review of the DORs and other weekly and end of phase reports. Patrol provides the framework and virtually all of the opportunity for trainees to apply the skills they learned in the academy. Patrol also has a chain of command that can be adapted to administering a field training program. The patrol division can effectively handle administration of the field training program as long as there is communication with other interested divisions (i.e., personnel, training, etc.) and the FTP SAC has time to manage the program. **Figure 1.3** represents a patrol-supervised chain of command for the field training program.

In some departments, another division or service bureau may oversee the field training program. Regardless of the bureau or division assigned to manage the program, a chain of command must exist for the field training program. This chain of command is to be adhered to as long as the business being conducted relates to the field training program and its goals. There may be times when the program administrator or a field training sergeant is not available. In this case, a departure from this procedure is allowable if a matter of urgency exists and action must be taken immediately. In most cases, however, time is not a factor and the chain of command should be followed.

It is important that each member of the field training program staff have a sense of organizational loyalty. As information flows up and down the chain of command, decisions get made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create feelings of anxiety among the staff as well as with the trainees. The field training program staff operates as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.

Figure 1.2
Patrol-Supervised FTP Chain of Command



Program Staff/Personnel Training

Glenn Kaminsky, one of the founding fathers of the field training concept, states in *The Field Training Concept in Criminal Justice Agencies*, 2002, that "everyone must understand all the aspects of the field training program. Everyone must be on the same page. Only one path leads to success in the implementation of field training, and that path is training…for all."

POST, with input from field training participants and experts throughout the state, has established minimum training requirements for field training program staff that have the most influence over and the most direct responsibility for trainees — the FTP SAC and the FTOs.

The FTP SAC training requirement states that every peace officer promoted, appointed, or transferred to a supervisory or management position overseeing a field training program shall successfully complete a POST-certified Field Training Program Supervisor/Administrator/Coordinator (FTP SAC) Course prior to or within 12 months of the initial promotion, appointment, or transfer to such a position. Departments in the POST program are only required to appoint one SAC; however, it is recommended that any and all officers with direct day-to-day responsibility over FTOs and trainees attend the SAC Course.

FTOs must successfully complete a POST-certified Field Training Officer Course prior to training new officers **and** complete 24 hours of update training every three years. This update training can be satisfied by completing a POST- certified Field Training Officer Update Course or by completing 24 hours of department-specific training in the same field training topics contained in the Field Training Officer Update Course.

Every reassigned FTO, after a three-year-or-longer break in service as a FTO, must successfully complete a POST-certified Field Training Officer Update Course prior to training new officers and then complete 24 hours of update training every three years, as described above, while they remain in the FTO assignment.

Special Assignments

As a rule, trainees should be under the direct and immediate supervision (physical presence) of a qualified field training officer throughout the program. However, field training can be significantly enhanced by an experience that is not included in the training guide. If a department has the resources, assignments can be made for brief periods to allow the trainee to work with another senior officer (non-FTO) or civilian (non-law enforcement duties) on special investigations or in specialized training areas (i.e., field evidence technician, criminal investigation, narcotics, etc.). A few hours spent in the communications center or at the patrol information counter can also be productive. Special occurrences, such as a mutual aid request for a demonstration or anticipated civil disobedience, or a request for added manpower at a department-involved event, should be met by assigning the trainee(s) as a group and with as much supervision as practical. These assignments must have the prior approval of the FTP SAC whenever possible.

► **At no time should another officer (or civilian) who has not attended a POST-certified Field Training Officer Course evaluate a trainee.** However, documentation of the special assignment as well as significant training or action that occurred is recommended. This documentation should be provided on the DOR narrative continuation page or on a Daily Training Notes page. The officer, detective, dispatcher, or civilian to whom the trainee was assigned should write a brief narrative of the assignment and any significant training and/or performance that was accomplished. This action can also be followed if the FTO misses a shift due to illness, court, etc., and another employee provided training and/or supervision. Again, these assignments must have the prior approval of the FTP SAC whenever possible.

Remedial Extension(s)

As mentioned before, a program length should be pre-determined (POST minimum is 10 weeks). It should be understood, however, that situations might occur which make it difficult to always adhere to a set time limit. These situations may have their source in the trainee's performance; other times they are administrative in nature. For whatever reason(s) they occur, trainees must be given a fair opportunity to prove themselves.

Trainees may have their field training extended to allow them sufficient time to master complex tasks. This is not a guarantee that every trainee has the right to an extension. The decision to extend shall be that of the FTP SAC and is usually made before the trainee enters Phase 4 (the final phase). This decision should be based on a review of performance and other information available as well as the recommendations of the FTOs and program staff. The extension provides an opportunity to have any diagnosed and documented problems remediated.

An extension in the field training program may be handled several ways. The trainee may continue to work with the same FTO or may be assigned to a different FTO on any of the available shifts. A decision may even be made to utilize an outside resource. The field training extension should be tailored to fit the needs of the trainee. This is a difficult time for the trainee and a time when he or she might "give up." It is the FTO's responsibility to see that the extension is viewed from a positive perspective and as a strategy that will lead to success. The foundation for a decision to extend is whether or not the cause is viewed as something that can be corrected. Field training program extensions should occur infrequently and should not be granted by the program staff unless the probability of success is anticipated. Part II of this guide contains more information on the remediation process and remedial strategies.

Termination

The field training program is designed to develop competent solo patrol officers. Unfortunately, this level of competence is not always reached. Some trainees can perform many, but not all, of the tasks required of solo patrol officers, while still others are simply unable to deal with the stress of the job. Whatever the reason(s), some trainees will not be able to meet the performance standards of a competent solo patrol officer.

Each department should have a policy or procedure established to deal with these situations. Most department procedures include the following: If, during the field training program, it is concluded by consensus that a trainee should be recommended for termination, it then becomes necessary that all memoranda having bearing on an eventual decision be gathered. This documentation summarizing the trainee's performance should include all evaluation instruments, remedial training assignment worksheets, and other written memos with conclusions and recommendations concerning retention or dismissal. It should reflect the writer's (FTO and FTP SAC) point of view and not be influenced by others' opinions, as well as reflect the positive and negative aspects of the trainee's work.

The recommendation to the department head (or his/her designee) to terminate a trainee should be made only after all submitted reports are reviewed by the FTOs involved, the FTP SAC, and the training and patrol command staff. The trainee should be advised of the pending recommendation only after all the memoranda have been submitted through the chain of command to the department head. It should ***not*** be the FTO's role to notify the trainee of his/her impending termination but that of the FTP SAC. The trainee should be given the right to speak to anyone he/she wishes in the chain of command. Many trainees will elect to resign prior to being terminated from the program. Even if the trainee resigns, all memoranda and other reports or evaluations should be completed and maintained in his/her file to document the field training performance.

FTO and Program Critique

An important element of running a consistent and successful field training program is the continuous evaluation of FTO performance and the relevance of the program itself. The FTP SAC has the responsibility to seek feedback from trainees who are participating in or who have completed the field training program. The feedback should encompass both the program and its FTOs.

Departments should consider developing written critique forms to assist in this process. Sample forms can be found in Appendices IX and X. Critique forms should be structured so that the trainee is encouraged to offer candid opinions concerning the training program and the FTO's performance as an instructor. Critiques completed by the trainees offer insights into the training ability of particular FTOs and an overall assessment of the effectiveness of the field training program from the perspective of the trainee. To the extent possible, the FTP SAC should maintain trainee confidentiality and any information provided from the critiques to program staff should be in the form of general training and improvement material. The FTP SAC must ensure that FTOs understand the purposes of the program critique/evaluation policy. The FTP SAC shall provide (at least annually) a detailed evaluation to each FTO on his/her performance as a Field Training Officer.

Competency Attestation/Completion Record

Departments must document a trainee's successful completion of the training program per POST regulations. Usually at the end of the final evaluation phase, the final phase FTO will attest to the trainee's competence and successful completion of the field training program. A statement that releases the trainee from the program, with the signed concurrence of the department head, or his/her designee, shall be retained in department records. A sample Completion Record/Competency Attestation form can be found in Appendix 9.

Documentation

Throughout the program various forms and reports are necessary to ensure proper documentation of trainee performance. Samples of all of the forms mentioned thus far can be found in the Appendices of this guide. Departments are encouraged to use the forms within this guide or create more effective forms for their programs. As new innovations occur which are incorporated into the program, these forms will be revised. The basic formats of most of these forms have, however, been in existence for many years. The

structure of each form is designed to facilitate the training function and/or assist in evaluation. Retention of these forms and any other field training records should be based upon department record policies.

Field Training Staff Meetings

At or near the end of each phase, a meeting should be scheduled for all FTOs who have, or are about to receive, a trainee. The involved FTP SAC should also attend. The purpose of these meetings is to review the progress of each trainee and pass on information relative to special training problems and remediation efforts. The FTP SAC is afforded the opportunity to review drafts of the End of Phase Reports (EPR) or Phase Evaluation Reports and see that they are consistent with what the FTOs are reporting at the meeting. A requirement that the evaluation(s) be submitted on or before the final day of the phase, or at the meeting, will improve the turnaround time for presenting the evaluation to the trainee in a timely manner.

The field training staff should meet at least once a year, preferably quarterly, for additional training, information and ideology exchange, and review of evaluation standards. This will allow the FTOs the opportunity to enhance the department's standardization and consistency within the program. These meetings could also serve as one way to meet the POST requirement for FTO update training.

Field Training Program Revisions

FTP SACs must establish a procedure for reviewing their field training program structure, goals, policies, related written materials, etc. Traditionally, a committee is established to review the program elements annually. Any changes should be made in compliance with POST regulations.

1.3 Role/Expectations of Trainees

Role of the Trainee

The role of the field training program trainee is to demonstrate the ability to perform at a solo uniformed patrol officer level by the end of the program. This is the standard by which the trainee will be measured throughout the training program.

The trainee's primary responsibility while assigned to the field training program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense and stressful time in the trainee's life. The field training program staff will make every effort to provide the tools necessary for the trainee to succeed in this task. Trainees must simply give their best effort each and every moment they are assigned to the program.

Expectations of Trainees

Trainees are to be respectful to their FTOs and other program staff. The FTO's direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the FTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the FTP SAC. If the trainee still has a concern or problem, the trainee may ask the FTP SAC to set up a meeting with the commanding officer of the field training program. The FTP SAC shall notify the commanding officer, and a meeting shall be scheduled.

Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in the department manuals.

Trainees should ask questions when they arise. FTOs are an information resource and trainees should not wait for the FTO to cover an area of concern they may have. **Trainees are expected to make mistakes**.

They should not be overly concerned with errors when they are made. Instead they must channel their efforts into recognizing and correcting the error(s).

While off duty, trainees should not respond to police calls, nor should they conduct police investigations unless the situation is life threatening. Trainees should discuss these types of situations with their FTO and follow department policy when dealing with off-duty situations.

Trainees will receive evaluations (Daily Observation Reports, Weekly Training Progress Reports, Supervisor Weekly Reports, and End of Phase Reports). Trainees should use these forms to track their progress and to help identify any areas requiring additional effort on their part. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by FTOs and field training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable and are counter productive to the field training program itself.

Trainees' relationships with field training program staff, other trainees, and co-workers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Dating and socializing should be prohibited unless the relationship began before the trainee was hired or assigned **and** the department head or field training program commanding officer is aware of the relationship. Department policy regarding these issues should be fully explained and followed.

1.4 Role/Expectations of Field Training Officers

Role of the Field Training Officer

Field Training Officers (FTOs) have significant additional responsibilities over and above their law enforcement duties when assigned to train a new officer. In addition to performing in an exemplary manner, while trainees closely watch, FTOs must slow their pace to review the purpose and detail of every new encounter. FTOs must guide trainees through a comprehensive curriculum that requires the blending of knowledge and skills, and the good judgment of when, where, and how to apply them.

The essentials of the FTO's role are that he/she applies the techniques of coaching by providing a role model to follow and giving encouragement and direction to the trainee to apply what has been taught. The FTO must follow that up by giving feedback on the trainee's performance. It is important that this assessment have a positive impact on the performance of the trainee. The FTO's appraisal of the trainee's abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques and methodologies to meet the needs of the trainee in rectifying any performance deficiencies.

The system that effectively identifies and selects qualified personnel to be FTOs will more often produce technically competent and active officers because patrol supervisors and commanders generally focus on these attributes and recommend officers who have them. It follows that the system will select FTOs who not only set very high standards for themselves but for the trainees as well. In discussing the role of the FTO, although high standards are desirable, the trainee must measure up to the standards that the department sets for the field training program, not higher standards set by the FTO.

FTOs must be flexible and able to change as the challenges change; otherwise, the trainee, the program, and the department will suffer. A bad FTO can disrupt the entire training process and potentially destroy the department. A great deal of trust and responsibility go with this assignment and good FTOs can make major positive impacts within their department.

Expectations of Field Training Officers

TEACHER/TRAINER

Any officer who becomes a Field Training Officer must have a passion for teaching. The most obvious function of the FTO is that of a teacher. In most cases, this teaching will occur on calls for service and during self-initiated activity. Other times teaching may occur over a cup of coffee or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. FTOs are often selected for their subject matter expertise (formal training and education) and their practical experience. FTOs must understand the learning process and teaching methodologies and work hard to develop and maintain their skills. As teachers, FTOs should be willing to accept the responsibility for the progress of the trainee, or lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee's performance.

FTOs should recall how they felt when they began training and, consequently, they may appreciate the trainee's state of mind. The trainee's problems and fears can be dispelled by the FTO through a genuine display of concern about the trainee and his/her success in the program. The trainee should not be pampered but should be treated in a professional, realistic, objective, friendly, and empathetic manner.

FTOs should immediately establish a positive relationship with the trainee. There should be a clear understanding of the FTO role and the trainee role, and it should be explained to the trainee. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.

It is incumbent upon the program staff and the FTO to work, within acceptable limits, to individualize a training approach for each trainee. Sufficient flexibility has been built into this field training program so that the individual needs of the trainee and the organization can both be met. It is expected that the trainee has the necessary qualities to succeed and, with effective training, he/she will successfully complete the field training program.

FTO training methods should be conducive to producing a successful trainee. Ineffective training methods can seriously alter a trainee's self image. The use of loud, profane speech or humiliation tactics is not acceptable conduct. These methods do not contribute to the learning environment.

FTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Trainees respond more quickly to positive statements than to negative ones. Above all, within the limits of good judgment, FTOs should use realistic and established training methods that are conducive to the trainee's temperament, needs, and development as a patrol officer.

FTOs must conduct themselves in a professional manner at all times. They must teach and reinforce department policy and procedures. FTOs who focus on values and teach real life lessons will have a profound impact on the trainee's success. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. FTOs should attempt to set the highest standards in all areas of their performance. FTOs with a true desire to teach are often more concerned about their contribution to the success of each trainee **and** the program than any compensation or recognition they might receive.

ROLE MODEL

FTOs must be positive role models! They must lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance; adhering to department rules and regulations; supporting the department's vision, mission, and values; adhering to program guidelines in terms of policies and confidentiality; and having a positive attitude toward the department, the training program, the job, and the trainee accomplish the best aspects of role modeling. FTOs dedicated to the goals and success of the field training program will be respectful of, and respected by, trainees, peers/co-workers, and supervisors.

During the orientation process, and each time a trainee is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with the trainee. Learning is enhanced through effective communication. Rapport is important to communication because trainees are not likely to share their ideas, questions, or feelings unless they feel their FTO is open or empathetic to them.

FTOs should also convey an attitude that trainees can succeed in the training program. Trainees are not likely to develop when they feel or are told that success is not possible. Trainees need to believe that their FTOs want them to succeed and that the FTOs will help them achieve success. There is nothing more disconcerting than facing a "stacked deck." Everyone needs to know that they have a chance to succeed. FTOs should expect trainees to succeed.

It is particularly important that FTOs maintain a positive and objective attitude when assigned a trainee who has not performed well with another FTO. The subsequent FTO must give the trainee every opportunity to succeed in that: 1) the trainee should not be stereotyped or be discriminated against, and 2) judgments should be based on independent observations, not on the comments of others. It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO may be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the trainee.

What FTOs expect from their trainees and how they (the trainees) are treated largely determines the trainees' success in the program. Trainees, more often than not, perform at a level they believe is expected of them. The expectation of an event can actually make it happen in field training. FTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the trainee. It is virtually impossible to do this in that messages are constantly being conveyed through actions, mannerisms, expressions, tone of voice, and omissions. FTOs will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is often not what the FTO says but how the FTO behaves.

The goals of the program, the department, the trainee, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

EVALUATOR

FTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the field training program. FTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence. If FTOs cannot evaluate, they cannot train. Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, Weekly Training Progress Reports, End of Phase Reports, and through the use of worksheets, remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity. Use of Standardized Evaluation Guidelines (SEGs) when completing the Daily Observation Reports (DORs) and frequent field training staff meetings are several ways to ensure standardization of evaluations in the training program.

FTOs should not discuss their trainee's progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

FTOs are expected to exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation.

LEADER

FTOs should exemplify the department's vision, mission, and values in the program and the community. FTOs should share responsibility with their trainee, delegating through problem-solving, and training him/her to engage in pre-planning. The FTO must develop and utilize multiple resources.

FTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding him/her accountable for his/her own success in the training program. Trainees will want to succeed because of the FTO's leadership.

1.5 Role/Expectations of the FT Supervisor/Administrator/Coordinator (FTP SAC)

Role of the FTP SAC

The role of the FTP SAC is to ensure that the standards and objectives of the department's field training program are adhered to. To meet these requirements, the FTP SAC must monitor the training activities of the FTOs and seek periodic feedback on the newly assigned officer's training progress. In administering the program, the FTP SAC is responsible for ensuring that the department's program is in compliance with the minimum standards established by POST. FTP SACs must be trained in the various components of the program and should have influence within the department. The FTP SAC is expected to protect and promote the department's field training program through the following:

Expectations of the FTP SAC

OBSERVATION

While it is not necessary to routinely respond to calls that are assigned to a training team, a FTP SAC should, in the course of his/her duties, observe the trainee perform. Since the FTP SAC is responsible for providing feedback to both team members, the interaction between the trainee and his/her FTO should also be observed.

FEEDBACK

Direct feedback from a FTP SAC to the trainee can have a significant impact (sometimes officers can recall these incidents throughout their entire careers); therefore, it should be done judiciously. To praise a trainee, or both the trainee and the FTO, openly for an incident of good performance, will serve to positively reinforce the program. Negative comments on the trainee's performance should be made to the FTO privately, while giving support to his/her role in bringing the trainee's performance up to an acceptable level.

COUNSEL

Just as a FTP SAC would assess and guide officers in their other law enforcement duties, he/she must often counsel the FTO through the training process. A personal style that the FTO has may have an adverse impact on trainees, or other issues such as a personal relationship, favors, or a serious conflict with a trainee must be detected and remedied.

TRAINEE ASSIGNMENTS

The FTP SAC should have an overview of the training progress of each trainee in the program and the assignment status of each FTO. To effectively manage trainee assignments requires planning and a working knowledge of vacation schedules, special assignments, or training courses that the FTOs could be assigned to during a training cycle/phase. The FTP SAC should also be in a position to cross administrative lines (shifts, platoons, etc.) for the purpose of making FTO/ trainee assignments that meet the needs of

the trainee. To maintain the integrity of the program, the assignment of trainees to FTOs should remain with the FTP SAC.

Extending/Terminating Trainees in the Program

Based on the recommendation of the FTO and a review of trainee performance and evaluation reports, the FTP SAC should have the authority to extend field training for a trainee who is responding to remedial efforts. Conversely, the FTP SAC, in accordance with the department's policy, should make a recommendation for termination of employment for a trainee who is not responding to remedial training efforts.

Program and FTO Evaluation

The FTP SAC has the responsibility to seek feedback from trainees who are participating in or who have completed the field training program. The feedback should encompass both the program and its FTOs. Meeting with the trainees and/or reviewing evaluation instruments can accomplish this. The FTP SAC must ensure that FTOs understand the FTO evaluation policy. The FTP SAC shall provide (at least annually) a detailed evaluation to each FTO on his/her performance as a Field Training Officer.

FTO Selection/Deselection

Selection, training, and supervision of FTOs are key elements to successful field training programs. FTP SACs are expected to develop, maintain, and oversee the selection process for FTOs in the program. Administrative guidelines should be established and set forth by the department in a general order or policy directive. Minimum qualifications and a department specific selection process should be included in the directive. Details of how candidates are evaluated, selected, approved, and certified may also be included. The process of deselection or decertification for FTOs who are reassigned, who no longer wish to participate in the program, or who have demonstrated unacceptable performance, as a trainer, should also be explained.

Academy Liaison

In order to closely ally field training with the Regular Basic Course (Academy), the FTP SAC should carefully analyze how both are organized, administered, and evaluated. A more detailed orientation may be required for departments that rely on regional training centers for new hires. Insight on special training needs of individual trainees can be gained by contacting academy staff.

Departments are encouraged to develop a system whereby FTOs and FTP SACs can monitor academy training techniques. This would be intended to ensure continuity and relevance between the academy and the department's field training program.

POST also suggests that the FTP SAC establish liaisons with people involved in other aspects of the program and profession such as the District Attorney's Office, Parole, Probation, Public Works, Mental Health, etc. It serves as an invaluable resource to have an established liaison within each of these areas and more.

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PART 2

Evaluation, Documentation, and Remediation

DURING THE FIELD TRAINING PROCESS, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. This guide provides samples of evaluation forms, including *Daily Observation Report* (DOR), *Supervisor's Weekly Report* (SWR), and *End of Phase Report* (EPR); and alternatively, *Daily Training Notes*, *Weekly Training Progress Report* (TPR), and *Phase Evaluation Report* (See Appendices).

A department's choice of forms is not nearly as crucial as the actual feedback process and content of the evaluations. Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in the field training manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a uniformed patrol officer will serve as the basis for these evaluations.

2.1 Evaluation

Each trainee shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the trainee was hired (this guide is designed to reflect general law enforcement uniformed patrol duties but could be modified to many other law enforcement jobs such as dispatching, custody, etc.). When possible, these categories should be rooted in a **Job Task Analysis** that has been completed specifically for the department. Job task analysis is the process of obtaining information about a job, and its requirements, in order to determine the knowledge, skills, behaviors, and attitudes that are required for satisfactory performance of the job in question. If the department has not completed a job task analysis specific to its uniformed patrol officer position, the department should utilize the job task analysis information collected by POST or utilize categories developed by a similar type of department. Research by POST and other law enforcement agencies has indicated that the key job task elements (competencies) for the patrol officer position are similar throughout the nation.

The evaluation procedure should be based on the behavioral anchor approach, which uses Behavior Anchored Ratings (BARs). Once the relevant job-related categories have been determined, the ***what*** to be evaluated has been identified. ***How*** to rate these categories now becomes the issue. ***How*** is based upon the employee's performance as measured against the department's standards. Most departments use Standardized Evaluation Guidelines (SEGs). The SEGs have been established to ensure each FTO's rating of a trainee will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs (or whatever accepted standard is established by the department) must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors. Departments using a DOR should provide SEGs for every category listed on the face sheet of the DOR. Departments using Daily Training Notes and Weekly Progress Reports should provide a clear evaluation "scale."

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. *Proper* evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each department, there is a need to articulate and document reference points. These reference points need to explain the rationale supporting the scores used by each department, such as "1" (Unacceptable), "4" (Acceptable), "7" (Superior), "NI" (Needs Improvement), "C" (Competent), etc.

SEGs, evaluation "scales," and the explanations for Unacceptable, Acceptable, Superior, Needs Improvement, and Competent may be modified to reflect the operational standards for any given department. The SEGs, evaluation "scales," and such found in this guide may need to be modified to accurately reflect the levels of knowledge, skills, behaviors, and attitudes in a particular department. Likewise, the categories listed on the Daily Observation Reports or Weekly Training Progress Reports may also be modified to reflect the "job". For example, if a department requires that each officer be trained as an EMT, that category and the relevant guidelines should be included. The categories selected for rating should: 1) cover the totality of what an employee is required to do, and 2) be anchored in behaviorally descriptive terms.

Rating Behavior/Performance

A written department standard or "scale" should accompany each category evaluated on the DOR or Weekly Training Progress Reports. Most departments use the **Numeric scale** which utilizes a 7-point rating system; while others use a modified point scale (a 3, 4, or 5-point). An alternative alphabetic scale uses descriptive ratings (for example, **NICS scale:** Needs Improvement–N/I, Competent–C, and Superior–S).

► **Whichever rating scale a department chooses, all trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as "acceptable" or "competent."**

The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEG or evaluation scale. The FTO selects the description that "fits" the behavior that they are evaluating; i.e., 1, 4, 7, "NI," or "C" anchor. Performance, however, does not always "fit" into the nice, neat rating box. A trainee's performance may be somewhat better or worse than the rating descriptor. In these cases, where behavior is not "anchored" by the appropriate description, the FTO must select the score.

For example, in the 7-point rating scale there are behavioral descriptions found only at numbers "1", "4", and "7." In the case of report writing, the "1" rating states the trainee takes three or more times the amount of time an experienced officer takes to complete a report. If the trainee takes perhaps only 2 times the amount of time, the FTO may choose to give him/her a "2" rating and/or if the trainee shows steady improvement to being able to complete a report in only about 15–20 minutes beyond the amount of time an experienced officer would take to complete the report, a "3" might be the appropriate rating. Even if FTOs have different opinions as to when to rate a behavior or performance a "2" or a "3", the bottom line is that both ratings indicate a less than acceptable (competent) performance. The same logic would follow for "5" or "6" ratings as well.

Although this may appear subjective, most FTOs who have completed a POST-certified Field Training Officer Course will select one score over another because they are: 1) familiar with the job, 2) have been trained to know what is expected within their program, and 3) have the best perception of the trainee's performance that day as well as his/her progress (or lack thereof) within the program.

The most difficult part of the evaluation process for FTOs is to surrender their own opinions of what the trainee's performance *should* be. FTOs **MUST** rate the trainee pursuant to the language in the guidelines if the trainee's performance is consistent with the language of that guideline. **FTOs shall have no discretion in this matter.** It is the only way that objective evaluations will be accomplished. If each evaluator (FTO) uses the same measuring device (SEGs), you should see the same results, the same scores.

Common Performance Evaluation Errors

If the objectivity of the evaluation process is called into question, it is most likely because one or more FTOs did not follow the guidelines or standards established by the department. It may be that one or more of the following "errors" entered into the evaluation process.

- **Error of Error of Leniency**

  Leniency occurs when the FTO assigns scores beyond those that are deserved. In a field training program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate but considers it "OK" given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an "Unacceptable" score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Remember: Whichever rating scale a department chooses, all trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as "acceptable" or "competent."

- **Error of Personal Bias**

  Personal bias (also called the "Halo" or "Horns" effect) occurs when the FTO allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limit appraisal objectivity. What is rated in the field training program is whether or not an individual can safely, effectively, and competently do the job as described — that's all!

- **Error of Central Tendency**

  Central tendency is seen when the FTO routinely "bunches" scores toward the center of the rating scale. This error is often present in field training programs when departments using the numeric scale require written comments for scores of 1, 2, 6, and 7. Some FTOs, not wishing to take the time to document, will assign scores of 3, 4, or 5 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the FTO does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale. Many departments using the numeric scale require only that scores of "1" and "7" be documented which allows for more latitude in the scoring.

- **Error of Related Traits**

  This error happens when the FTO gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

- **Error of Event Bias**

  Event bias comes into play when one or two traits (or a particular behavior) dominate the appraisal. The FTO may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the "Halo" or "Horns" effect.

- **"No Rookie Ever Gets a '7'"**

  The belief that no rookie ever exceeds standards (earns a "7" score, Superior, etc.) is too often expressed. The SEGs and rating descriptions should be based on real life experiences and should not reflect artificial standards. While it may be difficult for many trainees to perform at a "Superior" level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/goals in a job-related performance evaluation system.

- **Error of "Room to Grow"**

  This error occurs when the FTO, wanting to "motivate" the trainee to work harder, assigns a score less than what the trainee deserves. When a trainee fails to get the recognition that he/she deserves, there may be a loss, rather than a gain, in terms of motivation.

- **Error of Averaging Scores**

  FTOs who assign a score based on an average of the trainee's performance for the day have selected a score that is not accurate. For example, a trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the trainee obeys traffic

signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the trainee that it is "OK." Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault.

FTOs are often uncomfortable about giving an "Unacceptable" rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the FTO acknowledge the mistake(s) by assigning a score less than "Acceptable." The FTO must give the trainee an "Unacceptable" rating in an area regardless of how minor or infrequent the mistake(s) when weighed against the trainee's otherwise good performance. The FTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a trainee's standing in the academy class; relationship to another member of the department; the presence or absence of educational achievement; age, gender, race or sexual orientation; physical appearance; etc., are only a few of a person's characteristics that dilute objectivity. Performance-related evaluations tend to be more objective and to center on ***what*** the individual does rather than ***who*** the individual is. Employees want their performance, not their personality, discussed during a performance review. In this way, defensiveness on the part of the trainee will diminish, and the FTO will be able to avoid these common appraisal errors.

The only measure that FTOs should use when evaluating the behavior and performance of a trainee is the department's Standardized Evaluation Guidelines or Evaluation "Scale."

Evaluation Comments and Narratives

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO to remember **four "goals"** of documentation. To provide meaningful evaluation, the documentation should be:

Goals: **1 –** CLEAR

2 – CONCISE

3 – COMPLETE

4 – CORRECT

Ten Factors: How to Achieve the Four Goals

The following suggestions will support the FTO in accomplishing the documentation goals.

1. ***Set the stage.*** Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand what occurred.

   EXAMPLE: The trainee, using excellent defensive driving techniques, brought an 80-mph, high-speed chase to a successful halt.

2. ***Use verbatim quotes.*** It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

   EXAMPLE: The trainee, when logging an arrestee's property and finding $535 in his wallet, remarked, "Where does a low life jerk like you get this much money?" This angered the arrestee and resulted in a physical confrontation.

3. ***Report the facts — avoid conclusions.*** Report what occurred. Do not include your interpretation of why something occurred. In the example below, there are several possible reasons why the trainee is not making the traffic stops other than a lack of motivation or confidence.

EXAMPLE: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.

4. ***Remember your audience.*** When writing your evaluation(s), consider who may be reading the report. In addition to the trainee, your report may be read by your supervisor, department head, an attorney representing your department or the trainee, an arbitrator, or judge. These readers will form opinions of your abilities based on what they read.

5. ***Watch your grammar, spelling, and legibility — avoid slang, jargon, and swearing.*** Not everyone who will be reading your evaluation(s) understands radio codes, penal code sections, and other language common to law enforcement. Explain any code sections used. Be professional and model your expectations.

6. ***Speak to performance — not personality.*** Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the "impersonal" style of documentation relieves some of the stress.

   EXAMPLE: Rather than write "You did a poor job of handling the disturbance call…" try "Trainee Jones did a poor job of handling…," etc.

7. ***Use lists, if appropriate.*** The use of a "list" approach will sometimes save time and space.

   EXAMPLE: The trainee, when asked, failed to accurately identify the following radio code definitions: 10-7, 10-8, 10-16, 10-27, 10-28, 10-29, 10-35, and 10-62.

8. ***Think remedial.*** What has been tried? How did it work? What will you try next? Document your training plans and the results thereof.

9. ***Use quantification whenever possible.*** Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

   EXAMPLE: It took Bill five tries to successfully complete a burglary report. See attached.

10. ***Do not predict.*** Avoid statements such as "I am sure that Ann, with a little more effort, will be able to master the radio," or "Charlie's skills will no doubt improve as the weeks go by." Rather than make statements of this nature, the FTO should write what the behavior should produce; i.e., "When Bill can complete reports of this nature within 30 minutes or less, he will be performing at an acceptable level." Predictions set up false expectations.

If FTOs can write acceptable reports, they should be able to write acceptable evaluation narratives. One way to keep documentation of this type in perspective is to write as though telling a story to a close friend or co-worker who was not present when the behavior was observed. Would all the details be included or just generalities? When in doubt, reread what's written and ask if you REALLY know what happened from what was written. Another approach is to have another FTO or supervisor read the narrative. Do they have any questions? If so, the documentation may need more work.

Discussing Evaluations

The FTO and trainee's discussion of evaluations is a particularly important aspect of the field training program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives of a proper evaluation.

The performance evaluation must:

1. Be understood by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation, just that he/she understands it.

2. Be the basis for plans to help the trainee improve performance as needed.

3. Give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a "two-way conversation." Trainees should be encouraged to express how they feel. Trainees should be encouraged to be more self-aware and perhaps, even be given a chance for self-evaluation.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTOs should re-emphasize that performance is being discussed and not a defense of the evaluation.

Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments or speak with the FTP SAC if desired.

2.2 Performance Evaluation Documents

Daily Observation Report (DOR) and Narrative Evaluation

The Daily Observation Report (DOR) is to be completed by the FTO at the end of each shift that the trainee is assigned to work during the field training program. Days where the trainee receives no evaluation by a qualified FTO (i.e., orientation, days off sick or injured, non-enforcement or special assignments, etc.) can also be documented on the DOR. Only the headings and narrative portions should be completed for those shifts. The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

This report is the permanent record of the trainee's progress in terms of performance, skills, knowledge, the improvements needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift and reviewed with the trainee unless unusual circumstances exist. It is important that this feedback be shared with the trainee in a timely manner to the events documented so that he/she can have the benefit of utilizing the feedback in advance of the next call for service and/or shift.

The DOR is designed to rate observed behavior with reference to either a numerical or alphabetic scale (1, 4, and 7 or N/I, ,C, and S). The form lists specific categories of behavior (e.g., Officer Safety, Driving Skill, Appearance, etc.) Each behavior must receive a rating or be marked "**Not Observed**" (**N/O**) during the shift covered by that DOR. Marking the appropriate rating records that behavior based on the Standardized Evaluation Guideline (SEG) for each category. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained in the narrative portion of the evaluation.

Some DORs have a "**NRT**" box on the face of the form. "NRT" means "**Not Responding to Training**." In addition to a numerical rating in the particular category, this box may also be marked or the NRT box alone may be marked. NRT is assigned after reasonable remedial efforts have failed to result in improvement. Citing NRT is a serious step and is considered a "red flag" for the trainee and the FTP SAC. From this point, if improvement is not made, termination may result. It is expected there will be significant documentation about the problem before this step is taken. The decision to assign NRT is somewhat subjective but one that can be reasonably justified. The FTO must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the FTO then must get an idea of how many tries the trainee has had at task completion. This process is a search for the presence or absence of balance — i.e., has the trainee had enough opportunities to effectively complete the task given the difficulty? If the answer is "yes," NRT is appropriate. If "no," continue with remediation.

► **We must be sure that any remediation that has been given is perceived as that likely to bring about the desired change. The *quantity and quality* of remediation will be examined to ensure that the strategies employed would likely lead to improvement.**

The "**RT**" found on some DORs refers to **Remedial Training** or the time spent by the FTO in the correction or review of previously taught information or procedures. When 15 minutes (some departments use a 10-minute standard) or more is spent in any one category, the FTO shall record the number of minutes in the appropriate box. If the FTO spends less than 15 minutes in the task area, a "check" or "X" is sufficient. See Section 2.3 for more information on remedial training.

In addition to the DOR, the **Narrative Evaluation** form is designed for expanded comments. Both negative and positive performance should be noted by the FTO. Steps taken to assist trainees in improving their performance should also be noted here.

All DORs are to be signed and dated by both the trainee and the FTO. In some departments the FTP SAC may also sign these forms. The FTP SAC must monitor the trainee's progress through the review and signing of these DORs and/or through the completion of a Supervisor's Weekly Report (SWR). *See Appendix 2 for DOR and Narrative Evaluation (Numeric or NICS Rating Scales). Also refer to Appendix 1 for Standard Evaluation Guidelines (SEGs).*

Supervisor's Weekly Report (SWR)

In an effort to ensure accountability, supervision, and participation from a higher level within the department, some departments may require the FTP SAC to complete an evaluation of the trainee's performance and progress each week. The evaluation will be completed and administered to the trainee by the FTP SAC. This report is useful not only to report a trainee's performance but also to serve as a check and balance of the FTO's evaluation of the trainee.

The Supervisor's Weekly Report (SWR) contains a sentence in which the supervisor advises the trainee that his/her performance for that week was either "acceptable" or "unacceptable." The FTP SAC will also advise the trainee as to the level of his/her overall performance at that point in the program. This report provides additional feedback to the trainee and an opportunity for the trainee to discuss other training issues with a supervisor, if needed. The SWR should be signed and dated by both the trainee and the FTP SAC. *See Appendix 3 for sample SWR.*

End of Phase Report (EPR)

Departments using DORs and phase training will have FTOs complete an End of Phase Report (EPR). EPRs detail the trainee's significant strengths and weaknesses, as well as list specific training provided during the phase. The EPRs also list recommendations for training needed by the trainee during the next phase of instruction.

In this report, FTOs will indicate their judgment as to the actual level of performance demonstrated by the trainee. The EPR should be discussed in a field training staff meeting with the FTP SAC, the trainee's current FTO, and the trainee's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction. The EPR should be signed and dated by the trainee, the FTO, and the FTP SAC. *See Appendix 4 for a sample EPR.*

Daily Training Notes

Some departments may choose the Daily Training Notes/Weekly Training Progress Reports documentation method. Like DORs, Daily Training Notes are invaluable in providing immediate feedback to a trainee on his/her performance. FTO notes should be made as soon as possible after incidents occur. The notes should be verbally reviewed with the trainee and he/she should also be allowed to review the notes. The written comments should be used as the primary basis for the Weekly Training Progress Reports that the

FTO is required to prepare during the training program. Each important incident and response must be addressed and noted in order to give the trainee direction to continue good performance or improve poor performance. FTOs should note whatever steps are taken to assist the trainee in improving his/her performance. *See Appendix 5 for sample Daily Training Notes.*

Weekly Training Progress Report (TPR)

Departments using Daily Training Notes will have FTOs complete Weekly Training Progress Reports. These progress reports are completed at the end of each week of the training program. They are designed to match the objectives covered during that week and augment the daily training notes. Specific comments concerning performance below an acceptable level should be articulated in the Daily Training Notes for justification.

Rating Levels /Training Progress Evaluation Scale

Performance in each evaluation category is rated between 1 and 4 indicating the trainee's performance during the week. The specific meaning of each number can be found in the breakdown listed below:

4 – ***Better than Acceptable:*** Performance exceeds the agency's standard.

3 – ***Acceptable:*** Performance meets the agency's standard.

2 – ***Needs Improvement:*** Performance is progressing toward acceptable but does not yet meet the agency's standard.

1 – ***Unacceptable:*** Performance is not at an acceptable level.

NRT – ***Not Responding to Training:*** Trainee has been rated at level 1 or 2, and after remediation shows no improvement.

Performance Descriptions

- ***Better than Acceptable*** – Trainee performs significantly above what is expected and above the standard of the agency.
- ***Acceptable*** – Trainee's performance meets the required standard. The training progress is satisfactory and the trainee should at least maintain that level of performance. Every effort should be made to encourage the trainee to strive for improved performance that would be recognized in future Training Progress Reports and to guide the trainee to his/her fullest potential.
- ***Needs Improvement*** – Trainee's performance is deficient. This rating is intended to stimulate the trainee to improve and maintain a higher level of work performance. Usually, it also means that the FTO must devote additional attention to assisting the trainee in making the needed improvement. The special attention may take the form of greatly increased effort, special training, or a remedial training plan.
- ***Unacceptable*** – Trainee's performance is significantly below the expectation of standard work performance. The trainee, with the assistance of his/her FTO, must make every effort to improve competence in the category(ies) where performance is deficient.
- ***Not Responding to Training*** – Trainee has been rated at Levels 1 or 2, and after remediation shows no improvement in performance. The trainee should be notified that he/she is not responding to training. The NRT comment should alert the trainee and training staff that there is a continuing problem. It notifies the trainee that the need for improvement is so great that the trainee's continued stay in the program is in jeopardy.

The specific standard for each of the rating levels in a Weekly Training Progress Report will be determined by a department's own standards. *See Appendix 6 for sample TPR.*

Phase Evaluation Report

Departments using Daily Training Notes and Weekly Training Progress Reports will have FTOs complete a Phase Evaluation Report. These are for-matted similarly to the Weekly Training Progress Reports but must include all of the objectives that were covered from the previous weeks.

It must also address the judgment displayed in performing the objectives, the skills demonstrated in conducting preliminary investigations, preparing reports, performing self-initiated activity, and the acceptability of personal characteristics such as personal relations and dependability. Objectives that were carried over from a previous evaluation period because they were not acceptably performed, or are not currently being performed at an acceptable level, should also be included.

The Phase Evaluation Report should not contain any reference to an incident that was not part of the Daily Training Notes or has not been reviewed with the trainee. *See Appendix 7 for sample Phase Evaluation Report.*

Completion Record/Competency Attestation

Upon the trainee's successful completion of the field training program, it will be the responsibility of the Final Phase FTO to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the field training program guide have been covered and signed off, and after personally observing the trainee's acceptable performance in all of the functional areas or categories, the FTO will initiate a Completion Record/Competency Attestation form to be routed through the chain of command. The form should be signed and dated by the trainee, the Final Phase FTO, the FTP SAC, and the department head (or his/her designee). This form should become a permanent part of the trainee's training record. *See Appendix 9 for sample Field Training Program Completion Record/ Competency Attestation form.*

2.3 Remedial Training

Most FTOs will report that training is an "ongoing" process that is the result of the natural interactions between themselves and the trainee. Simple comments such as "keep your gun hand clear" or "this word is spelled…" often take place simultaneously to the observed mistake. Some training may have to take place at another time or location away from the actual event. What is important to remember is that: 1) a mistake or performance deficiency **must** be corrected, and 2) that correction should come as **soon** as practical after the behavior without interfering with the department's service responsibilities. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away, or are repeated, call for a more formal approach known as remedial training.

Remedial training is defined as: **A correction or review of previously taught information or procedures.** "Previously taught" should not include any training that the trainee may have received in the Regular Basic Course (Academy). Remedial training becomes necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention that should have corrected and improved the job performance.

While the FTO's role is to help the trainee overcome performance deficiencies and give him/her every opportunity to learn and perform, some performance deficiencies have as their root cause something that the FTO cannot correct. Examples might be immaturity, absence of a positive self-image, lack of common sense and worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee's behavioral package that they cannot be overcome. It would be wrong to automatically assume that a failure to perform well is linked to one of these reasons.

It is more likely that inexperience and an absence of sufficient practice has led to the problem. Remedial training should begin as soon as the ongoing deficiency is noted.

Since formal remedial training may require an extended stay in the field training program, there are several steps the FTO can take when trying to resolve the deficiency:

1. Be as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.
2. Reflect on and determine what has been tried and found to be effective with similar performance problems.
3. Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.
4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Consider using a Remedial Training Assignment Worksheet (Appendix 8) when developing a remedial plan. Be sure to document the plan, the FTO's efforts, and the results.

Remedial Training Strategies

The following section is designed to assist FTOs in recognizing and correcting training deficiencies and/or performance problems. It describes some of the commonly reported trainee problems and offers strategies for resolving them. For any identified deficiency/problem, the types of remedial training strategies are limited only by imagination and feasibility; however, no training should be dangerous, demeaning, harassing, or expose the department to liability. Department policies, procedures, or safety standards must never be violated for the sake of training.

The following strategies can be appropriate for assisting trainees in gaining proficiency with items in the Field Training Program Guide or in designing written training plans.

Role Play and Scenarios

These can be used for a variety of performance tasks. Care should be taken regarding the following:

1. All participants must be made aware that the situation is a training exercise, not an actual event.
2. No loaded weapons should ever be used in field training scenarios.
3. Notification of other potentially involved parties (e.g., dispatch, neighboring departments, patrol and/or field training supervisors, etc).
4. Choice of location (so as not to involve unknowing citizens or other officers).
5. Selection of role players who understand the win-win philosophy. (If the trainees do it right, they win!)

Role Reversals

Similar to role plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.

COMMENTARY DRIVING

The trainee is advised to maintain a running commentary of what is observed while operating the vehicle (in the case of Driving Skills) or while acting as either the driver or passenger (in the case of Patrol Observation and Orientation Skills).

When Driving Skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information. When Patrol Observation is being taught, the trainee should direct his/her attention to people and things that would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a police officer does. When Orientation Skills are being taught, the trainee provides a commentary of the: 1) direction of travel, 2) location by intersection, and 3) identification of landmarks.

VERBALIZATION

This technique is useful for those trainees who routinely know what to do but once subjected to stressful situations are unable to perform the required task(s).

Trainees are instructed to talk out their thoughts. If they are en route to a call, they must describe the call to the FTO, tell how they will get there and, once there, what their actions will be. In this way, they must organize their thoughts and present them to the FTO in a clear and logical manner.

An important benefit for trainees from this exercise is not only the "putting in order" of their thoughts and actions but also the slowing of their thought processes and prevention of "overload." By having them "talk out" their thoughts, their thinking will revert to a slower, more understandable pace. This process should have a calming effect and reduce stress.

FLASH CARDS

Having trainees make flash cards enhances the learning process by using more than one learning style. Flash cards are particularly effective with subjects such as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Spelling.

SPELLING QUIZZES

The FTO keeps track of words that are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.

SELF-EVALUATIONS

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled "Self-Evaluation." As with the FTO's evaluation, both parties review and compare their DORs at the end of the shift.

DIRECTING TRAFFIC

1. FTO draws diagrams for trainee to place self, flow of traffic, ideal locations for fire, and medical response, etc.
2. Shut down an intersection and let trainee practice. Start with quiet intersections and build to busier.
3. Have trainee speak with other FTOs, traffic officer, etc.
4. Have trainee speak with fire and medical responders for their perspectives.

5. Request assignments for these types of calls.

Traffic Stops

1. Role play, in a parking lot, using other FTOs and vehicles.
2. Videos
   a. Professionally made.
   b. Film trainees in action so they can watch themselves.
3. Have trainee speak/ride with a traffic officer, etc.
4. FTO draws diagram for the trainee to place self, vehicle positions, ideal locations for stop, etc.
5. Use miniature cars for placement.
6. Develop a checklist: first written, then mental.
7. Verbal and written quizzing on traffic codes and elements.
8. Have trainee practice completing citations and warnings on copied blank forms.

Report Writing

1. Use report writing exercises.
2. Review some good and bad reports as examples. Be sure to remove the author's name. (If printed or copied, be sure to redact names, addresses, and other biographical information not available to the general public.)
3. Interviewing detectives, instructors, attorneys, and judges for what they think makes a good report.
4. Suggest trainee enroll in a writing class.
5. Suggest trainee obtain and read library books on the subject.
6. Develop checklist to include elements of crimes for the more common calls.
7. Suggest trainee use a dictionary (print, online, or electronic).
8. Have trainee recite the elements of a crime and describe how the elements were accomplished and in what sequence.
9. Suggest trainee spend time working with an in-house expert or academy instructor.

DUI

1. Role reversal with FTO making actual stops and trainee doing the critique.
2. Role plays in a parking lot using other FTOs and vehicles.
3. Videos
   a. Professionally made.
   b. Film trainees in action so they can watch themselves.
   c. Previous DUI arrests.
4. Interview DUI officers, instructors, and attorneys.
5. Review old DUI reports.

6. Review actual case law at library.
7. Have trainee ride with a traffic officer.
8. Develop a checklist for procedures and forms.

COURTROOM DEMEANOR

1. Interview detectives, instructors, attorneys and judges as to what they think makes a good witness.
2. Have trainee observe a trial.
3. Conduct a mock trial.
4. Have trainee perform a courtroom role play, using one of his/her citations or arrests.

INVESTIGATIVE PROCEDURES

1. Interview detectives, instructors, and attorneys as to what they think makes a good investigation.
2. Verbal and written quizzes on elements of crimes.
3. Have trainee spend some time with an I.D. technician.
4. Tour a crime laboratory.
5. Follow one of the trainee's cases through with the assigned detective.
6. Create a mock crime scene.

FELONY STOPS

1. Practice visualization techniques.
2. Role plays with trainee as officer and suspect, in daylight and darkness.
3. FTO draws diagrams for trainee to place self, vehicle positions, ideal locations for stop, etc.
4. Develop a checklist for verbal commands.

DOMESTIC DISPUTES

1. Use models (dolls, playhouse, etc.) for placement.
2. Role play using other FTOs.
3. Interviews with victim's advocate or groups.
4. Attend an Order of Protection hearing.
5. Request assignments for these types of calls.

ORIENTATION SKILLS

1. Give trainee a copy of a map that contains the streets but no names. Trainee fills in the names.
2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
3. Throughout shift ask trainee, "Where are we now?"
4. Give the trainee addresses, transparencies, and a marker. Have trainee trace the route to the location.

5. Have trainee obtain and study overhead maps from highway department or run maps from the fire department.
6. Demonstrate efficient ways to use the Thomas Guide (including checking the index), mapping programs, and GPS tracking.

Radio Procedures and Codes

1. Role plays
   a. What is going on with other officers?
   b. Sample sentences/codes.
   c. Describe scenario. Ask trainee how to say it on the radio.
2. Obtain a tape recorder that you and the trainee use as a radio in role plays.
3. Have trainee speak in codes rather than plain text/English.
4. Assign trainee to a shift in Communications to work with a dispatcher. Have trainee log the codes and then decipher into plain text/English, turning in the final product.
5. Have trainee listen to a scanner.
6. Have trainee read all license plates phonetically.
7. Listen to communications tapes.

Accident Investigation

1. Have trainee ride with an accident investigator.
2. Develop a checklist for steps in completing an accident report.
3. Review past reports and diagrams.
4. Create a scenario and have the trainee draw a diagram.
5. Request assignments for these types of calls.
6. Using crayon attached to the corners of a block, show tire skids, etc.
7. Visit driving track skid pan.
8. Observe an autopsy for occupant injuries, etc.
9. Visit a junkyard for damage estimates, etc.

Rapport with Citizens

1. Increase exposure to public.
   a. Business contact card file.
   b. Traffic stops.
   c. Neighborhood watch and crime prevention meetings.
   d. Front desk.
2. Have trainee spend a shift with a public information officer.
3. Role plays.
4. Videotape trainee's contacts. Have trainee review and critique performance.

5. Assign trainee to work with a department volunteer.

Total Confusion

1. Have trainee complete a self-evaluation.
2. Develop a flow chart of basic tasks.
3. Have trainee speak with and/or observe FTOs, sergeants, and/or staff psychologist.
4. Flash cards.
5. Read past case reports.
6. Role play simple tasks.
7. Have trainee list his/her perceptions of the job.

Summary

For remedial training strategies, always remember to:

1. Diagnose the true problem.
2. Provide feedback.
3. Use all the resources available.
4. Be creative.
5. Document the trainee's performance and your efforts.

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PART 3

Field Training Program Package (Application Process)

POST REGULATIONS ***require*** departments seeking approval of their field training program (FTP) to submit a field training program package along with a POST-Approved Field Training Program Application (POST Form 2-229), signed by the department head. Prior to submitting the package and application, a department representative should review the department's current policies, procedures, and program content against POST's *minimum* standards/requirements for program content, operations, and personnel. When necessary, the department representative shall make changes to comply with the POST minimum standards/requirements *before* submitting the package.

A field training program package submitted for approval shall ***minimally*** include:

1. a detailed written description of the department's specific selection process for Field Training Officers (FTOs),
2. an outline of the proposed training for department trainees,
3. a detailed written description of the evaluation process for trainees and FTOs, and
4. copies of supporting documents (e.g., field training program guides, general orders related to FTP personnel and their training, policies and procedures, and/or evaluation forms).

Some departments may include all of the above information in their field training program guides while others will need to make and send copies of the separate documents, General Orders, policies and procedures, etc., with their field training program guide to complete the necessary package.

A field training program guide or manual is vital to the success of any field training experience. The guide should be used to instruct newly assigned patrol officers in the various duties that they will most likely perform during their careers. The guide should serve as the "lesson plan" for the Field Training Officer's instruction. Each department is encouraged to develop a training guide, manual, or workbook for its field training program. These guides should minimally contain two parts, a program orientation portion and a list of performance objectives.

3.1 Elements of a Field Training Program Guide

Section 1: Overview

The first part of the guide should contain information explaining the field training program and its operation. It should be provided to trainees at or prior to the time they enter the program. While this portion of the guide may not contain all the information found in the department administrative manuals and general orders, certain excerpts from these documents should be incorporated into this section of the training guide.

While a department may incorporate whatever it wishes in this part of the guide, the following items are recommended for inclusion:

1. Goals and Objectives of the Field Training Program
2. Chain of Command and Supervision Information
3. Explanation of the Elements of the Field Training Program
4. Role/Expectations of Trainees and Field Training Officers
5. Explanation of the Evaluation Process
6. Copies of the evaluation instruments (e.g., DORs, SEGs, Weekly Training Progress Reports, etc.) and other program forms with brief explanations (see Appendices for samples).

Providing trainees with this information at the start of the program serves several purposes. It clarifies the trainee's role in the training process, improves understanding of the mechanics of the program, enhances the credibility of the FTO, and reduces a good deal of apprehension normally found in any training program.

Section 2: Performance Objectives

The second part of the field training guide should contain performance objectives incorporating the knowledge, skills, abilities, and attitudes that the FTO is required to impart to the trainee and then evaluate the trainee's ability to retain and competently perform the same. These objectives are designed to ensure that trainees receive specific training in designated topics or areas. These training topics are generally broken into weekly and/or phase segments. Responsibility for covering the performance objectives and other listed tasks lies with the FTO to whom the trainee is assigned for that specific week, group of weeks, or phase. If the department has organized these topics or areas into a specific format, standardization will occur since each FTO will cover the same material with every trainee during the same assignment period. Training in and completion of the designated topics or areas will give trainees the foundation to draw from when handling incidents that have not been actively demonstrated. It will be impossible to train a newly assigned officer in every area that may be encountered throughout a career but this program should provide a firm foundation on which to build.

Field Training Officers should, at a minimum, instruct in the areas that are outlined in each specific topic. To further assure accountability, columns or sign-off boxes can be placed on each page of the guide wherein the FTO indicates, by placing his/her initials and badge number: 1) the date the material or objective was discussed, instructed, or demonstrated, and 2) the date the trainee displayed adequate competence. The FTO should also identify the manner in which the skill, knowledge, or ability was performed (e.g., written test, verbal test, scenario/role-play, or field performance). Additionally, there should be a place for the trainee's initials, badge number, and date wherein the trainee acknowledges having received the instruction.

Section 3: Resources

Finally, departments should strongly consider the inclusion of various resource materials in the guide or perhaps the development of a separate resource materials guide. Examples may include important policies, run maps, municipal codes, etc. The purpose of this is twofold. First, the material remains as a reference for the trainee and, secondly, the FTO will use these materials as the lesson plan rather than attempting to "ad lib" when it comes time to instruct on the particular topic. If a policy or procedure is included in the guide or a separate resource manual, it is much easier for the FTO to teach from the actual policy rather than from memory of the policy. This also allows for better documentation that the material was covered.

In addition to the instruction the trainee will be receiving from the FTO, it is possible the trainee will need to do some further studying. The training staff should maintain a library that could include the Regular Basic Course Training and Testing Specifications, Learning Domain Workbooks, POST training videos and telecourses, and any other department-developed training aids. Trainees are also advised to maintain copies of the Penal Code, Vehicle Code, and Municipal Codes (or Quick-codes of same), and know the location(s) of other reference materials including a list of community service resources.

3.2 Responsibility and Oversight

It should be the responsibility of the Field Training Program SAC to oversee the development and maintenance of the department's field training program guide. Each FTP SAC should designate a committee to review, and keep current, the materials presented in the department's guide. While the concepts, tasks, and performance objectives of field training programs statewide are extremely similar, the field training program guide, manual, or workbook is one item that should be individually developed (tailor-made) by and for each department. When done right, no one department's guide could be duplicated and used by a second because of the differences in the codes, policies, philosophies, service areas, streets and locations, and so on. Constant revision based on input from trainees, FTOs, and other program staff will make the department's field training program guide a viable resource and basis for a successful field training program.

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PART 4

The POST Field Training Program

THE POST FIELD TRAINING PROGRAM is a sample program designed to be used by a Field Training Officer (FTO) and trainee as a basis for instruction and study. The program contains statements of performance (i.e., objectives) that begin by introducing the newly assigned officer to the department and patrol duties, and progresses to performance independent of the FTO.

The program contains no policies, procedures, or specific methods to follow; it simply directs a training response to needs or situations that could be encountered by any police officer in the state who is assigned to general law enforcement uniformed patrol duties. Therefore, a department using this sample program should include its specific policies, procedures, or methods, *or* the trainee should be required to obtain and learn the department's directives and policies for each objective.

The FTO has a duty to assist by directing the study and diligently testing the trainee's knowledge. This program also requires the trainee to apply skills and knowledge that were acquired in the Regular Basic Course (Academy). The FTO must help the trainee apply these skills and knowledge in a real life environment with actual law enforcement incidents.

4.1 Program Components

The POST Field Training Program is as comprehensive and complete as possible for statewide application. However, any department using this program should compare POST's program objectives relative to its own objectives, policies, and responses, and add any additional objectives that may be needed. The objectives (skills, knowledge, abilities, and attitudes) included in the POST program are considered to be the *minimum* standards on which to base a field training program in the state.

► **Departments are strongly encouraged to add to this program or develop their own program (structured learning content) based on the same minimum standards.**

The POST Field Training Program can be used in training newly assigned officers and deputies who have recently graduated from the Regular Basic Course (Academy), who have been employed through lateral entry, or any others who are on their initial assignment to general law enforcement uniformed patrol duties. The following areas are intended to clarify the application of the POST Field Training Program.

Structured Learning Content/Areas of Instruction

As mentioned earlier, the duties of general law enforcement uniformed patrol officers are quite similar within the state and the nation. Research and experience have demonstrated that new officers should demonstrate competency in the topics or areas listed below.

MINIMUM COMPETENCY REQUIREMENTS

(Click on each link for competency requirements outlined in Part 5, POST Field Training Model)

1 – **Agency Orientation/Department Policies** (including Standards and Conduct, General Orders, Local Policies, and Philosophies)

2 – **Officer Safety**

3 – **Ethics**

4 – **Use of Force**

5 – **Patrol Vehicle Operations** (including SAFE Driving)

6 – **Community Relations/Professional Demeanor** (including Cultural Diversity, Community Policing, and Problem Solving)

7 – **Radio Communication Systems**

8 – **Leadership**

9 – **California Codes and Laws**

10 – **Search and Seizure**

11 – **Report Writing Requirements**

12 – **Control of Persons/Prisoners/Mentally Ill** (Adults and Juveniles)

13 – **Patrol Procedures** (including Domestic Violence and Pedestrian and Vehicle Stops)

14 – **Investigations/Evidence**

15 – **Tactical Communication/Conflict Resolution**

16 – **Traffic** (including DUI)

17 – **Self-Initiated Activity**

18 – **Additional Agency-Specific Topics** (may include Community Specific Problems, Special Needs Groups, etc.)

Format

The POST Field Training Program has the above listed 17 topics or areas of instruction segmented. Each contains knowledge- and performance-based objectives for the trainee to accomplish. Each topic may be presented, wholly or in portions, in a suitable training period that will meet the department's needs (i.e., one day, one week, one month). The objectives in each of the listed topics build from basic issues to more complex to assist in an incremental learning approach. This is intended to enhance retention so the trainee is able to relate some element of past instruction to each new subject. The department's training staff must determine the appropriate format for its field training program. If a department wishes to use the same performance objectives as listed in the POST Field Training Program, but prioritize the presentation order to their own needs, POST can provide these topics and performance objectives in Mircosoft Word format. A department can then add its specific policies, procedures, locations, references, etc. to further enhance the program. This POST format allows flexibility but is designed to hold the trainee responsible for each of the required performance objectives.

Additional Agency-Specific Topics (which may include Community Specific Problems, Special Needs Groups, etc.) is an optional topic that may be added by a department.

Training and Testing Methods

Although the POST Field Training Program is written in performance-based objectives, there is no intention to restrict a department's methods of presentation or measuring of the trainee's acceptable performance of the task(s).

The department's training staff should agree on a schedule and/or manner for training and testing new officers. Because of the very nature of patrol work, not every field incident that the POST Field Training Program requires a trainee to perform will occur within the time frame of the program. The FTO should improvise by volunteering, when possible, for assignments that will assist in meeting the training objectives. In some cases, it may be necessary for the FTO to set up a scenario exercise or rely on the

trainee's verbal or written explanation of handling the situation coupled with his/her performance in similar incidents.

Initially, the trainee must be provided with, and allowed the opportunity to study written documents, policy directives, training bulletins, or general orders that the trainee is responsible for knowing. The FTO should then proceed through the field training guide discussing, instructing, or demonstrating each performance objective. The FTO should encourage the trainee to take increasing responsibility for field performance based on the nature of incidents and the amount of experience the trainee has in the program. This responsibility ultimately includes the satisfactory completion of each performance objective. It is the intention of the field training program to have the new officers demonstrate their satisfactory completion of or competency in these performance objectives through actual, on-duty handling of field situations. This is, for obvious reasons, the preferred method of demonstrating that the trainee comprehends and can apply what has been taught. However, for a variety of reasons (calls for service, type of department, demographics, location, etc.), trainees may have to demonstrate successful comprehension and competency through alternative means. The methods for "competency demonstration" used in the POST Field Training Program are described below.

COMPETENCY DEMONSTRATION METHODS

1. **Department-Constructed Knowledge Tests.** Some portions of the field training program may require department-constructed knowledge tests that measure the skills and knowledge required to achieve one or more performance objectives. These tests may be in written or verbal format. When a written department-constructed knowledge test is used, trainees should earn a score equal to or greater than the minimum passing score established by the department. Trainees who fail a written department-constructed knowledge test on the first attempt should: a) be provided with an opportunity to review the test results in a manner that does not compromise test security; b) have a reasonable time, established by the department, to prepare for a retest, and c) be provided with an opportunity to be retested with a department-constructed, parallel form of the same test. If the trainee fails the retest, it will be the department's responsibility to determine if the trainee should be given another retest or terminated from the field training program.

   ► **These tests should be standardized to ensure accuracy and fairness and may also serve as an additional evaluation instrument.**

2. **Scenario Tests.** Some portions of the field training program may require scenario tests, which are job simulation tests, that measure the skills and knowledge required to achieve one or more performance objectives. When a scenario test is used, trainees should demonstrate their competency in performing the tasks required by the scenario test. Competency means that the trainee performed at a level that demonstrates he/she is able to perform as a solo patrol officer. A qualified field training officer should make this determination. Trainees who fail to clearly demonstrate competency when first tested should be provided with an opportunity to be retested. The retest should occur after a qualified field training officer has provided documented remedial training to the trainee. The duration of, and subject matter covered in, the remedial training shall be determined by the department. If the trainee fails to demonstrate competency on the retest, it will be the department's responsibility to determine if the trainee should be given another retest or terminated from the field training program.

   ► **Officer safety must be of the utmost concern during the use of any simulated/scenario exercises. At no time are loaded weapons to be used in any scenario testing during the field training program. (Departments may wish to refer to the POST Guidelines for Student Safety in Certified Courses that contain specific guidelines for scenario training and event simulations that may prove helpful in organizing such testing.)**

3. **Field Performance Tests.** Most portions of the field training program will require field performance tests which are generally in the form of calls for service, traffic enforcement, self-initiated activity, etc. When field performance tests occur, trainees must demonstrate their

competency in performing the tasks required of a solo patrol officer. A qualified field training officer should make this determination. Trainees who fail to clearly demonstrate competency during a field performance test should be provided remedial training. The remedial training should be provided and documented by a qualified field training officer. The duration of, and subject matter covered in, the remedial training shall be determined by the department. If the trainee does not respond to remedial training and fails to demonstrate competency on subsequent and/or repeated field performance tests, it will be the department's responsibility to determine if the trainee and/or department will benefit from additional remedial training and testing or if the trainee should be terminated from the field training program.

4.2 POST Field Training Program Model

This standardized POST Field Training Program has been developed through input from various departments and experts throughout the state and nation. It is not intended to be a stand alone, state-of-the-art program. It is intended to set a minimum standard on which each department can build its own specific field training program. It is further intended to assist the process in which the trainee receives on-the-job instruction to complement or reinforce class

room (academy) training.

When properly administered and supervised, this field training program can and should be one of the most important phases of basic training for law enforcement officers. POST field training regulations and this sample guide provide for the foundational field training needed to supplement classroom training as well as the appropriate guidance and supervision required to allow the trainee to safely, effectively, and competently apply basic law enforcement principles within the community being served.

Table **4.1** represents a phase training overview of the POST Field Training Program. (See Part 5 for the complete program model.)

Table 4.1
Phase Training Model Overview

Phase 1	Phase 2	Phase 3	Phase 4
• Orientation/ Department Policies • Officer Safety • Ethics • Use of Force • Patrol Vehicle Operations • Community Relations/ Professional Demeanor • Radio Communications	• Leadership • California Codes and Law • Search and Seizure • Report Writing • Control of Persons/ Prisoners/Mentally Ill • Patrol Procedures (Part 1)	• Patrol Procedures (Part 2) • Investigations/Evidence • Tactical Communications/ Conflict Resolution • Traffic	• Self-initiated Activity • Primary FTO Observation Phase (usually in plain clothes)

Phase 5

After successful completion of the field training program, the trainee will be expected to competently perform as a solo patrol officer. He/she will be evaluated by a supervisor periodically (usually every one to three months) until the end of his/her probationary period.

APPPENDICES
A.1 through A.11

In these appendices: Page #

A.1 Standardized Evaluation Guidelines (SEGs) A.1--1

A.2 Daily Observation Report (DOR) and Narrative Evaluation (*Numeric or NICS Rating Scales)* A.2-1

A.3 Supervisors' Weekly Report (SWR) A.3--1

A.4 End of Phase Report (EPR) A.4--1

A.5 Daily Training Notes A.5--1

A.6 Weekly Training Progress Report (TPR) A.6--1

A.7 Phase Evaluation Report A.7--1

A.8 Remedial Training (RT) Assignment Worksheet A.8--1

A.9 FTP Completion Record/Competency Attestation A.9--1

A.10 Field Training Officer Critique Form A.10--1

A.11 Field Training Program Critique Form A.11--1

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Appendix A.1 may be used as a handout for the 40-Hr FTP Course (Block 8 – HO4 and Block 10 – HO5) and for the 24-hr FTP Update Course (Block 7 – HO3).

APPENDIX 1

Standardized Evaluation Guidelines (SEGs)

The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that the field training program achieves a recognized level of standard, competency, and credibility.

Overview

Throughout the Field Training Program, the FTO rates the trainee's performance. Each observed behavior is rated using the **Daily Observation Report** (**DOR**) described in Appendix 2 in the FTP Guide. The rating scales can be scored in two ways: the *Numeric Scale* (1–7) or the *NICS Scale* (NI–Needs Improvement/C–Competent/S–Superior). The numeric scale offers more flexibility to rate behaviors on a sliding scale between 1 and 7. The NICS scale provides a more direct scoring method. Agencies decide which method best meets their particular training approach.

A rating of "1" or "N/I" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level.

Any rating of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **requires** a Documented Situation (DS) to describe the event which resulted in the observed rating. The FTO fills out the **Narrative Evaluation** portion of the DOR to document the event (see Appendix 2).

The following SEGs correspond to the numbered observable behaviors listed in the DOR for each performance category. Use these value definitions when rating a trainee's level of performance.

Performance Categories

ATTITUDE

1. Acceptance of Feedback/FTO/FTP

Evaluates the way the trainee accepts criticism, how the trainee interacts with the FTO, and how the trainee accepts the training program, including how the FTO's feedback is received and used to further learning and improve performance.

1 or N/I *Unacceptable* – Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.

4 or C *Acceptable* – Accepts criticism in a positive manner and applies it to improve performance and further learning.

7 or S *Superior* – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.

2. Attitude toward Police Work

Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.

1 or N/I *Unacceptable* – Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.

4 or C *Acceptable* – Demonstrates an active interest in new position and responsibilities.

7 or S *Superior* – Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibility. Exhibits a desire to complete Field Training and become a productive member of the organization.

3. Integrity/Ethics

Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.

1 or N/I *Unacceptable* – Accepts *and* employs a standard of mediocrity. Has little or no sense of accountability and/or responsibility to the department or community.

4 or C *Acceptable* – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.

7 or S *Superior* – Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.

4. Leadership

Evaluates the trainee's ability to exercise influence among people using ethical values and goals for an intended change.

1 or N/I *Unacceptable* – Does not use command presence appropriately. Does not prevent/reduce conflict. Fails to show empathy.

4 or C *Acceptable* – Understands the difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/ mediation, and compassion.

7 or S *Superior* – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuine concern.

APPEARANCE

5. General Appearance

Evaluates physical appearance, dress, demeanor, and equipment.

1 or N/I *Unacceptable* – Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative.

4 or C *Acceptable* – Uniform is neat/clean. Uniform fits and is properly worn. Weapon, leather, and equipment are clean and operative. Hair within regulations. Shoes and brass are shined.

7 or S *Superior* – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

RELATIONSHIPS

6. Relationship with Citizens/Community

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

1 or N/I *Unacceptable* – Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills. Communications are confusing to the public.

4 or C *Acceptable* – Courteous, friendly, and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service-oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills. Communicates well when interacting with the public.

7 or S *Superior* – Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills. Routinely exhibits strong communication skills when interacting with the public.

7. Relationship with Other Department Members

Evaluates the trainee's ability to effectively interact with Department members of all ranks, capacities, and positions.

1 or N/I *Unacceptable* – Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers himself/herself superior. Belittles others. Is not a "team player." Relies on others to carry his/her share of the work.

4 or C *Acceptable* – Adheres to the Chain of Command. Good FTO, superior, and peer relationships. Demonstrates a teamwork attitude.

7 or S *Superior* – Is at ease in contact with all members of the organization while displaying professionalism. Understands supervisors' responsibilities and their positions. Actively assists others.

8. Community Organizing and Problem-solving

Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.

1 or N/I *Unacceptable* – Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.

4 or C *Acceptable* – Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.

7 or S *Superior* – Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE

9. Driving Skill: *Normal Conditions*

Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

1 or N/I *Unacceptable* – Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.

4 or C *Acceptable* – Obeys traffic laws. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.

7 or S *Superior* – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking mobile computer terminals (MCTs), etc. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

10. Driving Skill: Moderate/High Stress Conditions

Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.

1 or N/I *Unacceptable* – Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.

4 or C *Acceptable* – Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.

7 or S *Superior* – Displays high degree of reflex ability and driving competency. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present. Consistently demonstrates Situation-Appropriate, Focused, and Educated (SAFE) driving concepts.

11. Use of Map Book/GPS: *Orientation/Response Time*

Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.

1 or N/I *Unacceptable* – Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.

4 or C *Acceptable* – Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

7 or S *Superior* – Remembers locations from previous visits and seldom needs map book or GPS. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.

12. Routine Forms: *Accuracy/Completeness*

Evaluates the trainee's ability to properly utilize departmental forms.

1 or N/I *Unacceptable* – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.

4 or C *Acceptable* – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with accuracy and thoroughness.

7 or S *Superior* – Consistently completes detailed forms rapidly and accurately with little or no assistance.

13. Report Writing: *Organization/Details/Use of Time*

Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and to complete a report in an appropriate amount of time.

1 or N/I *Unacceptable* – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect. Routinely requires an excessive amount of time to complete a report.

4 or C *Acceptable* – Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details. Completes reports within a reasonable amount of time.

7 or S *Superior* – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred. Completes complex reports efficiently and in a timely manner with little or no assistance.

14. Report Writing: Grammar/Spelling/Neatness

Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.

1 or N/I *Unacceptable* – Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Reports are confusing and not easily understood by the reader/evaluator.

4 or C *Acceptable* – Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.

7 or S *Superior* – Reports are *very* neat and legible. Contain no spelling or grammatical errors. Reports are thorough, complete, and easily understood by the reader/evaluator.

15. Field Performance: *Non-stress Conditions*

Evaluates the trainee's ability to perform routine, non-stress police activities.

1 or N/I *Unacceptable* – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.

4 or C *Acceptable* – Properly assesses aspects of routine situations; determines appropriate action, and takes same.

7 or S *Superior* – Properly assesses aspects of both routine and complex situations. Quickly determines and employs appropriate course of action.

16. Field Performance: *Stress Conditions*

Evaluates the trainee's ability to perform in moderate to high stress conditions.

1 or N/I *Unacceptable* – Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts, or acts in unsafe or ineffective manner.

4 or C *Acceptable* – Maintains calm and self-control in most situations. Determines proper course of action and takes it. Controls a situation and does not allow it to further deteriorate. Keeps safety in mind.

7 or S *Superior* – Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines and employs best course of action. Handles situations safely, efficiently, and effectively.

17. Investigative Skills

Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.

1 or N/I *Unacceptable* – Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow up obvious investigative leads.

4 or C *Acceptable* – Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects useable fingerprints from crime scenes, with little assistance, when conditions allow. Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.

7 or S *Superior* – Consistently follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed. Connects evidence with suspect even when not readily apparent. Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow. Actively seeks to improve evidence collection and processing skills.

18. Interview/Interrogation Skills

Evaluates the trainee's ability to use proper questioning techniques, to vary techniques to fit persons being interviewed/interrogated, and to follow proper and lawful procedure.

1 or N/I *Unacceptable* – Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to recognize when to give the Miranda admonishment. Fails to obtain enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.

4 or C *Acceptable* – Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda admonishment.

7 or S *Superior* – Consistently uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects. Fully understands the legalities associated with the Miranda admonishment, and administers the admonishment appropriately.

19. Self-initiated Field Activity

Evaluates the trainee's desire and ability to observe and act upon suspicious activity and to address situations where citizens may require law enforcement assistance.

1 or N/I *Unacceptable* – Fails to observe and/or avoids suspicious activity. Does not investigate same. Rationalizes suspicious circumstances. Avoids or does not recognize situations where citizens may require law enforcement assistance.

4 or C *Acceptable* – Recognizes and acts upon situations requiring law enforcement contact or attention. Develops cases from observed activity. Displays inquisitiveness.

7 or S *Superior* – Routinely acts on situations requiring law enforcement contact. Maintains "Watch Bulletins" and information provided at roll call for later use in the field. Appropriately uses the information as reasonable suspicion to detain, or to develop probable cause to arrest. Makes quality contacts and/or arrests from observed activity. “Sees” beyond the obvious. Maintains vigilance for suspicious activity and/or situations where citizens may require law enforcement assistance.

20. <u>Officer Safety: *General*</u>

Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.

1 or N/I *Unacceptable* – Fails to follow acceptable safety procedures. Fails to exercise officer safety, including but not limited to:

a) Exposes weapons to suspect (handgun, baton, chemical agents, etc.).
b) Fails to keep weapon hand free in enforcement situations.
c) Stands in front of/next to violator's vehicle door.
d) Fails to control suspect's movements.
e) Fails to use illumination when necessary or uses it improperly.
f) Does not keep violator/suspect in sight.
g) Fails to advise Communications when leaving vehicle.
h) Fails to maintain good physical condition.
i) Fails to properly maintain personal safety equipment.
j) Does not anticipate potentially dangerous situations.
k) Stands too close to passing vehicular traffic.
l) Is careless with gun and/or other weapons.
m) Fails to position vehicle properly during traffic stops.
n) Stands in front of door when making contact with occupants.
o) Makes poor choice of which weapon to use and when to use it.
p) Cannot articulate why a particular weapon was employed.
q) Fails to cover other officers or maintain awareness of their activities.
r) Stands between police and violator's vehicle on a vehicle stop.
s) Fails to search police vehicle prior to duty and after transporting other than police personnel.

4 or C *Acceptable* – Follows acceptable safety procedures. Understands and applies them.

7 or S *Superior* – Consistently works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.

21. <u>Officer Safety: *Suspicious Persons, Suspects, and Prisoners*</u>

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

1 or N/I *Unacceptable* – Violates officer safety practices as outlined in SEG 20 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.

4 or C *Acceptable* – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners. Routinely works with an officer safety mindset.

7 or S *Superior* – Foresees potential dangers or hazards and acts to mitigate or eliminate them. Consistently maintains control and a position of advantage during contacts in the field. Remains alert to changing events and adjusts accordingly to maintain safety and control. Serves as a model for officer safety.

22. Control of Conflict: *Voice Command*

Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

1 or N/I *Unacceptable* – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.

4 or C *Acceptable* – Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.

7 or S *Superior* – Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situation through voice and language usage.

23. Control of Conflict: *Physical Skill*

Evaluates the trainee's ability to use the proper level of force for the given situation.

1 or N/I *Unacceptable* – Employs too little or too much force for a given situation. Is physically unable to gain compliance or effect an arrest. Does not use proper restraints or uses them improperly.

4 or C *Acceptable* – Obtains and maintains control through the proper use and amount of force. Uses restraints effectively.

7 or S *Superior* – Displays above average knowledge and skill in the use of restraints. Extremely adept in employing the proper use of force for a given situation. Understands the legalities involved in the use of force.

24. Problem-solving Techniques/Decision Making

Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.

1 or N/I *Unacceptable* – Acts without thought or good reason. Avoids problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Does not assess a proper or effective response to the problem. Is unable to reason through a problem and come to a conclusion. Is unable to choose alternative solutions. Is indecisive, naive. Cannot recall previous solutions and apply them in similar situations.

4 or C *Acceptable* – Able to reason through a problem and come to an acceptable conclusion in routine situations. Perceives situations as they really are. Is capable of explaining what a problem-solving model is. Generates proper questions designed to identify problem. Generally able to choose a solution. Analyzes response for further action. Makes decisions with little assistance. Makes reasonable decisions based on information available.

7 or S *Superior* – Able to reason through most routine and complex situations and reach appropriate conclusions. When confronted with a problem, uses department-endorsed problem-solving approach/model. Has keen perception. Identifies root causes of problems, not just symptoms. Anticipates problems and prepares potential resolutions in advance. Relates past solutions to present situations, and selects workable solutions. Properly assesses response, adjusts accordingly, and plans for follow-up.

25. Communications: *Appropriate Use of Codes/Procedure*

Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

1 or N/I *Unacceptable* – Violates policy concerning use of communications equipment. Does not follow correct procedures. Does not understand or use proper communication codes/language.

4 or C *Acceptable* – Complies with policy and accepted procedures. Has good working knowledge of most common codes/language and uses communication equipment appropriately.

7 or S *Superior* – Consistently adheres to department communications policies. Has superior working knowledge of codes/language used during communications, and properly applies that knowledge as appropriate.

26. Radio: *Listens and Comprehends*

Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

1 or N/I *Unacceptable* – Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

4 or C *Acceptable* – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.

7 or S *Superior* – Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.

27. Radio: *Articulation of Transmissions*

Evaluates the trainee's ability to communicate with others via the law enforcement radio.

1 or N/I *Unacceptable* – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly. Multiple complaints regarding trainee's use of the radio.

4 or C *Acceptable* – Uses proper procedure with clear, concise, and complete transmissions. Few complaints regarding trainee's use of the radio.

7 or S *Superior* – Transmits clearly, calmly, concisely, and completely, even in stressful situations. Transmissions are well thought out and do not have to be repeated. No complaints regarding trainee's use of the radio.

28. Mobile Computer Terminal (MCT): *Use/Comprehension/Articulation*

Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MCT.

1 or N/I *Unacceptable* – Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.

4 or C *Acceptable* – Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status. Readily recognizes officer safety issues involved in the disposition of calls. Types clear and brief messages. Adheres to FCC regulations and department policy.

7 or S *Superior* – Consistently recalls dispatch information without running summaries. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

KNOWLEDGE

29. Department Policies and Procedures

Evaluates the trainee's knowledge of department policies/ procedures and ability to apply this knowledge under field conditions.

A. Reflected by Verbal/Written/Simulated Testing:

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

1 or N/I *Unacceptable* – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.

4 or C *Acceptable* – Familiar with most commonly applied department policies, regulations, procedures, and complies with same.

7 or S *Superior* – Has an excellent working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

30. Criminal Statutes

Evaluates the trainee's knowledge of the criminal statutes [Penal Code (PC), Vehicle Code (VC), Welfare & Institutions (W&I), Business & Professions Code (B&P or BPC), Health & Safety Code (H&S or HSC), and all city/county codes] and his/her ability to apply that knowledge to field situations.

A. Reflected by Verbal/Written/Simulated Testing:

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance:

1 or N/I *Unacceptable* – Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.

4 or C *Acceptable* – Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.

7 or S *Superior* – Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser known code sections in reference material.

31. Criminal Procedure

Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

A. Reflected by Verbal/Written/Simulated Testing

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

B. Reflected in Field Performance

1 or N/I *Unacceptable* – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.

4 or C *Acceptable* – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.

7 or S *Superior* – Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, release of information, and effecting arrests.

AGENCY-SPECIFIC

32. [To Be Filled in by Agency]

This performance category allows the agency to add a behavior that is of particular importance to their organization. If used, the agency MUST provide the applicable SEG descriptions for each rating:

1 or N/I *Unacceptable* – [To be determined by agency.]

4 or C *Acceptable* – [To be determined by agency.]

7 or S *Superior* – [To be determined by agency.]

(SEGs adapted from those first developed by the San Jose, California, Police Department, improved upon by the Houston, Texas, Police Department, revised by Glenn F. Kaminsky in 1986, 1991, 1997, and 1999, and added to by Jerry Hoover, Chief of the Reno Police Department and by the Sacramento County Sheriff's Department, and was further revised in 2011 by POST staff.)

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Appendix A.2 may be used as a handout for the 40-Hr FTP Course (Block 8 – HO1) and for the 24-hr FTP Update Course (Block 7 – HO3).

APPENDIX 2

Daily Observation Report (DOR) and Narrative Evaluation

The Daily Observation Report (DOR) and Narrative Evaluation are key components of the Field Training Program. In combination, these forms document the trainee's level of performance for each required category and clearly identify areas of competency, outstanding performance, or the need for remedial training.

Numeric and NICS Rating Scales

In order to effectively track the trainee's progress, the FTO uses the DOR to rate each observed behavior using one of two rating scales: **Numeric** or **NICS**. The Numeric Scale measures performance on a sliding scale between *1 and 7*. The NICS Scale uses three ratings: *NI–Needs Improvement, C–Competent, and S–Superior*. Each observed behavior is rated according to POST's Standardized Evaluation Guidelines (SEGs) as described in Appendix 1 in the FTP Guide. Agencies decide which rating method best meets their particular needs.

A rating of "1" or "N/I" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level. The DOR also provides checkboxes if a behavior is not observed (N/O) or if the trainee is not responding to training (NRT). *The trainee, FTO, and FTO SAC are required to sign all DORs.*

Narrative Evaluation

Any ratings of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **require** a documented situation (DS) to describe the event which resulted in either of those ratings. The FTO checks the DS box on the DOR and documents the event using the Narrative Evaluation form. *The trainee, FTO, and FTO SAC are required to sign all Narrative Evaluations.*

Both the DOR and Narrative Evaluation forms contain detailed instructions. They can be printed and filled in by hand or filled in electronically. The Narrative Evaluation form includes continuation pages for additional comments. *The trainee, FTO, and FTO SAC are required to initial all continuation pages.*

The following links will open the applicable files for the DOR and Narrative Evaluation form for either the Numeric or NICS rating scales:

DOR & Narrative Evaluation – Numeric Scale

DOR & Narrative Evaluation – NICS Scale

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APPENDIX 3

Supervisor's Weekly Report (SWR)

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	**Badge / ID**	**Primary Field Training Officer (FTO)**	**Badge / ID**

PART A. REVIEW OF TRAINING

☐ I have reviewed this Trainee's Daily Observation Reports (DORs) for this evaluation period: **Week of: _____ to: _____.**

☐ I have also discussed his/her overall performance with Field Training Officer (FTO):_____.

Additional method(s) by which the trainee's performance was evaluated:

☐ End of Phase Meetings ☐ Citizen Contacts ☐ Other FTOs ☐ Conferences ☐ Field Visit

☐ Radio Traffic ☐ Report Review ☐ Ride-a-long ☐ Daily Briefing

☐ Other (explain): _____

PART B. TRAINEE'S PERFORMANCE: STRENGTHS / WEAKNESSES

☐ I have discussed the trainee's most significant **strengths** with him/her**.**

☐ I have discussed the trainee's most significant **weaknesses** with him/her.

PART C. REMEDIAL TRAINING (IF APPLICABLE)

☐ The following remedial training is required based on deficient performance *(see RT Assignment Worksheet)*:

PART D. SUPERVISOR'S COMMENTS REGARDING PROGRESS TO DATE

☐ The trainee's progress to date is **ACCEPTABLE** based on the above evaluation.

☐ The trainee's progress to date is **NOT ACCEPTABLE** based on the above evaluation.

PART E. REQUIRED SIGNATURES

☐ I have reviewed/discussed this Weekly Report with the FT Supervisor (FT SAC) and understand the evaluation given.

Trainee Signature ▶ _____ **Date** _____

Print FTO SAC Name	**Badge / ID**	▶ **Date**

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APPENDIX 4

End of Phase Report (EPR)

REPORT DATE: _____ PHASE: ___ START DATE: _____ END DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

PART A. SIGNIFICANT STRENGTHS / WEAKNESSES

Use the following page for any additional comment(s).

STRENGTHS:

1.

2.

3.

WEAKNESSES:

1.

2.

3.

PART B. ADDITIONAL TRAINING / REMEDIAL EFFORTS

PART C. ADDITIONAL COMMENTS (OPTIONAL)

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed this End of Phase Report with my Field Training Officer (FTO) and understand the evaluation given.

Trainee Signature ▶ **Date**

Print FTO Name	**Badge / ID**	▶ **Date**
Print FT SAC Name	**Badge / ID**	▶ **Date**

☐ **Additional page(s) attached**

REPORT DATE: _____ PHASE: ___ START DATE: _____ END DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

ADDITIONAL COMMENTS

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

APPENDIX 5

Daily Training Notes

DATE _____ PHASE ___ WEEK ___

Page 1 of ___

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

Performance Area	**Notes**

Trainee Signature	**FTO Signature**
▶ Date:	▶ Date:

DATE _____ PHASE ___ WEEK ___

Page ___ of ___

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

Performance Area *cont*	**Notes** *cont*

Trainee Initials ☐ **FTO Initials** ☐

APPENDIX 6

Weekly Training Progress Report (TPR)

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

- This Weekly Training Progress Report evaluates the trainee's performance during the week and identifies specific areas which are noteworthy.
- **A rating of 1 or 2 requires a written statement** outlining the steps that the FTO or agency has taken and/or will take to bring performance up to an acceptable level. *Use the following page(s) to document the necessary steps and/or provide additional comments; initial each page.*

RATING SCALE:

- **4 – BETTER THAN ACCEPTABLE:** Performance exceeds agency's standard
- **3 – ACCEPTABLE:** Performance meets agency's standard
- **2 – NEEDS IMPROVEMENT:** Performance is progressing toward "acceptable" but does not yet meet agency's standard
- **1 – UNACCEPTABLE:** Performance is not at an acceptable level
- **NRT – NOT RESPONDING TO TRAINING:** Trainee has been rated at level 1 or 2 and after remediation shows no improvement in performance

PART A. PERFORMANCE AREA	**NRT**	**1**	**2**	**3**	**4**
Overall Performance for this evaluation period:	☐	☐	☐	☐	☐

The following areas are noteworthy (*see next page for additional comments):*

1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐

PART B. TRAINEE REVIEW / REQUIRED SIGNATURES

☐ I have reviewed this Weekly Training Progress Report with my Field Training Officer (FTO).

☐ I wish to discuss this evaluation with the FTP Supervisor/Administrator/Coordinator (FTP SAC).

Trainee Signature ▶ _____ **Date** _____

Print FTO Name	**Badge / ID**	▶ **Date**
Print FT SAC Name	**Badge / ID**	▶ **Date**

☐ **Additional page(s) attached**

REPORT DATE: _____ PHASE: ___ WEEK: ___ Comments Page 1 of ____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

If the Trainee received rating(s) of **1** or **2**, the steps taken to bring the trainee's performance level up to an acceptable level ***must*** be documented. Identify the specific performance area numbers and corresponding ratings from page 1. Continue on the additional page if needed.

PART C. REMEDIAL STEPS / COMMENTS

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

REPORT DATE: _____ PHASE: ___ WEEK: ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

CONTINUATION PAGE

Comments Page ___ of ___

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

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APPENDIX 7

Phase Evaluation Report

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

- This Phase Evaluation Report provides feedback to the trainee so that good performance continues and/or deficient performance improves.
- **A rating of 1 or 2 requires a written statement** outlining the steps that the FTO or agency has taken and/or will take to bring performance up to an acceptable level. *Use the following page(s) to document the necessary steps and/or provide additional comments; initial each page.*

RATING SCALE:

- **4 – BETTER THAN ACCEPTABLE:** Performance exceeds agency's standard
- **3 – ACCEPTABLE:** Performance meets agency's standard
- **2 – NEEDS IMPROVEMENT:** Performance is progressing toward "acceptable" but does not yet meet agency's standard
- **1 – UNACCEPTABLE:** Performance is not at an acceptable level
- **NRT – NOT RESPONDING TO TRAINING:** Trainee has been rated at level 1 or 2 and after remediation shows no improvement in performance

PART A. PERFORMANCE AREA	**NRT**	**1**	**2**	**3**	**4**
Overall Performance for this evaluation period:	☐	☐	☐	☐	☐

The following areas are noteworthy (*see next page for additional comments):*

1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐

PART B. TRAINEE REVIEW / REQUIRED SIGNATURES

☐ I have reviewed this Phase Evaluation Report with my Field Training Officer (FTO).

☐ I wish to discuss this evaluation with the FTP Supervisor/Administrator/Coordinator (FTP SAC).

Trainee Signature ▶ _____ **Date** _____

Print FTO Name	**Badge / ID**	▶ **Date**
Print FT SAC Name	**Badge / ID**	▶ **Date**

☐ **Additional page(s) attached**

REPORT DATE: _____ PHASE: ___ WEEK: ___ Comments Page 1 of ____

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

INSTRUCTIONS

If the Trainee received rating(s) of **1** or **2**, the steps taken to bring the trainee's performance level up to an acceptable level ***must*** be documented. Identify the specific performance area numbers and corresponding ratings from page 1. Continue on the additional page if needed.

PART C. REMEDIAL STEPS / COMMENTS

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

REPORT DATE: _____ PHASE: ___ WEEK: ___ Comments Page ___ of ___

Trainee (Last, First MI)	**Badge / ID**	**Evaluation Period**
		From: To:

CONTINUATION PAGE

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ **FTO Initials** ☐ **FT SAC Initials** ☐

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APPENDIX 8

Remedial Training Assignment Worksheet

REPORT DATE: _____ PHASE: ___ START DATE: _____ END DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

PART A. PERFORMANCE DEFICIENCIES

Your FTO has identified one or more areas of deficient performance that require your immediate attention for improvement. You will be expected to fully complete this training assignment by this date: _____

Define the specific problem with example(s). Describe the training already conducted:

PART B. TRAINING ASSIGNMENT

Describe the specific assignment(s) given to the trainee to correct the above problem. The trainee will be expected to perform at a satisfactory level in identified area(s).

NOTE: Your FTO will describe the required assignment needed to improve your performance in terms of specific goals and objectives.
Example: Trainee will practice self-initiated car stops daily for 4 shifts, resulting in a minimum of 4 field interviews and 2 citations per shift.

☐ I have reviewed/discussed the above training assignment with my FTO and understand the specific goals and objectives.

Trainee's Signature ▶ _____ **Date** _____

PART C. ASSIGNMENT COMPLETION

- Has the trainee completed this training assignment satisfactorily? ..... ☐ Yes ☐ No
- Is the trainee now performing at a competent level? ..... ☐ Yes ☐ No
- Has an additional assignment been given? ..... ☐ Yes ☐ No

NOTE: If the training plan was not completed satisfactorily, specific recommendations **must** be made regarding the trainee's continued substandard performance. Additional RT Assignment Worksheets should be generated outlining a follow-up training plan. **It is the responsibility of the *originating* FTO to ensure that RT assignment(s) are communicated to the trainee's next FTO so that follow-up can be monitored.**

Comments regarding completion of assignment:

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed all areas noted in this RT Assignment Worksheet and understand the evaluation given.

Trainee Signature ▶ _____ **Date** _____

FTO Signature ▶ _____ **Date** _____

Print FT SAC Name	**Badge / ID**	▶ **Date**

Intentionally Blank

APPENDIX 9

Field Training Program Completion Record/ Competency Attestation

REPORT DATE _____

Trainee (Last, First MI)	Badge / ID	Primary Field Training Officer (FTO)	Badge / ID

PART A. PROGRAM COMPLETION

Phase	Field Training Officer	Badge / ID	Shift/Watch	Training Dates (Inclusive)	
1				From:	To:
2				From:	To:
3				From:	To:
4				From:	To:

PART B. TRAINEE ATTESTATION

(ABOVE) WOULD AN ENTIRE PHASE BE DONE IN THE SHIFT/WATCH?

I have been instructed in each phase of the prescribed training contained in the Field Training Program Guide, and my training performance and stages of progress were documented and reviewed with me by training staff as required.

Trainee Signature ▶ _____ **Date** _____

PART C. TRAINING CERTIFICATION / REQUIRED SIGNATURES

I certify that Officer/Deputy _____ has received the instruction outlined in the Field Training Program Guide and has performed competently in all structured learning content areas. I also certify that all tests have been completed at a satisfactory level and that this trainee is now prepared to work as a solo patrol officer.

Primary FTO Signature ▶ _____ **Date** _____

Print FT SAC Name	Badge / ID	
		▶ **Date**

PART D. AGENCY HEAD ATTESTATION / REQUIRED SIGNATURES

I attest that the above named trainee has satisfactorily completed the prescribed Field Training Program and is competent to perform as a solo patrol officer.

Print Agency Head Name	Badge / ID	
		▶ **Date**

Intentionally Blank

APPENDIX 10

Field Training Officer (FTO) Critique Form

DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**This critique is for Field Training Officer**	**Badge / ID**

PART A. PURPOSE

In an effort to ensure that each Field Training Officer (FTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the FTOs so they can use the information to continue to enhance their teaching/training skills. It is imperative these questions be answered honestly and directly. Field training officers will benefit by knowing the impression they have made on you, their trainee.

Your response to each item is important. Please take time to provide details about why you rated the FTO as you did. The more information that you can provide the better we can determine each FTO's level of skill and their continued suitability for the position.

This critique form is confidential and will only be reviewed by field training program administrative personnel. The general content of the feedback *(not your identity)* will be relayed to the FTOs to assist with improving training methods.

PART B. FTO EVALUATION

1. The Field Training Program emphasizes two areas: Training **and** Evaluating Performance. Assign percentages (totaling 100%) to the amount of effort your FTO gave to each (*e.g.,* Training–50%, Evaluating Performance–50% / Training–70%, Evaluating Performance–30%)

TRAINING: _____% EVALUATING PERFORMANCE: _____%

On a scale of 1 to 5, rate the following:

2. Indicate how you perceived your FTO related to you:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
I WAS JUST ONE OF A NUMBER OF RECRUITS		INTERACTION WAS ADEQUATE		I WAS RECOGNIZED AS AN INDIVIDUAL

3. What type of role model was the FTO for you?

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

4. Was the FTO attentive to your needs, problems, or concerns?

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
NEVER	SELDOM	OFTEN	USUALLY	ALWAYS

5. Rate the FTO's knowledge of the training material covered:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

6. Describe the FTO's skill as a trainer and his/her training methods, such as handouts, visual aids, scenarios, role-play, etc.:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

7. Rate the FTO's ability to communicate with you:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

8. Rate the FTO's honesty, fairness, and objectivity in evaluating you:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**This critique is for Field Training Officer**	**Badge / ID**

PART B. FTO EVALUATION *continued*

9. Describe the FTO's method of critiquing your performance (verbally or in writing):

☐ 1 TOO NEGATIVE / TOO CRITICAL / UNFAIR ☐ 2 ☐ 3 SATISFACTORY / FAIR ☐ 4 ☐ 5 VERY POSITIVE / ENCOURAGING

10. Did the FTO work with you on areas he/she identified as deficient or where improvement was needed?

☐ 1 NEVER ☐ 2 SELDOM ☐ 3 OFTEN ☐ 4 USUALLY ☐ 5 ALWAYS

11. List the area(s) you consider to be the FTO's greatest strengths (e.g., training skills, officer safety, codes and laws, report writing, etc.):

12. List the area(s) in which you feel the FTO needs improvement:

13. Were there any conflicts or inconsistencies with the FTO's training and your academy training? ☐ YES ☐ NO

If YES, explain:

14. Did you experience any discrepancies between the FTOs? ☐ YES ☐ NO

If YES, explain:

15. Please list any additional comments or suggestions here:

Trainee Signature ▶ _____ **Date** _____

APPENDIX 11

Field Training Program (FTP) Critique Form

DATE: _____

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

PART A. PURPOSE

The Field Training Program personnel are dedicated to providing trainees with an effective training experience. Below is a list of questions pertaining to the training you received during the Field Training Program. The purpose of this evaluation is to present objective feedback to be used by personnel to improve and enhance the program's effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated.

Return the completed and signed evaluation to the FTP SAC:

Supervisor (FTP SAC)

PART B. FTP evaluation

☐ Y ☐ N **1.** Did the orientation process help you prepare for the Field Training Program and did you understand the program's expectations of you?

Please comment:

☐ Y ☐ N **2.** Was the length of the program adequate?

Please comment:

☐ Y ☐ N **3.** Do you feel that the program training you received was meaningful in relation to the job you are now doing?

Please comment:

☐ Y ☐ N **4.** Were there any areas of training you felt were ignored, or which should have been included or extended?

If YES, which area(s):

☐ Y ☐ N **5.** Was the instruction and training provided by the FTOs generally consistent with one another?

Please comment:

☐ Y ☐ N **6.** Do you feel the documented evaluations in the program (DORs, Supervisor Weekly Reports, etc.) were beneficial for your development as a police officer?

Please comment:

☐ Y ☐ N **7.** Do you feel program personnel were objective in making evaluations, judgments, and decisions about you?

Please comment:

Trainee (Last, First MI)	**Badge / ID**	**Field Training Officer (FTO)**	**Badge / ID**

PART B. FTP EVALUATION *continued*

☐ Y ☐ N **8.** Do you feel there was sufficient time available for community-oriented projects or specialized beat activities?

Please comment:

9. Upon completion of the Field Training Program, do you feel you are now proficient in each of the following areas?

A. Department Policies and Procedures ..... ☐ Y ☐ N
B. Patrol Vehicle Operations ..... ☐ Y ☐ N
C. Officer Safety ..... ☐ Y ☐ N
D. Report Writing ..... ☐ Y ☐ N
E. Codes and Law ..... ☐ Y ☐ N
F. Patrol Procedures ..... ☐ Y ☐ N
G. Handcuffing and Searching Techniques ..... ☐ Y ☐ N
H. Use of Force ..... ☐ Y ☐ N
I. Traffic (including DUI and Accident Investigation) ..... ☐ Y ☐ N
J. Search and Seizure ..... ☐ Y ☐ N
K. Radio Procedures ..... ☐ Y ☐ N
L. Investigations and Evidence ..... ☐ Y ☐ N
M. Conflict Resolution ..... ☐ Y ☐ N
N. COPPS/POP ..... ☐ Y ☐ N
O. Courtroom Procedures ..... ☐ Y ☐ N

☐ Y ☐ N **10.** Are there any changes that need to be made to improve the program?

Please comment:

☐ Y ☐ N **11.** Use the space below to add anything that may not have been covered above.

Trainee Signature ▶ _____ **Date** _____

Glossary

BEHAVIOR/PERFORMANCE ANCHORED RATINGS	An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines (SEGs).
COMPETENCY	Demonstration of the knowledge, skills, abilities, and attitudes to safely and effectively perform the duties of a solo patrol officer within a department.
DAILY OBSERVATION REPORT (DOR)	The report and narrative evaluation form completed by the Field Training Officer (FTO), using either the numeric or NICS rating scale, to record the trainee's performance for each work day.
DEPARTMENT	The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.
END OF PHASE REPORT (EPR)	The form completed by the Field Training Officer at the end of each training phase which addresses the trainee's strengths and weaknesses and provides an indication as to the trainee's level of performance and progress to date.
FEEDBACK	Verbal or written response to trainee performance provided to the trainee from the field training staff.
FIELD TRAINING OFFICER (FTO)	Any officer assigned the responsibility of training and evaluating trainees during the Field Training Program who meets the minimum standards as set forth in POST regulations and who has completed a POST-certified FTP course.
LEARNING ACTIVITY	An activity designed to achieve or facilitate one or more training goals. When participating in a learning activity, trainees should be coached and provided feedback. These learning activities should be used to bolster a trainee's confidence and abilities, and to prepare the trainee for competent performance in the field.
LEARNING DOMAIN	An instructional unit that covers related subject matter from the Regular Basic Course (Academy).
MINIMUM TRAINING STANDARDS	Those standards met when the trainee consistently demonstrates the knowledge and ability to perform tasks required to perform solo patrol duties. Demonstration of said ability must occur in actual or field-like scenario situations and must be performed in a safe and competent manner.
NICS RATING SCALE	The Daily Observation Report (DOR) offers two methods to rate the trainee's performance based on FTP standards (numeric or NICS). The NICS rating scale measures performance using the following scale: NI–Needs Improvement, C–Competent, and S–Superior.
NUMERIC RATING SCALE	The Daily Observation Report (DOR) offers two methods to rate the trainee's performance based on FTP standards (numeric or NICS). The numeric rating scale measures performance using a sliding scale between 1 and 7.
PERFORMANCE OBJECTIVE	Description of skills, knowledge, ability, attitude, or action the trainee must have or do to demonstrate mastery of a training goal.
REMEDIAL TRAINING	A correction or review of previously taught information or procedures (excluding academy training). RT is necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and/or improved the job performance.

STANDARDIZED EVALUATION GUIDELINES (SEGS)	SEGs are categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report (DOR).
SUPERVISOR'S WEEKLY REPORT (SWR)	The SWR form is completed by a Field Training Supervisor/Administrator/ Coordinator (FT SAC). The form addresses the trainee's progress and performance for each week.
TEST	An evaluation of the trainee's skills, knowledge, and/or ability to perform a specific task or training goal. The trainee's competency must be demonstrated or tested *minimally* through one of the following types of tests: a) **Agency-Constructed Knowledge Tests –** An agency-constructed written or verbal test that measures the knowledge required to achieve one or more training goals. b) **Scenario Tests –** A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals. c) **Field Performance Tests –** Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to achieve one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.
TOPIC	A word or phrase that succinctly describes subject matter associated with a training goal.
TRAINEE	Officer or deputy assigned to an approved Field Training Program under the direct and immediate supervision of a qualified (POST-certified) Field Training Officer.
TRAINING GOAL	A general statement of the results that training is supposed to produce, such as identification of a behavior, job skill, or knowledge in which the trainee must develop competence.