

INDIANA UNIVERSITY POLICE DEPARTMENT

Field Training Unit

Field Training Officer Manual

Table of Contents

LAW ENFORCEMENT CODE OF ETHICS	4
MISSION	5
FOREWORD	5
DESCRIPTION/OVERVIEW	6
SCOPE OF THE PROGRAM	7
PROGRAM PHASES	7
GOALS and OBJECTIVES OF THE PROGRAM	9
TRAINING EVALUATION OVERVIEW	10
The Process	11
Standardized Evaluation Guidelines	11
Rating Behavior/Performance	12
Evaluation Process	13
Evaluation Frequency	13
CHAIN OF COMMAND	14
Field Training Coordinator	15
Field Training Managers	15
Senior Field Training Officer	15
Field Training Officer	15
Probationary Officer	16
TRAINING and CONDUCT POLICY	16
RESPONSIBILITIES OF THE FTO	20
FUNDAMENTALS OF TEACHING	25
REMEDIAL TRAINING STRATEGIES	31
COMMON PERFORMANCE EVALUATION ERRORS	32
EVALUATION DOCUMENTATION	35
Discussing Evaluations	37
FIELD TRAINING FILE	38
TERMINATION PROCESS	39
SCALE VALUE APPLICATION	41
PERFORMANCE CATEGORIES	42

CRITICAL PERFORMANCE TASKS	42
FREQUENT PERFORMANCE TASKS	48
KNOWLEDGE	51
RELATIONSHIPS/ATTITUDES	52
APPEARANCE	54
TASK FREQUENCY LIST	55
PROFICIENCY LEVEL REQUIREMENT	56
INDEX	57

LAW ENFORCEMENT CODE OF ETHICS

As a LAW ENFORCEMENT OFFICER my fundamental duty is to serve people, 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 all men 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 they confide that 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 of 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 the public's trust to be held while 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.

MISSION

The mission of the INDIANA UNIVERSITY POLICE DEPARTMENT Field Training Program is to continually enhance the professionalism of law enforcement in serving the community. The *Field Training Officer Manual* has been developed to support this mission. The Field Training Officers and Staff appreciate the contributions made by members in other units that have provided input for preparing this manual. We would also like to thank the FTU of the Bloomington Police Department, the Evansville Indiana Police Department and the Mesa Arizona Police Department for their assistance in developing this program.

FOREWORD

The Field Training Officers of the Patrol Division developed this *Field Training Officer Manual*. It defines the training criteria for the program and furnishes complete guidelines for all Field Training Officers and Managers involved in the program.

The *Field Training Program* is a complex management system with the goal of improving the department's overall effectiveness and efficiency. The program enhances the overall applicant/probationary screening process with daily on-the-job observation.

The Indiana University Police Departments *Field Training Program* has been designed to improve the overall quality of police officers who will serve for Indiana University. The purpose of this program is to provide evaluation of and training to probationary officers. The *Field Training Program* is one phase of the department's overall applicant/probationary screening process. It provides a measure of the performance level of probationary officers and documentation for the decision regarding their retention on the department. As part of the department's training process, the FT Program is designed to place maximum emphasis on post academy and on-the-job training. It also provides a standardized program to guide the departments Field Training Officers (FTOs) in the initial orientation and field training of newly assigned probationary officers. The program is devised to assist new officers in making the transition from what they learned in the academy to performing general law enforcement patrol duties competently in the field.

In developing the *Field Training Program*, the department considered its management responsibilities, weighing the legal issues raised by the courts. Court decisions regarding the negligent appointment/retention of employees and vicarious liability of the department mandates that management makes every effort to hire and retain only qualified employees. To this end the *Indiana*

University Police Department has developed a valid job-related *Field Training Program* (FT Program).

DESCRIPTION/OVERVIEW

The INDIANA UNIVERSITY POLICE DEPARTMENTS *Field Training Program* is intended to ease a police officer's transition from the academic setting to the performance of general law enforcement patrol duties of the department. Although an officer graduating from the Regular Basic Course (ILEA Academy) has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately function as an experienced officer. Newly assigned officers must receive additional training in the field, where they can learn from officers who have already gained a great deal of practical patrol experience. The Field Training Program introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the department as well as providing the initial formal and informal training specific to 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 especially selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training guide materials with the newly assigned officer and to demonstrate proper patrol procedures. Probationary officers will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and Field Training Coordinator/Manager (FTC/M). The student's performance will be evaluated daily by the FTO and monitored by the FTC/M through Weekly Manager Reports (WMR). This one-on-one style of training, and the fact that the instructor/trainers must guide the training in real law enforcement situations, sets it apart from any prior academic endeavor. Field training has a significant impact on the individual student in terms of imprinting attitudes, style, values, and ethics in carrying out the duties of police work that will remain throughout a career. Consequentially, it is probably the most effective influence on the future direction of a department.

The law enforcement department head and his or her field training managers must, therefore, be certain that the field training program which introduces officers to the department 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 monumental responsibility of building the future of the department through the people they train. To assure success in this task, the field training program must have a training philosophy that ensures that every

student is given the maximum opportunity to show that he or she can do the job. In order to accomplish this, the program must create a positive environment in which learning is maximized and in which students are able to perform to the best of their ability. The approach must be fair, firm, friendly, and, above all, 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 probationary officers be demeaned or ridiculed. Even the least capable student must be treated with respect and compassion. No student should ever be treated in a way that deprives that student of his or her dignity. Every effort must be made to ensure that the stress felt by the student is caused by the job and not from the words or actions of the field trainers.

The agency administrator and field training program staff have a responsibility to the community they serve. This responsibility requires that the departments train and retain only the most competent proactive officers. Not everyone has the capability to perform the complex, demanding tasks of a police officer. If the field training staff has done all it can and the student does not meet the acceptable standards, the department will have demonstrable grounds to terminate the student. Supreme dedication and patience is required to accomplish the field training task. The feeling of accomplishment will come in watching the students succeed. If the department and its field training staff have fully carried out their responsibilities, they may see their students exceed even beyond their own accomplishments.

SCOPE OF THE PROGRAM

The field training program is designed to be completed by regular police officers that have completed the Regular Basic Course (ILEA Academy) and have been assigned to perform the department's general law enforcement patrol duties.

PROGRAM PHASES

The FT program will be divided into phases, which the new officer will be required to pass. The phases of the *INDIANA UNIVERSITY POLICE DEPARTMENT* Field Training Program are outlined below.

Academy Phase is only required for those probationary officers who are not already ILEA certified. FTOs will periodically check on the status of the new officer while he is attending the ILEA Academy and an FTO will attend the new officers graduation from the Academy.

Phase One is a 120-hour phase taught over the course of 3 five-day rotations. The probationary officer will be assigned to a specific shift and FTOs during the period of this phase. This phase is primarily instructional. To pass Phase one the new officer will be required to receive acceptable scores on all required

categories of the DORs, complete all of the assigned Tasks for the phase, and pass a written exam with a score of 100%. If a probationary officer is incapable of completing the phase in the time allotted then the probationary officer may be extended up to two five day rotations within the phase. If a probationary officer is excelling in the phase then after 2 five day rotations they may advance to the next phase with approval from the Field Training Unit.

Phase Two is a 120-hour phase taught over the course of 3 five-day rotations. The probationary officer will be assigned to a specific shift and FTOs during the period of this phase. This phase is primarily instructional. To pass Phase two the probationary officer will be required to receive acceptable scores on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass a written exam with a score of 100%. If a probationary officer is incapable of completing the phase in the time allotted then the probationary officer may be extended up to 2 five-day rotations within the phase. If a probationary officer is excelling in the phase then after 2 five-day rotations they may advance to the next phase with approval from the Field Training Unit.

Phase Three is a 120-hour phase taught over the course of 3 five-day rotations. The probationary officer will be assigned to a specific shift and FTOs during the period of this phase. This phase is primarily instructional. To pass Phase three the probationary officer will be required to receive acceptable scores on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass a written exam with a score of 100%. If a probationary officer is incapable of completing the phase in the time allotted then the probationary officer may be extended up to 2 five-day rotations within the phase. If a probationary officer is excelling in the phase then after 2 five-day rotations they may advance to the next phase with approval from the Field Training Unit.

Phase Four is a 40-hour phase taught over the course of a five day work week. The probationary officer will be assigned to a specific shift and FTOs during the period of this phase. This phase is primarily an observation/evaluation phase. The probationary officer will be operating at a 100% level and the FTO's responsibility is to override the probationary officer only in the event of an emergency. To pass Phase four the probationary officer will be required to receive acceptable scores on all required categories of the DORs, complete all of the assigned Tasks for the phase, and pass a written exam with a score of 100%. If a probationary officer is incapable of completing the phase in the time allotted then the probationary officer may be extended up to 2 five-day rotations within the phase.

Shadow Phase is a 80-hour phase taught over the course of 2 five-day rotations. The probationary officer will be assigned to a specific shift where an FTO is available during this phase. This phase is an observation/evaluation phase intended to verify the teaching process. The probationary officer will be operating alone in the vehicle. An FTO will be assigned to backup the probationary officer

on all calls or stops that would require a backup officer. The FTO will evaluate the probationary officer on all observable activity. If problems arise within the Shadow Phase then the probationary officer can be assigned up to 2 five-day rotations of additional training with an FTO in the vehicle. The probationary officer will then attempt the Shadow Phase again. If they are unable to complete the shadow phase with acceptable levels in all observable categories then they will not be recommended to graduate from the program.

GOALS and OBJECTIVES OF THE PROGRAM

The INDIANA UNIVERSITY POLICE DEPARTMENT *Field Training Program* is a complex management system with the goal of improving the overall effectiveness and efficiency of the Department. To achieve this goal, the Program has established the following objectives:

To improve the overall applicant screening process The *Field Training Program* is one phase of the Department's overall applicant screening process. It has been designed to extend the department's selection process to include on-the-job observation.

To establish a new officer appraisal system The *Field Training Program* is designed to provide a valid, job-related, post academy evaluation of probationary officer performance. The system uses a standardized and systematic approach to the documented measurement of performance.

To establish a program review procedure The *Field Training Program* provides an appraisal system to measure the effectiveness of the department's selection and training process by allowing feedback to the respective phases regarding their strengths and weaknesses.

To improve the probationary officer training process The *Field Training Program* provides post academy on-the-job training to probationary officers. Field Training Officers serve as role models to new officers in the development of the knowledge/skills/abilities needed to perform patrol duties.

To establish career opportunities within the Motor Patrol Division The *Field Training Program* is a career path within the Uniform Division. It looks for officers who have demonstrated a high level of proficiency in the Knowledge/skills/abilities needed to perform patrol functions. While performing the duties of an FTO, the officer gains experience and knowledge, which increase his leadership/evaluation skills and enhance career opportunities.

To establish an improved in-service/retraining program for the Department the *Field Training Program* provides a system to train and evaluate the

performance of officers returning from extended leave, re-appointed to the department, or newly transferred to the Uniform Division.

The *Field Training Program* is also designed to achieve the following goals:

- * To produce a competent police officer capable of working a solo patrol assignment in a safe, skillful, motivated, productive, and professional manner.
- * To provide standardized training to all newly assigned probationary officers in the practical application of learned information.
- * To provide clear standards for rating and evaluation which give all probationary officers every reasonable opportunity to succeed.
- * To enhance the professionalism, job skills, and ethical standards of the law enforcement community.
- * To provide standardized entry-level training for the probationary officer.
- * To provide remedial training in those areas where deficiencies are identified.
- * To establish a rating system which is valid and job-related, utilizing a standardized and systematic approach to the documented measurement of probationary officers performance.
 - * To provide recommendations to the Chief regarding the performance and status of probationary officers.
- * To work towards continuous quality improvement.
- * To identify weaknesses or areas of improvement in candidate hiring qualifications and academy training.

TRAINING EVALUATION OVERVIEW

During the field training process, probationary officers must be guided, directed, and made aware of their progress through written evaluations. In this model, the written evaluations include Daily Observation Report (DOR), Supplemental Daily Observation Report (S/DOR), Weekly Manager Report (WMR), and Phase Summary Report (PSR).

The DOR is the most crucial of the written evaluations. These evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program.

The learning goals and performance objectives in the field training manual, the judgment used by the probationary officer, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a patrol officer will serve as the basis for these evaluations.

The Process

Each probationary officer shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the probationary officer was hired (these categories are designed to reflect general law enforcement patrol duties). 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, and behaviors that are required for satisfactory performance of the job in question. If the department has not completed a job task analysis specific to its patrol services, the department should utilize the job task analysis information collected by the state or utilize categories developed by a similar type of department. Research by other law enforcement agencies has indicated that the key job task elements for the peace officer position are similar or identical throughout the nation.

The evaluation procedure should be based on the behavioral anchor approach, which uses Behavior Anchored Ratings. Once the relevant job-related categories have been determined, *What* is 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 Performance Categories/Standardized Evaluation Guidelines. The SEGs, as they are called, have been established to ensure each FTO's rating of a student will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The Performance Categories SEGs must be applied equally to all students, regardless of their experience, time in the program, or other incidental factors. Standardized Evaluation Guidelines are provided for every category listed on the face sheet of the Daily Observation Report (DOR).

Standardized Evaluation Guidelines

Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each agency, there is a need to articulate and document reference points. These reference points need to be properly articulated to explain the rationale supporting a numerical score, such as "1"

(Unacceptable), "3" (Acceptable), or "5" (Superior) along with "NO" (Not Observed) or "NRT. (Not Responding to Training.).

The Performance Categories/Standardized Evaluation Guidelines and the explanations for Unacceptable, Acceptable, and Superior reflect the operational standards for the department. The SEGs found in this manual have been chosen to accurately reflect the levels of knowledge and skill in the department. Likewise, the categories listed on the Daily Observation Reports may also be modified to reflect the "job". For example, if an agency requires that each officer be trained as an EMT, that category and relevant manual lines should be included. The categories selected for rating should, (1) cover the totality of what an employee is required to do and (2) should be anchored in behaviorally descriptive terms.

The language in the Performance Categories SEGs cannot include everything that would represent the various levels of performance. The descriptors are designed to serve as examples to direct the rater's thinking in a certain direction. If every conceivable aspect of behavior in each category were included, it would be unlikely that the FTO could become conversant with all the language due to the sheer volume of information. It is of paramount importance that each rater (FTO) uses the Standardized Evaluation Manual lines in the rating (evaluation) process.

Rating Behavior/Performance

As has been presented, each category (listed on the Daily Observation Report) is accompanied by a set of Performance Categories SEGs. Indiana University, like *most* agencies, uses the "San Jose Model" which has been adapted as the POST program in the majority of states. Some utilize a 7-point rating scale, while other agencies use other point variation scales, commonly either 3 or 5-point scale.

The Indiana University Police Department uses a rating scale with 5 points. All students are evaluated utilizing the solo patrol officer standard as "Unacceptable", "Acceptable" or "Superior." We have also added the Performance Task Reference Number (TRN), to support each rating on the 5-point scale.

The FTO's role is to examine the probationary officer's performance and choose the appropriate description as provided in the relevant Performance Categories SEG. The FTO selects the description that "fits" the behavior that they are evaluating, i.e., 1, 3, 5, or "NO" anchor. The most difficult part of the evaluation process for FTOs is to surrender their own opinion of what the student's performance should be. FTOs **MUST** rate the student pursuant to the language in the manual lines if the student's performance is consistent with the language of

that manual line. FTOs shall have no discretion in this matter. It is the only way that objective evaluations will be accomplished.

Evaluation Process

Each new probationary officer progress, as he proceeds through the training program, is recorded by means of written evaluations. The evaluation process is as important as the training process.

Evaluations have many purposes. The obvious purpose is to record and document a probationary officer's progress, but there are other purposes as well. Evaluations are excellent tools for informing the probationary officer of his performance level at a particular point in time. They are also excellent devices for identifying training needs and documenting training efforts. Further, they chronicle the skill and efforts of the FTO as well. In a word, evaluation represents

Collectively, over the duration of the program, evaluations tell a chronological story, category by category. They tell of a probationary officer's successes and failures, improvements and digressions, and of the attempts to manage each of these occurrences. These documents are critical in the career of each probationary officer and should be treated as such. Honest and objective evaluations of students shall be a prime consideration of all members of this program.

Each probationary officer will be evaluated in a number of categories. These categories cover as much of each aspect of the police environment and responsibilities as practical. The Standardized Evaluation Guidelines (Performance Categories) have been established to ensure each FTO's rating of a probationary officer will be equal and standard throughout the program.

The Standardized Evaluation Guidelines (Performance Categories) are actually behavioral task anchors. They provide a definition, in behavioral terms, of *Unacceptable*, *Acceptable*, and *Superior* levels of performance that must be applied to all probationary officers, regardless of their experience level, time in the Field Training and Evaluation Program, or other incidental factors. There are Standardized Evaluation Guidelines for every category listed on the face of the Daily Observation Report. These guidelines are found elsewhere in this manual.

A Behavior / Performance Categories Task Reference Number is placed next to each rating and is used to better document the students performance. These control numbers assist in the documentation of actual performance in each Performance Category by stating just what the student did on each task.

Evaluation Frequency

While Field Training Managers complete Weekly Managers Reports (WMR), the larger responsibility for evaluating a probationary officer's performance lies in the Field Training Officer's Daily Observation Report (DOR).

FTO's complete a DOR or Daily Observation Report on each probationary officer. This daily evaluation must be completed at the end of the shift and, except for extraordinary circumstances, not left to be done at a later time. In this way, the probationary officer is provided the opportunity to ask questions and seek clarification not received earlier in the workday. End of shift feedback also serves to reinforce instructions, criticism, and praise given during or after each earlier incident.

The Field Training Managers are responsible for completing a Weekly Manager's Report (WMR) for every probationary officer assigned to the program. This report is useful not only to record a probationary officer's performance, but also to serve as a check and balance of the FTO's evaluation of a probationary officer. This instrument also provides a starting point for a Manager's meeting with the probationary officer as well as the monthly FTO meeting. It shall reflect the Manager's observations and review of DORs, other officers and supervisors remarks, written reports from the student, etc. Rather than a recapitulation of FTO reporting only. The report will reflect the student's performance over a period of time, with the Manager providing another independent evaluation. The Manager or Coordinator review will reinforce program guidelines and provide an evaluation of the FTO as an instructor.

At end of each phase a Field Training Managers will complete a Phase Summary Report (PSR) for every probationary officer assigned to the program. This report will keep track of the overall performance of the probationary officer as well as serve as a record for their progress in the program.

The FTO working with a student during additional or remedial training will complete the DOR on a daily basis, as well as the Additional Training Summary (ATS) at the end of the training. The Additional Training Summary will be used to record the training plans and progress of a probationary officer during additional training.

CHAIN OF COMMAND

(Organizational Structure)

A chain of command exists 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 Manager 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 used.

It is important to stress upon each member of the field training program staff a sense of organizational loyalty. Information flows up and down the chain of command, decisions get made and the program runs smoothly. Decisions that are made at an inappropriate level tend to interfere with the attainment of the unit's goal(s) and create feelings of unrest among the members as well as with the probationary officers. *Field Training Program* personnel operate as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level with sufficient input benefit all.

Field Training Coordinator

The Field Training Coordinator (FTC) is responsible for overseeing the Field Training Program. They provide a conduit for all paperwork from the Field Training Unit to the Captain of Patrol. They are also responsible for appointing new Field Training Officers. The FTC has the final say in accelerating a probationary officer upon request by the Field Training Officers and the Field Training Managers. The FTC will prepare the Termination Report for a probationary officer if it is necessary.

Field Training Managers

Field Training Manager (FTM) is responsible for reviewing the DOR for each probationary officer and preparing the weekly Managers Report. The FTM will primarily look for problems on a larger scale than the FTO and devise strategies for correcting any foreseeable deficiencies. The FTM will also prepare Phase Summary Reports as the probationary officer graduates from each phase.

Senior Field Training Officer

The Senior Field Training Officer (S/FTO) has all of the duties as an FTO with some added responsibilities. The S/FTO will be responsible for assigning students to FTOs and for all scheduling of FTOs and probationary officers. The S/FTO will act as a counselor and front line supervisor for problems between probationary officers and FTOs. The S/FTO will also run the monthly FTO meetings

Field Training Officer

Field Training Officer (FTO) is responsible for conducting the daily training of probationary officers and to complete a Daily Observation Report (DOR). FTOs will also assist in the instructing of the Probationary Officer Training Course as well as be required to attend a monthly FTO meeting.

Probationary Officer

The Probationary Officer (PO) is the newly hired member of the police department with the intention of becoming a solo patrol officer. The PO's requirements are listed in the *Probationary Officers Manual*.

TRAINING and CONDUCT POLICY

Training

Any officer who becomes a Field Training Officer must commit himself to the philosophy of teaching. He must realize that Training is the first priority and that Evaluation is secondary. The FTO should be willing to bear the responsibility for the progress of the probationary officer or lack of it until he is sure that other non-controllable factors are the cause of the probationary officer's performance.

FTO's will keep in mind at all times the *Field Training Program* philosophy which states FTO personnel will make every effort to train and to direct each probationary officer in ways that maximize the opportunities for the probationary officer to succeed. FTO's must remember to ensure that each probationary officer receives the maximum opportunity to show he can do the job. FTC, FTMs and FTO's will always attempt to set a positive training atmosphere for the probationary officer in which learning is maximized and the probationary officer will be able to perform to the best of his ability. Any stress felt by the probationary officer should be caused by the task being taught, and not from any unrelated comments or actions on the part of the FTO. It is impossible to entirely eliminate stress caused by evaluation, but it should be minimized as much as possible.

FTO's must conduct themselves in a professional manner at all times. They must teach department policy and procedures. FTO's should set an example by virtue of their knowledge, deportment, and appearance, FTOs should remember the student will be a product of what he is taught and of the behavior that is demonstrated to him. For the FTO to say "Do as I say and not as I do" is unacceptable.

The productivity and appearance of the FTO must meet the Department's standard. FTO's should attempt to be above standard in all areas. The FTO should also strive to maintain the highest level of knowledge and skill.

Solo Beat Officer Concept

FTO's will utilize the Solo Beat Officer Concept, by development training to produce an officer fully capable of working as a one-man unit. They will keep in

mind the proper ratio between training and evaluation. Evaluation will be given in an honest, straightforward, professional manner that stresses positive as well as negative performance.

Continuing Learning in the Field

The FTO will provide continuing learning while the probationary officer is in the field by using Daily Training Briefs and Daily Training Quizzes. The student will undergo .on the job learning while with the FTO and receive daily feedback.

Daily Observation Reports

When completing the Daily Observation Report, FTO's will refer to FT "Performance Categories" guidelines from an open manual while completing the DOR, to ensure that they are abiding with them and to ensure standardization of evaluations in the program.

Phases

During the first phase the FTO will be performing up to 50% of some of the duties and the probationary officer 50%. At second and third phase the probationary officer and the FTO will be sharing some of the duties 30/70. In the fourth phase the probationary officer becomes the principle officer. By the end of this phase the student will be required to do 100% of all police functions.

A probationary officer must obtain an acceptable rating in all of the Performance Tasks to complete the *Field Training Program* satisfactorily.

Fourth Phase/100% Phase

During this phase of training, the FTO will be in plain clothes. The FTO will be dressed in a neat, professional manner. He/she will not wear clothes that are dirty or torn or which have a poor appearance. (No shorts or clothing that may draw attention). FTO's will require the student to perform all police functions, and will not assist in any manner (i.e. taking radio calls, keeping the vehicle/stat sheet, handling the run, or answering questions from citizens). FTO's may direct the probationary officer to observed actives and will intervene when safety, law or departmental policy becomes at question.

Evaluation Meeting

FTO's must attend all monthly training meetings as scheduled by the Senior FTO. The staff may excuse them when proper needs are present. FTO's will be prepared to discuss any aspect of their probationary officer's on-going training. They should be able to assist other FTO's with training ideas and program improvements.

Court Attendance

While the probationary officer is in the *Field Training Program*, the FTO is required to attend court with the new officer whenever the probationary officer goes to court on a police related matter. The FTO will utilize the court appearance to demonstrate, train and evaluate. Attendance and performance in court should be documented on the next DOR.

Field Training Scenarios

Students will always be told when a training situation is a mock situation. Training scenarios will be done only with Field Training Manager approval.

Loaded weapons will never be used in a training scenario. The lead instructor will assign one of the instructors to do a weapons check of all instructors and probationary officers at the training.

FTO/Student Relationship

The relationship between the FTO and the new officer is a student/teacher and/or supervisor/subordinate relationship. As part of this relationship, the following is expected:

- * The hallmark of this relationship will be one of mutual respect. Probationary officers will be treated with respect at all times and they will be expected to respect the FTO and to follow his directions. Probationary officers will not be harassed, intentionally embarrassed or treated in a demeaning manner. Name-calling or use of derogatory terms by the FTO is not acceptable. FTO's will not show their anger or frustration while they are working with the probationary officer. Remember--praise in public, correct in private.
- * While a new officer is going through the *Field Training Program*, the FTO will not associate with or socialize with the probationary officer when he/she is off duty. Any relationship with him/her shall be strictly professional.
- * Field Training personnel will not make discriminatory or sexist remarks as per departmental General Orders and policies.
- * Field Training personnel will not make sexual remarks or advances towards any probationary officer.
- * Field Training personnel will not live with or enter into any financial arrangements with probationary officers in the program.

- * Field Training personnel will not accept gifts from nor give gifts to the probationary officer in the program.
- * FTO's or probationary officers will not attempt to agitate or anger citizens, suspects or prisoners. No comments of any type that are intended to agitate or anger will be tolerated.
- * Field Training personnel will not date or attempt to date probationary officers while they are in the *Field Training Program*. If a FTO or FTM is related to a student or if he/she had a special relationship with the probationary officer that began before the new officer was in the program, the S/FTO or FTC must be advised of this. Consideration can then be given to placing the student with another FTO or FTM other than the person of the special relationship. This requirement is to eliminate allegations of possible bias by the FTO or FTM regarding the probationary officer. The intent is to maintain the maximum effectiveness of the FTO's and Managers' ability to do the job.

FTO Instructor days away from student officers

FTOs must have prior approval from the FTM to take time out of the training rotation of probationary officers assigned to them.

Report Requirements

Every effort should be made to complete the DOR by the end of the shift, including staying after assigned duty times. If this is not possible the DOR should be turned in the next working day, after roll call. In any event all DORs must be turned in within three days of the reporting date.

FTO's will complete one DOR and any assigned Training Brief each working day with the probationary officer (even if you are not the assigned regular FTO). This may be done during the shift or at the end during the training/evaluation time.

The probationary officer will be assigned a new Training Brief for the next working day to study, even if a new FTO will be with the new officer.

The Task Frequency List items will be initialed off daily when applicable.

The Daily Quiz will be also attached with the DOR each day the FTO gives the probationary officer a written test.

A copy of all reports, daily logs, tickets, affidavits or forms completed by the student officers will be attached with the DOR for review by the Field Training staff, during first and fourth phase. During the second, third, and Shadow phase only P.C. affidavits must be attached with the DOR. The FTO may attach any additional items needed to support the probationary officers report package.

Probationary Officer Training Rules

Probationary officers will be prepared for all daily training assignments as outlined by the FTO. FTO's will review training material with the student after the student has studied the assignment. If this is not done daily, the student or FTO will advise an FTO staff member.

Manuals will be submitted to FTOs or FTMs when requested for training or review. If the probationary officer has not completed all training material when due, an Additional Training period will be started to bring the probationary officer up to-date.

Unless approved by the FTC. Probationary officers will not participate in any social or off-duty functions at which FTO officers might be present until they have completed the *Field Training Program*.

FTO/PO/Citizen Relations

Officers will not at anytime express anger towards citizens. Name-calling or use of derogatory gestures or terms by officers will not be tolerated. Officers will maintain a professional relationship with citizens, suspects or prisoners at all times.

Violations of Field Training Policy

Violation of Field Training policy and rules could result in disciplinary action to include removal from the *Field Training Program*. FTMs are instructed to document any violations and forward them to the chain of command. If appropriate, this documentation should include a statement of the disciplinary action taken or recommended by the reporting FTM. The FTC may remove an officer from the program for any violation of the Training and Conduct Policy. The Coordinator may remove any officer if he determines that the officer is not performing at the level needed to insure student development.

RESPONSIBILITIES OF THE FTO

Field Training Officer is a position that includes the multiple responsibilities of:

Role Model

As a role model their performance serves as an example for the probationary officer to follow. The Field Training Officer serves as a field training officer for the new or veteran officers returning to patrol operations. They act as a role model,

demonstrating professional standards of law enforcement, providing limited supervision and work direction for probationary officers. The FTO also conducts post-academy field patrol training, develops and implements instructional plans in accordance with *Field Training Program* guidelines, provides explanations, demonstrations, and clarification of field procedures.

The FTO's role is essentially a matter of coaching probationary officers by providing a role model for them to follow and give encouragement and direction to apply what has been taught. Giving feedback on the probationary officer's performance enhances this. As the training proceeds, an evaluation of the probationary officer's suitability to be a law enforcement officer will take shape in the mind of the FTO, because he/she is closest to the performance or product that is being evaluated. It is important that this assessment have a positive impact on the performance of the probationary officer. The FTO's appraisal of the new officer's abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques or presentation to meet the needs of the probationary officer.

Patrol supervisors and commanders generally focus on technically competent and highly motivated officers when recommending candidates to be FTOs. It follows that the system will select FTOs who, not only set very high standards for themselves, but for the probationary officers as well. In discussing the role of the FTO it should be understood that although high standards are desirable, the new officer must measure up to the standards that the department sets through the *Field Training Program*, not higher standards set by the FTO.

It would be impossible to list every conceivable aspect of the FTO's role in this guide. They can change hourly or sometimes by the minute. FTOs must be flexible and able to adapt as the challenge change; otherwise, the probationary officer, the program, and the department will suffer. A weak FTO can disrupt the entire training process. A great deal of trust and responsibility go with this assignment and each member of the *Field Training Program* must be willing to accept it.

The performance of the FTO is subject to evaluation and so their personal professional conduct and ethics should be exemplary. The FTO should understand that the effectiveness, image, and future of the Department training are substantially determined by the quality of FTOs. This is done by maintaining a professional demeanor and appearance, adhering to rules and regulations, and having a positive attitude toward the department, training program, job, and student.

Instructor/Mentor Officer/Attitude

Field Training Officers provide post academy, on-the-job instruction to officers in the field. FTOs receive significant additional responsibilities over and above their

law enforcement duties when assigned to train a newly assigned officer. In addition to performing in an exemplary manner, while probationary officers closely watch, FTOs must slow their pace to review the purpose and detail of every new encounter. FTOs must guide new officers through a comprehensive curriculum that requires the blending of knowledge, skills, and the good judgment of when, where, and how to apply them.

Each time a probationary officer is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with the student. Development and learning are enhanced through effective communication. Rapport is extremely important to communication because people are not likely to share their ideas, questions, or feelings unless they feel their listener is open or empathetic to them.

FTOs should convey an open and positive attitude that new officers can succeed in the training program. Probationary officers are not likely to develop when they feel or they are told that success is not possible. They 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 an even chance to succeed. FTOs should expect probationary officers to succeed.

It is particularly important that a FTO maintain a positive and objective attitude when assigned a probationary officer who has not performed well with another FTO. The subsequent FTO must give the new officer every opportunity to succeed in that: (1) the probationary officer 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, in and of itself, be sufficient to elicit an acceptable performance from the probationary officer. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the new officer.

What FTOs expect from their probationary officers and how they (the PO) are treated largely determines the new officer's career success. Probationary officers, 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 new officer. It is virtually impossible to do this because messages are constantly being conveyed through non-verbal communications. People 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 not what the FTO says but how the FTO behaves. The goals of the program, the department, the probationary officer, and the FTO can be

simultaneously achieved through open, honest, professional, and positive attitudes.

The FTO must strive to maintain an instructor/mentor relationship with the probationary officer. The FTO shall ensure that all training requirements are completed before the end of each rotation and documented in the Manual. FTOs will review and approve probationary officer reports and initial reports in the officer reporting section. The FTO has the responsibility of preparing the new officer for solo beat responsibilities. FTOs will check their mailbox and E-mail each shift.

Evaluator/Counselor

As an evaluator, the Field Training Officer is expected to appraise the performance of probationary officers. This appraisal is based on observation of actual field behavior and is completed according to *Field Training Program* appraisal guidelines. As a counselor, the Field Training Officer is expected to provide the probationary officer with constructive criticism and suggestions for improved performance. Through the evaluation process, the FTO has direct input into the decision of retaining/terminating new officers.

The FTO is required to submit daily documentation of a probationary officer's performance and submit additional reports as required. FTOs will reference the Performance Categories SEGs when completing the DOR. They will be able to identify remedial training needs. FTOs have the ability to use or identify the proper resource(s) to bring about the desired learning. This aspect of the job is time consuming but it is a primary aspect of the training process.

FTOs are 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. If FTOs cannot evaluate, then they cannot train. Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, and through the use of worksheets, additional or remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity. Use of Performance Categories known as, Standardized Evaluation Guidelines (SEGs), when completing the Daily Observation Report (DOR) and frequent field training staff meetings are several ways to ensure standardization of the training program. The principle goal of documentation is evaluation.

Field Training Officers should not discuss their probationary officer's progress with other department personnel, other than those who have a need and right to know. Managers/Supervisors involved in evaluations should ensure that positive as well as negative aspects of a student's performance are discussed and

documented. They should also ensure that the comments are based on direct observation and not on speculation.

Observer & Evaluator (during the final evaluation rotation): During the final evaluation of the *Field Training Program*, the probationary officer will perform their duties as if in a solo capacity. The FTO will be in approved street clothes. They will avoid interfering with the probationary officer's police performance except to point out observations that should/could require the new officer's action, in emergencies or in situations that have developed beyond the student's ability to control. An FTO should take immediate action to prevent unlawful or unethical acts.

Leader/Limited Supervisor

As a leader, the Field Training Officer is expected to provide limited supervision and work direction to the student.

Patrol Officer

Besides assuming the above responsibilities, the Field Training Officer performs all the duties of a regularly assigned patrol officer.

FIELD TRAINING OFFICER DUTIES

The Field Training Officer's procedures, functions, responsibilities and training skills are:

1. A Field Training Officer is expected to attend monthly evaluation meetings. During the meetings the FTOs are expected to discuss the strengths, weaknesses, remedial training efforts and suggestions for the future training of the probationary officer. These meetings will offer an opportunity for field training officers to discuss in length the progress and problems pertaining to each new officer. Each member attending the meeting is free to ask questions and suggest strategies. As these meetings often become workshops the FTO may also receive additional in-service training.

2. The Field Training Officer is expected to produce a Daily Observation Report (DOR) at the end of each shift as an evaluation of the student for that particular day. The FTO will maintain the Training Briefs and Task Frequency List located in the manual, which is a short record of incidents that the probationary officer has been exposed to.

3. If extenuating circumstances do not allow the DOR to be completed at the end of the shift, it is due the next working day. In no event will the FTO delay more than three days in submitting the DOR

4. The Field Training Officer will possess the skills necessary to convey the material that the probationary officer must learn.
5. FTOs will be knowledgeable of current SOP's, Rules, Regulations and Procedures, State Statutes, University Regulations and Departmental General Orders.
6. All FTO's will satisfactorily complete an FTO Instructional/Evaluator Course prior to taking any new officer.
7. Officers serving as FTO's are currently not compensated, except as by required overtime for meetings, etc.
8. Will ensure that all Daily Quizzes are completed. No advanced assistance with the answers will be provided.
9. Provide guidance and control of officers in the program.
10. Ensure that the probationary officer maintains a working knowledge of materials.
11. Provide the probationary officer with continuing learning by using the Daily Training Briefs and Daily Quizzes in a timely manner.
12. Assist in the preparation of regular and additional training.
13. Forward all reports in a timely manner to supervisor.
14. Keep abreast of new information that would assist the program.
15. Foster probationary officer safety awareness.
16. Provide a fair and objective evaluation of probationary officer performance.
17. Review evaluates and updates *Field Training Program* when needed.
18. Assist in development of additional and remedial training plans for student officers.

FUNDAMENTALS OF TEACHING

Professionalism

Professionalism: Professionalism in instruction is vital to insure the success of the *Field Training Program*. The Field Training Officer must be not only a fully qualified police officer, but also a professional instructor. Although much discussed, the concept of professionalism is rarely defined. Listed below are several qualities of a professional instructor.

- * Professionalism exists when we perform a service for another.
- * We achieve professionalism after training and preparation.
- * Professionalism presupposes an intellectual requirement. The professional must be able to reason logically.
- * Professionalism requires good decision-making and judgment. The professional's actions are not limited to standard practice.
- * Professionalism demands a code of ethics governing behavior.

Relationships

Field Training Officer/Student Relationship: The FTO's first step in teaching is to gain the probationary officer's confidence. Failure to gain and hold the respect of the new officer will result in ineffective instruction. Gaining the individual's confidence is a personal matter; therefore consideration should be given to the probationary officer's point of view and interests in planning each day's instruction.

From the first meeting, the FTO must analyze the personality, thinking, and abilities of the new officer. The capability to analyze an individual correctly and to apply appropriate instruction is essential to good training.

No two individuals are alike. The same methods of instruction will not be equally effective for everyone. A FTO must review the probationary officer's background, way of thinking, and temperament to decide the most effective method of instruction; however, this method may change as the new officer progresses through successive stages of training.

A Field Training Officer who has incorrectly analyzed a probationary officer may find instruction is not producing the desired results. For example, the FTO may incorrectly identify a student who is a quick thinker but hesitant to act as a slow thinker. This student may fail to respond at the proper time though he understands the situation and knows the procedures. The delay in action is probably a result of a lack of confidence by the student. Correction should be directed toward developing self-confidence, rather than reviewing the procedures.

The slow student requires instructional methods that combine tact, perception, and balanced handling. If we provide too much help and encouragement, the trainee may develop a feeling of incompetence. Too much criticism of performance may completely subdue a timid officer.

A probationary officer whose slow progress is due to discouragement and lack of confidence should be assigned "sub-goals" that they can attain more easily than normal learning goals. Complex situations should be separated into elements. We should discuss each element, analyzed, and practiced until they achieve expected performance. Only then should another situation or operation be attempted. As the individual gains confidence, we should increase goals in difficulty until progress is normal.

The capable new officer may also be a problem. If few mistakes are made, they may assume that correction of errors is unimportant. We learn from our mistakes, repeated proper instruction of unacceptable behavior raises the standard of performance. This does not mean that we should invent deficiencies. Unfair criticism destroys the probationary officer's confidence in the instructor. We should make the new officer aware of his progress. The FTO's failure to communicate an evaluation of the probationary officer's performance establishes a barrier that blocks effective instruction. Some new officers have a natural awareness of their progress and can derive an accurate idea of their progress from the FTO's directions, corrections, and comments. Others may be less perceptive and require an actual review of each lesson to satisfy the need for assessment of progress.

Safety

Safety Practices: The habits of the Field Training Officer, both during instruction and in other operations, affect officer safety. The probationary officer's observations of the FTO are not limited to instruction. Therefore, if they observe that an FTO violated safety practices, his advocacy of them becomes meaningless. An FTO must meticulously follow safety practices taught to the probationary officer.

To preserve the image of a professional instructor, the FTO must carefully observe all safety regulations and practices. Habitual observance of safety precautions will enhance the FTO's image of professionalism.

The FTO must go beyond the requirements of developing technically proficient probationary officers who are knowledgeable in equipment and law. They must carefully teach respect for the principals involved.

Teaching

The Teaching Process: There are four basic steps in the teaching process: 1) preparation; 2) explanation and demonstration; 3) trial and practice; and 4) review and evaluation. These steps are vital to effective instruction.

Preparation: Before beginning a lesson, the Field Training Officer must determine the topics to be covered, the objectives of the lesson, and the goals to be attained. The FTO's preparation may be relatively informal or may include actual reference to a syllabus or training brief. A training brief or lesson plan is simply a statement of the lesson's topic, objective to be attained, and an outline of material to be presented.

Explanation and Demonstration: Explanation and demonstration are the FTO's presentation of the knowledge and skills required for the lesson. Explanations must be clear, relevant to the lesson's objectives, and based on the probationary officers previous experiences. Demonstrations should be presented to show how to implement what has been explained. As little extraneous activity as possible should be included. The FTO should accurately perform the actions described. Deviation of performance from what has been described should be acknowledged and explained. Failure to do so may diminish the student's confidence in the training.

Trial and Practice: Trial and practice represent the probationary officer's activity during the lesson. In classroom instruction this may be recitation or problem solving. In field instruction, it is actual performance of a task. The FTO's explanation and demonstration activity are usually alternated with portions of the new officers trial and practice. Corrections of the probationary officer's performance are vital to this phase of training.

Review and Evaluation: Review and evaluation are integral parts of training. Before completing instruction, the FTO should summarize what has been covered, and require the new officer demonstrate the lesson objectives which have been met. The FTO's evaluation may be informal and note only for use in planning, or it may be recorded to certify the probationary officer's progress. In either case, the student should be made aware of his progress.

Advances and deficiencies should be noted at the conclusion of each lesson. The FTO's failure to insure the probationary officer is aware of progress (or the lack of it) may impose a barrier to training. Though this barrier may be slight, it will make farther instruction difficult.

The Field Training Officer must remember that obtaining a clear picture of progress when there is no opportunity for direct comparison with others is difficult for an individual. This is particularly true in the early phases of training. The probationary officer must recognize however that the unseen competitor is the intangible, "proficiency," that must be achieved.

Besides evaluating the knowledge and skills learned during each instruction period, the lesson should include a review and evaluation of topics previously presented. If the evaluation reveals a deficiency in the knowledge on which the

present lesson is predicated, it must be corrected before a new lesson can begin. If we reveal deficiencies or faults not associated with the present lesson, we should carefully note and point them to the probationary officer. We should take corrective measures immediately and more thorough additional actions included in future lesson plans.

Planning Instructional Activity: Any training activity, whether it is at the kindergarten or college level, must be planned if it is to be effective. The principles governing the effectiveness of planning are equally applicable to all types of training activity. Most of the basic planning needed for field instruction is already provided to the FTO. Personal police knowledge and skill requirements, approved school curriculums, authoritative texts on police and legal training, the training briefs and instructional material contained in the standardized training schedule are important planning aids.

Determination of Overall Objectives: Before instruction can begin, we must develop objectives and standards for training. In police training, the overall objective is obvious; the qualification of probationary officers as competent, efficient, and safe police officers. State regulations provide the standards for training.

Identification of Blocks of Learning: Often it is impractical for a Field Training Officer to proceed immediately toward the overall objective established for a training activity. Training for a complicated and involved skill (i.e., police work) requires the development of many "blocks" of learning. If we allow a probationary officer to master segments of overall police performance requirements, and progressively combine these with other related segments the final objective (the qualification as a good police officer) can be met. Seen in this manner, training is much like building a pyramid - each block is an identity in itself, but the pyramid is incomplete if a part is missing. The FTO and the probationary officer must recognize the interrelationship of the blocks, and the place of each in the total lesson. The .Training Briefs. have been developed as .Lesson Plans to assist the FTO with blocks of learning.

Teaching from the Known to the Unknown: All learning proceeds from the known to the unknown. The FTO takes the experiences and knowledge the new officer has and relates it to the subject matter being taught. A FTO should not hesitate to add his direct experiences, perceptions, and insights when pertinent.

The Field Training Officer arranges what is taught into blocks. This is the principal of the "building block" concept of learning. Each new field experience should be isolated and identified as one piece of the totality of policing. In a like manner, each lesson should help the probationary officer tie a specific piece of learning to the overall task of policing.

To guarantee retention and understanding, they must experience each new bit of learning in many ways and with many different associations. Instruction, which disregards past learning leads to inadequate learning and is a waste of time. Accomplishing a new operation without recognizing and understanding previously learned elements are poor instruction. It results in disinterest and forgetfulness. Each lesson should present some new knowledge and skill. However, each lesson should also require the individual to recall and apply previous learning.

Presenting experiences that are not based upon, or associated with, skills and knowledge previously learned will have little meaning to the probationary officer. Little learning will occur under such circumstances. To insure that instruction is meaningful. The FTO must base training on the new officer's previous knowledge and experiences.

Oral Quizzing: Regular and continual evaluation of the probationary officers learning is necessary to judge the effectiveness of instruction and to aid in lesson planning. Proper quizzing by the FTO can assist in this process by:

- * Revealing the effectiveness of training procedures
- * Checking the probationary officers retention of what is learned
- * Reviewing material already covered by the probationary officer
- * Retaining the probationary officers interest and stimulating thinking
- * Emphasizing the important points of training
- * Identifying points needing more emphasis
- * Checking the probationary officers comprehension of what is learned
- * Promoting active participation in the lesson by the probationary officer

Effective quizzing requires preparation. Good questions are rarely spontaneous. Questions that are ambiguous, not clearly associated with the subject at hand, or do not solicit specific answers are of little value. They provide little information useful to the FTO and are frustrating to the new officer.

Trick questions should be avoided always. The probationary officer will soon develop the feeling that he is engaged in a battle of wits with the FTO. The whole significance of the subject of instruction will be lost.

Irrelevant questions should be avoided. The teaching process must be an orderly procedure of building one block of learning on another until the desired goal is reached. Diversions and the introduction of unrelated facts and thoughts will only obscure this orderly process and retard the probationary officer's

progress. Answers to unrelated questions are not helpful in evaluating the individual's knowledge of the subject at hand. Leading questions are a waste of instructional time. A question that suggests its own answer is a much less efficient means of teaching than is a direct explanation.

"Yes and No" answers should be avoided. Questions should be framed so the answers may be specific and factual. However, one-word answers may well be the product of a good guess and not truly representative of the probationary officers learning.

The Field Training Officer will use the Patrol Car as a "**Rolling Classroom.**" It shall be the primary facility for learning and teaching within the program.

REMEDIAL TRAINING STRATEGIES

During the course of the Field Training Program it may become necessary for the FTO to utilize training tactics to enhance and improve the learning process. The following tactics can be used at anytime through out the training, however, they are most effective when remedial training is necessary to improve the probationary officer's performance.

Flash Cards: Have the probationary officer prepare flash cards to enhance the learning process. Preparing the cards will cause the new officer to utilize multi-sensory learning. Flash cards are particularly effective with subjects such as Radio Calls, Criminal and Traffic Codes, Case Report Process, and Report Form selection.

Commentary Driving: This technique involves the senses of touch, sight, and hearing in the learning process. The recruit is advised to maintain a running commentary on what is observed while operating the vehicle. This can be used to improve driving skill or sensory perception while patrolling.

The intent of commentary driving is to move the probationary officer who from looking at situations and conditions as a civilian to seeing as a police officer does. Commentary driving is also an excellent tool for teaching orientation skills.

Commentary Thinking: This is an excellent technique to aid the probationary officer who may know what to do but their thought patterns, once introduced to a stressful situation, become muddled or disjointed.

Commentary thinking is simply thinking aloud. The probationary officer is required to talk out his/her thoughts. If they are enroute to a particularly stressful call, then they must explain to the FTO how they will get to the call, what the call is about, and what their actions will be upon arrival.

Several immediate benefits are derived from this exercise; one benefit is that the recruit begins to organize his/her thoughts prior to arrival at the call, and it slows his/her thought processes down and prevents overload.

Using the Map Guide: Another essential tool to help teach orientation is a street guide or map book. You can have the recruit trace and intended route to a call either actual or simulated. Using a piece of plastic laid over the map with a grease pencil is the best method.

Role Playing: This is an excellent tool to teach interview and interrogation techniques, field interviews, and officer safety. Construct a scenario and have the FTO play the parts of all of the participants other than the probationary officer. This forces the probationary officer to interact with the FTO in a manner similar to real life, but in a teaching environment.

Role Reversals: This is basically the same as role playing except the recruit changes places with the FTO and observes how the FTO handles the particular situation. The FTO may even elect to perform the task in the same incorrect manner the recruit did earlier so he/she can see the mistakes. If this is done, have the recruit critique the action.

Simulations: Similar to the role playing but usually involving task achievement such as handcuffing, vehicle positioning for car stops, loading/unloading weapons, or handling radio traffic.

Self Evaluation: This is another excellent technique, especially valuable with a recruit who seems to have difficulty taking constructive criticism. The FTO can begin the shift by providing the recruit with a DOR, advising him that he/she will complete the evaluation report on himself at the end of the shift. To aid the recruit, the FTO should have him/her critique activity during the shift. This technique should be employed infrequently because it will lose its effect if used too often. The FTO should review the DOR with the probationary officer at the end of the shift.

COMMON PERFORMANCE EVALUATION ERRORS

The evaluation process is a tool and, like any tool, if it is used in a way other than how it was designed to be used, it will not be effective. There are a number of common performance evaluation errors, which, if present in your field training program, may destroy the goals of the program and the morale of its participants.

If the objectivity of the evaluation process is called into question, it is most likely because a rater or raters (FTOs) did not follow the manual lines and one or more of the following "evaluation errors" crept into the evaluation process.

Person-oriented appraisal methods suffer from numerous shortcomings and inevitably result in rating error. We include this list to assist the FTO and Staff in

the fair evaluation of each probationary officer. Some of the most common is as follows:

The **ERROR OF LENIENCY** occurs when the rater assigns scores beyond those, which are deserved. In an FTO program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the student 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 student 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 student has been in the program. Standards don't fluctuate... a mile is 5,280 feet long no matter where in the country you may measure it!

The **ERROR OF PERSONAL BIAS** (also called the Halo or Horns Effect) occurs when the rater allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limits appraisal objectivity. What is rated in the Field Training Program is whether or not an individual can do the job as described... period! This is seen most often when FTOs are not familiar with the manual lines and with the language therein.

The **ERROR OF CENTRAL TENDENCY** is seen when the rater routinely "bunches" scores toward the center of the rating scale. This error is often present in FTO programs when agencies using the numeric scale require written comments for scores of 1, 2, 4, and 5. Some FTOs, not wishing to take the time to document, will assign scores of 3 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the rater 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 agencies using the numeric scale require only that scores of "1" and "5" be documented which allows for more latitude in the scoring.

The **ERROR OF RELATED TRAITS** happens when the rater 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.

EVENT BIAS comes into play when one or two traits (or a particular behavior) dominate the appraisal. The rater 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/Horns Effect.

"NO ROOKIE EVER GETS A 5"(or Exceeds Standards, Superior, etc) is a belief too often expressed. The SEGs should be based on real-life experiences and should not reflect artificial standards. While it may be difficult for many students 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.

"NOT ENOUGH" improvement to get a higher score is a judgment that an FTO may make when the student's performance is slightly better than that described as "needs improvement" performance in the SEGs. This posture is in violation of a rating rule that is part of the Behavioral Anchor approach. Any time performance exceeds the manual line definitions; the improvement must be graphically displayed. In other words, it must be "visible to the eye" via a greater score.

The **"ROOM TO GROW"** theory has been around for a long time, too long as a matter a fact. The evaluator, wanting to "motivate" the student to work harder, assigns a score less than what the employee deserves. As human beings we know when we have done well and not so well. When someone fails to get the recognition that they deserve they experience a loss, rather than a gain, in terms of motivation.

AVERAGING SCORES has no place in an evaluation system! FTOs who assign a score based on an average of the student's performance for the day have not selected a score that is not accurate nor is it indicative of the true nature of performance. A student, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the student 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 student that it is "OK". Additionally, no one will know what the student did unless the FTO includes a written comment about the fault.

Inconsistency results when the rater assigns an acceptable score but documents unacceptable performance.

FTOs are often uncomfortable about giving an Unacceptable rating when a student has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the rater acknowledge the mistake(s) by assigning a score less than Acceptable. The FTO does not want to appear "picky" to the student, particularly with one who is doing very well, is in the latter stages of the program, and will likely be retained. The FTO **must** give the student an Unacceptable rating in an area regardless of how minor or infrequent the mistake when weighed against the student's otherwise good performance. The FTO will mediate any hard feelings on the part of the student by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers/instructors must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a person's standing in the academy class; his or her relationship to another member of the department; the presence or absence

of educational achievement; his or her 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 performances, not their personalities, discussed during a performance review. In this way, defensiveness on the part of the person being rated will diminish and the rater will be able to avoid these common appraisal errors.

Remember: The only measure that an FTO should use when evaluating the behavior and performance of a student is the Standardized Evaluation Manual lines. The objective rater deliberately avoids all of the many other subjective influences that are present.

The rater's desire to avoid "playing God" in evaluating people negatively can result in over evaluating the student. Many raters are not qualified to analyze the personality of students.

There is often a defensive reaction by students to "personal" evaluations, which can lead to a breakdown in meaningful communication with the rater. Use of personal traits does not provide needed guidance for performance improvement.

Results-Oriented approaches tend to be more objective, center on job performance rather than individual traits, and generally result in more effective motivation. Moreover, the rater does not have to be a personality expert and he can identify effectiveness of performance more readily. Students want their performance and not their character discussed during performance review.

EVALUATION DOCUMENTATION

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO and FTC/M to remember four "goals" of documentation. To meet these goals, the documentation should be:

- (1) CLEAR
- (2) CONCISE
- (3) COMPLETE
- (4) CORRECT

The following suggestions will aid the FTO and FTC/M in accomplishing these goals.

1. **Set the stage.**

Provide a description of the situation or conditions that are present when the probationary officer performs. This will allow the reader to more fully understand why the FTO is pleased or unhappy with the behavior. Example: The new officer, using excellent defensive driving techniques, brought an eighty-mile-an-hour, 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 student, 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 an unneeded physical confrontation.

3. Report the facts, avoid conclusions.

Let the facts speak for themselves. Do not form conclusions unless they are clear from the facts.

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

4. Remember your audience.

Who is going to read this report? Your boss will. How familiar with the student's behavior is your boss? Could it be a Federal District Judge or a member of the Federal Appeals Bench, an attorney for a probationary officer, a member of the union, or your immediate supervisor? Write as though someone other than the new officer will read your documentation.

5. Watch your grammar, spelling, and legibility. Avoid slang, jargon and swearing.

Your credibility and professionalism are at stake. Be a good role model!

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 that "You did a poor job of handling call.... try "PO Jones did a poor job of handling, etc."

7. Use lists, if appropriate.

When making documentation the use of a "List" approach will sometimes save time and space.

Example: The probationary officer, when asked, failed to accurately identify the

following -code definitions: 10-27, 10-28, 10-29, 10-32, 10-51, 10-52, Sig-100, sig-10.

8. Think additional training- not remedial training.

What has been tried, how did it work, what will you try next? Got a plan or idea? Document it 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 Mary will, with a little more effort, 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 and inaccurate expectations and goals.

Writing narratives should be no mystery to any person selected to be an FTO. If an FTO can write an acceptable report, he/she can write an evaluation narrative! A way to keep documentation of this type in perspective is to write as though you are telling a story to a close friend or co-worker who was not present when the behavior was observed.

Would you include all the details or talk in generalities? When in doubt, reread what you have written and then ask yourself if you would REALLY know what happened from what you have written. Another excellent approach is to have another FTO or your supervisor read your narrative. Do they have any questions? If so, your documentation may need some additional work.

Discussing Evaluations

The FTO and student's discussion of the evaluations is an extremely important aspect of the field training program. Merely completing the evaluation and having the student sign it will not achieve the objectives of a proper evaluation. Failing to hold a discussion serves to destroy the practical aspect of the evaluation system.

To preserve this practical aspect and put it to use, the performance evaluation must:

- 1) Be understood and accepted by the probationary officer. This does not mean the new officer has to be in agreement with the entire evaluation.
- 2) Be the basis for plans to help the probationary officer improve performance as needed.
- 3) Give the probationary officer recognition for strong points and also call attention to weak areas.
- 4) Result in a better understanding between the FTO and the new officer.

FTOs should allow ample time to discuss evaluations with students. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a "two-way conversation". Students should be encouraged to express how they feel.

FTOs should listen to what the students have to say and not show disapproval when they do respond to the evaluation. FTOs should get across the idea that performance is being discussed and not a defense of the evaluation. Students should be encouraged to analyze their own deficiencies and motivations.

Once a discussion has been completed, the FTO should ensure that the student signs the evaluation and has the opportunity to provide written comments, if desired.

FIELD TRAINING FILE

The S/FTO is responsible for starting a training file for each new trainee. The Field Training File is a composition of documentation of the performance (positive or negative) of a probationary officer. The information in the file shall be treated as confidential.

The reason for confidentiality should be obvious, aside from moral implications. Credibility of the program and its staff depends in part, on how information is treated and to whom it is given.

The Field Training File will be open to the following personnel:

1. Chief of Police
2. Deputy Chief of Police
3. Captain of Uniform Division
4. Field Training Coordinator
5. Field Training Managers

6. Field Training Officers

Expressed permission from the Captain of Uniform Division must be obtained before files are made available to anyone else.

The FTO's are responsible for insuring that the appropriate documentation is placed in the probationary officers file. It is the FTO Managers job to ensure that the following documents or copies of the documents are included in the Field Training File:

1. Daily Observations Reports
2. Weekly Managers Reports
3. Phase Summary Reports
4. Training Briefs
5. Written Exams
6. Any other necessary documentation

TERMINATION PROCESS

If a probationary officer is unable to complete the program at a satisfactory level then the field training staff will request termination. The termination process will begin if a probationary officer cannot meet the requirements to pass from any phase of the program and they have used all of their two-week extension time. There are also some behavior patterns that can indicate a need for termination. If ***the probationary officer exhibits any of the following behavior the FTO Staff should consider recommending termination.***

1. Recruit is not responding to training and attempts to motivate the recruit are not working.
2. It is determined through documented incidents that the recruit resorts to abusive or excessive language or force when dealing with the public
3. The recruit is not progressing at an acceptable rate. This should be measured against the mean progression rate of recruits who have completed the program or against recruit's peers.
4. If recruit continually commits unsafe acts during patrol, placing himself, the FTO or the public in danger, these acts should be documented on the DOR.

Termination Procedure

If, during any phase of training, it is concluded by a consensus of the Field Training Officers and Staff that a probationary officer should be recommended for termination, it then becomes necessary that all information having bearing on the eventual decision be gathered. A memorandum from the Field Training Managers summarizing the probationary officer's performance reflecting positive, as well as negative aspects of his/her work shall be directed to the FTO Coordinator and shall include recommendations concerning retention or dismissal. This information shall be held in strict confidence.

Although the field training officer is encouraged to continually keep the probationary officer apprised of his level of performance, it is not the field training officer's role to notify the recruit of impending termination.

The decision to terminate will be made only after all reports on file are reviewed by the Chief, Deputy Chief, Captain of Uniform Division, and Field Training Coordinator. The Field training Coordinator is responsible for notifying the probationary officer as soon as possible of the intention to recommend termination to the Departments Administration.

The probationary officer should be removed from a field assignment and placed in a non-line function if at all possible. If it is not possible to place the probationary officer in a non-line function, days off duty are recommended until termination has been finalized. **At no point should the probationary officer be allowed to conduct police officer duties after recommendation has been made.**

If, after reviewing the reviewing the reports and facts presented, the Chief concurs with the recommendation for termination, the probationary officer will be notified by the Chief or his designee.

The probationary officer should be informed of his/her right to speak with anyone in the chain of command concerning the termination.

After being informed of pending termination from the department, the probationary officer should be informed of the alternatives of termination or resignation. Even though the probationary officer may elect to resign, all memoranda, reports, and evaluation material shall be completed and maintained in the probationary officers file for possible future reference.

The probationary officers training file is confidential and shall be reviewed only by personnel connected with the Field Training Program. Others requesting review of any such file shall first secure approval from the Chief of Police. Agencies conducting background checks for employment must have a release signed by the probationary officer and approval from the Chief of Police prior to accessing any training files.

SCALE VALUE APPLICATION

(Performance Evaluation Scale)

Perhaps the most difficult task facing the Field Training Officer in completing the Daily Observation Report (Probationary Officer Evaluation) is the application of the numerical rating that represents the behavior being evaluated. The FTO's dilemma usually involved his/her rating philosophy versus another's and the question of whom is correct. The following explanation should clarify this issue and ease the concern of the FTO and the new officer being evaluated.

The first principle of value application is that everyone has different perceptions on nearly everything in life. While a standardization of ratings is a necessity, any attempt to standardize perceptions is doomed to failure at the start. For example, an FTO, based on prior negative experience, may see a new officer's exposure of his/her weapon to a suspect as a "1" rating in Officer Safety, while another FTO may see the same behavior as a "2" rating. Should the probationary officer or we really be concerned? Our answer is no, as long as both FTOs see the performance as Unacceptable (scale values 1, AND 2), under the guideline quoted. In summary, we have no difficulty accepting differences in perception unless these differences vary between the unacceptable and acceptable ratings for the same behavior.

A lack of standardization ensues when one FTO sees the performance as "Unacceptable" (Scale values 1, or 2) and the other sees the same behavior as "Acceptable" (scale values 3, 4, or 5). In summary then, we have no difficulty accepting differences in officers' perceptions unless these perception differences vary between "Unacceptable" and "Acceptable" ratings for the same performance.

The second principle concerns the value assigned to performance where additional efforts have been undertaken and the new officer has not responded to training. A new officer/student who performs at less than an acceptable level will be assigned a 1, or 2 for that task. The FTO is then under an obligation to provide training to the probationary officer and assess the new officer's performance when the next opportunity arises. If the FTO has retrained and the new officer continues to fail, how should the FTO evaluate the new officer? A reduction in the scale value might seem contradictory if the new officer does no worse than before. The N.R.T. (Not Responding to Training) section of the report form allows the FTO to report continued failure to improve on the part of the new officer, while maintaining the integrity of the rating first given. Thus, an N.R.T. is an indication of a problem that has occurred in the past, which has been the object of appropriate additional effort, and has not improved with training. A rating of N.R.T. might be compared to the waving of a "red flag," indicating the new officer is in danger of failing the *Field Training Program* unless performance improves.

Performance Task Reference Number is used to provide additional support for all scale value rating given. They also cause the FTO and probationary officer to use the Performance Categories from the book when completing the DOR. It helps the FTO remember just why a given scale value was used months later.

PERFORMANCE CATEGORIES

(Standardized Evaluation Guidelines)

The task of evaluating and rating a probationary officer's performance is based on the following: "1", "3" and "5" scale value definitions. Place the *Performance Task Reference Number* (TRN) next to the rating given on the DOR. When using the [OTHER] (Task Reference), a written explanation **is required** on the DOR. As guidelines, these definitions serve as a means of program standardization and continuity. The *Performance Task Reference Numbers* serve to better explain each performance observed by the evaluator.

CRITICAL PERFORMANCE TASKS

1. **Stress Control:** Verbal Communications / Physical Behavior: In conflict situations does the probationary officer use appropriate force skills necessary to effect an efficient and productive outcome? In stressful or potential conflict situations where voice commands were given, were the outcomes positive? Is the probationary officer able to give voice instructions?

(1) Unacceptable: [0101] Uses too little or too much verbal force for the situation. [0102] Uses too much physical force for the situation. [0103] Is unable to maintain control on routine matter. [0104] Improper voice inflections, i.e. too soft, too loud. [0105] Confuses or angers listeners by what is said or how it is said. [0106] Indecisive. [0107] Poor officer bearing (aggressive posture / violates personal space of others). [0108] Outwardly emotional and unable to maintain order. [0109] Other.

(3) Acceptable: [0110] Speaks with authority in a calm, clear voice. [0111] Proper selections of words and knowledge of when and how to use them. [0112] Obtains and maintains control through the use of proper amounts and techniques of force application. [0113] Maintains composure and bearing. [0114] Uses correct amount of physical force for the situation. [0115] Exhibits the ability to control the situation verbally. [0116] Other.

(5) Superior: [0117] Excellent knowledge and ability in the use of restraining holds. [0118] Properly adjusts amount of force for the given situation. [0119] Prepared and able to use necessary force. [0120] Completely controls a situation with voice tone, word selection and voice inflection. [0121] Gives appearance of complete command even under highly stressful conditions. [0122] Other.

2. Decision Making / Problem Solving: To what degree of acceptability does the probationary officer possess and employ knowledge of the Department and good judgment in police situations? How capable is the probationary officers ability to understand the problem and develop a course of action?

(1) Unacceptable: [0201] Has difficulty making appropriate decisions. [0202] Too quick to act or indecisive, naive. [0203] Can not recall previous situations and apply them in like situations. [0204] Does not recognize or is unable to comprehend the problem. [0205] Is unable to make an independent decision on his/her own. [0206] Does not care about others. [0207] Takes excessive amount of time to reach a decision. [0208] Unable to reason out a problem [0209] Inflexible or demonstrates biased judgment. [0210] Other.

(3) Acceptable: [0211] Is able to reason out a problem, relate what is taught and experienced. [0212] Good perception and ability to make own decision. [0213] Is able to grasp the information, develop a solution and apply it in a timely manner. [0214] Maintains flexibility. [0215] Listen to all sides before making his/her decision [0216] Solicits other opinions/views. [0217] Other.

(5) Superior: [0218] Excellent perception in foreseeing problems and arriving at advance solutions. [0219] Relates past solutions to present problems. [0220] Uses his/her training and experience to quickly understand the problem. [0221] Develops an appropriate course of action. [0222] Is able to make decisions correctly under normal and stressful conditions. [0223] Other.

3. Driving Skill: Moderate Stress/Emergency: Are the driving behaviors safe and prudent for the situation?

(1) Unacceptable: [0301] Misuses red lights and siren. [0302] Drives too fast for the situation. [0303] Drives too slow for the situation. [0304] Fails to slow for intersections, loses control of the vehicle. [0305] Disregards public safety while driving at times. [0306] Other.

(3) Acceptable: [0307] Maintains control of the vehicle. [0308] Evaluates driving situations and reacts properly, i.e. proper speed for conditions. [0309] Appropriate use of emergency equipment. [0310] Exercises appropriate responsibility to other traffic and traffic control devices. [0311] Other.

(5) Superior: [0312] High degree of reflex ability and competence in driving skills. [0313] Practices defensive driving techniques, anticipates driving situations in advance and acts accordingly. [0314] Responds very well relative to the degree of stress present. [0315] Other.

4. Field Performance: Non-Stress Conditions: How acceptable is the probationary officers general field performance under non-stress conditions? Does probationary officer possess the necessary coordination skill for police work?

(1) Unacceptable: [0401] Seemingly confused and disoriented as to what action should be taken when confronted with a routine task. [0402] Takes wrong course of action. [0403] Avoids taking action. [0404] Lacks motivation or initiative, only reacts if required. [0405] Clumsy performing routine tasks. [0406] Has difficulty performing several associated actions. [0407] Unable to perform necessary physical tasks. [0408] Other.

(3) Acceptable: [0409] Properly assesses routine situations and takes appropriate action. [0410] Able to perform physical skills as needed. [0411] Performs several associated actions at a time. [0412] Other.
(5) Superior: [0413] Properly assesses aspects of routine situations including the more complex ones. [0414] Is able to perform in unusual situations and takes appropriate action. [0415] Other.

5. Field Performance: Stress Conditions: How acceptable is the probationary officers field performance under high and moderately high stress conditions?

(1) Unacceptable: [0501] Performance deteriorates in stressful conditions, becomes emotional, panic stricken, loses temper, can not function, displays cowardice, under reacts or overreacts. [0502] Makes improper decisions. [0503] Has "tunnel vision" or gets caught up in the activity. [0504] Fails to protect crime scene. [0505] Other.

(3) Acceptable: [0506] Exhibits calm and controlled attitude. [0507] Does not allow the situation to further deteriorate. [0508] Demonstrates acceptable reaction to the situation. [0509] Demonstrates good crime scene protection skills. [0510] Other.

(5) Superior: [0511] Maintains calm and self control, even in the most extreme situations. [0512] Quickly restores control and takes command. [0513] Exceptional performance under stressful conditions. [0514] Uses better than average skills and thinks ahead. [0515] Other.

6. Officer Safety: Contact/Cover/Pat-down: To what degree of acceptability does the probationary officer employ the principles of Officer Safety? Does the new officer demonstrate the understanding and use of consistently utilizing principles of officer/public safety?

(1) Unacceptable: [0601] Becomes paranoid or overconfident. [0602] Exposes weapons to suspect (during interview/booking). [0603] Fails to keep gun hand free during enforcement situations. [0604] Fails to control suspect's movements. [0605] Fails to keep suspect/violator in sight during investigation. [0606] Fails to use illumination properly or when necessary. [0607] Fails to advise Dispatch when leaving patrol vehicle. [0608] Fails to utilize or maintain personal safety equipment properly. [0609] Does not foresee potentially dangerous situations.

[0610] Is careless or unsafe with handgun or other weapons. [0611] Stands in front of door when knocking. [0612] Fails to have weapon ready when appropriate. [0613] Fails to cover other officers. [0614] Fails to search police vehicle prior to duty or after transporting persons. [0615] Fails to check equipment. [0616] Fails to use seatbelt while in police vehicle. [0617] Cannot identify hazards. [0618] Actions create hazardous conditions. [0619] Conducts poor searches. [0620] Slow to handcuff when arresting. [0621] Other.
(3) Acceptable: [0622] Utilizes good officer safety principles when in the .Contact.R ole [0623] Utilizes good officer safety techniques while in the .Cover. Role [0624] Performs searches and pat-downs [0625] Safely recovers evidence [0626] Safely writes citations and handles radio communications [0627] Responsible for surveillance and control of all other subjects. [0628] Neutralizes the possibility of assault and/or escape. [0629] Safely and effectively conducts arrest situations, field interviews, and disturbances. 0630] Maintains a good defensive posture and consistently applies principles of officer safety. [0631] Properly uses safety training. [0632] Recognizes potential hazards and acts. [0633] Other.

(5) Superior: [0634] Maintains a safe position in all circumstances, including chaotic and confusing ones. [0635] Watchful on approach to radio run and maintains same for partner. [0636] Utilizes survival tactics, cover and concealment. [0637] Tactical planning prior to call or exit of vehicle [0638] Exceptional use of cover when approaching unknown situations. [0639] Proper use of hand signals when necessary. [0640] Is able to foresee coming hazards and reacts. [0641] Other.

7. Prisoner Control or Investigative Detention: Verbal/Physical/Search: Does the probationary officer employ the principles and techniques of Officer Safety during encounters?

(1) Unacceptable: [0701] Fails to "pat search". [0702] Confronts suspicious persons while seated in police vehicle. [0703] Fails to handcuff potentially hazardous persons, prisoners or felons. [0704] Fails to thoroughly search persons, prisoners or their vehicles when required. [0705] Fails to maintain position of advantage to prevent attack or escape. [0706] Poor handcuffing techniques. [0707] Incites prisoner. [0708] Poor or no search. [0709] Other.

(3) Acceptable: [0710] Displays an awareness of potential danger from prisoners, suspicious persons, suspects, etc. [0711] Follows accepted safety principles. [0712] Maintains a position of advantage/stance. [0713] Conducts visual and physical searches. [0714] Proper handcuffing is used. [0715] Uses proper transportation for suspect and citizens. [0716] Other.

(5) Superior: [0717] Foresees potential danger and takes steps to eliminate or control it. [0718] Is alert to changing conditions. [0719] Always maintains a

position of advantage. [0720] Evaluates need for cover officer. [0721] Encourages prisoner to willingly cooperate. [0722] Recognizes evidence during search. [0723] Other.

8. Location: Response time/Route/Map: Does the probationary officer know where he is? Can the probationary officer use a street guide and map? Can the probationary officer respond to a location within a reasonable length of time?

(1) Unacceptable: [0801] Unaware of location while on patrol. [0802] Does not understand proper use or does not use street guide or map when appropriate. [0803] Unable to relate location to destination. [0804] Gets lost. [0805] Not familiar with major streets in the city. [0806] Expend too much time to reach destination. [0807] Becomes disoriented when responding under stress. [0808] Does not know sector or beat. [0809] Other.

(3) Acceptable: [0810] Is aware of location while on patrol. [0811] Properly uses the street guide or map. [0812] Can relate location to destination. [0813] Arrives within reasonable amount of time. [0814] Can provide others, directions to his location. [0815] Provides needed directions under stress conditions. [0816] Knows sector and beat area. [0817] Other.

(5) Superior: [0818] Remembers location from prior runs. [0819] Rarely needs to use street guide or map. [0820] Is aware of shortcuts and utilizes them to save time. [0821] Knows locations by name of business or land mark. [0822] Considerations are made in directions when in a tactical situation. [0823] Other.

9. Self-Initiated Field Activity: Without benefit of direct instruction from the FTO, does the probationary officer initiate field activity, recognize problems and generate action, which may cause a possible solution? When it is apparent that some action has to be taken, does the probationary officer delay in initiating this problem solving action for no apparent reason? Is time used well by a self-motivated probationary officer?

(1) Unacceptable: [0901] Does not see or avoids activity. [0902] Does not follow-up on situations. [0903] Rationalizes suspicious activity or circumstances. [0904] Does not take action unless FTO directed. [0905] Avoids problems (drives around without locating any activity or relies upon other officers to handle the activity). [0906] Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively given the opportunity. [0907] Other.

(3) Acceptable: [0908] Recognizes, initiates and investigates suspicious activity and law violations. [0909] Displays inquisitiveness. [0910] Develops cases from routine activity. [0911] Is Independently Motivated. [0912] Has initiated activities during all available time. [0914] Generally able to choose a solution,

and analyzes response for further action by student, other officers or other agencies. [0915] Stays up-dated on current criminal information, such as wants and warrants lists or vehicle theft hot sheets. [0916] Other.

(5) Superior: [0917] Continuous productivity throughout the shift. [0918] Makes quality arrests from observed activity. [0919] Catalogs, maintains and uses information given at roll call and briefings for reasonable cause to stop vehicles and persons. [0920] Is always looking for new ways to. [0921] When confronted with a problem is able to identify root causes and not just symptoms, takes control and acts. [0922] Other.

10. Vehicle/Pedestrian Stops: Tactics/Techniques: When coming in contact with subjects does the probationary officer use necessary skills as instructed by the FTO? Uses Officer Safety techniques?

(1) Unacceptable: [1001] Does not log or call-off contacts. [1002] Takes actions that lead to believe the vehicle/pedestrian is not a risk. [1003] Does not request assistance from others when it is needed. [1004] Loses control of the stop. [1005] Fails to use all Standardized Procedure safety practices. [1006] Fails to spot-check for movement with vehicle / pedestrian during encounter. [1007] Other.

(3) Acceptable: [1008] Chooses the proper location for the contact. [1009] Notifies dispatch of the location, license/pedestrian in question, year / race-gender-age of the subject and reason for stop when necessary. [1010] Records information on his/her log. [1011] Takes a position of advantage behind the vehicle/pedestrian. [1012] Uses all lighting to his/her advantage. [1013] Maintains visual contact. [1014] Uses proper approach. [1015] Other.

(5) Superior: [1016] Recognizes a dangerous situation when it develops and takes necessary action to remove him/her or citizens from the danger. [1017] Knows the location of cover and/or concealment and uses it if needed. [1018] Is able to for-see a dangerous situation and is able to overcome the danger and complete his/her goal. [1019] Other.

11. Interview/Interrogator Skills: Does the probationary officer obtain the necessary information at the time of the initial contact? Is he/she able to ask pertinent questions relating to the contact? Does the questioning follow a logical plan?

(1) Unacceptable: [1101] Fails to recognize or take advantage of the opportunity to develop necessary or complete information regarding his/her inquiry. [1102] Must have facts repeated 1 or 2 times to understand. [1103] Is unable to diagnose information timely. [1104] Does not conduct a basic investigation or conducts investigation improperly or completely. [1105] Other.

(3) Acceptable: [1106] Recognizes and investigates the incident by obtaining a complete understanding of the facts. [1107] Separates facts from opinions.

[1108] Maintains control of the proceeding. [1109] Connects evidence with suspect when apparent. [1110] Elicits most available information and records same. [1111] Other.

(5) Superior: [1112] Seldom misses an opportunity to develop complete information. [1113] Is able to develop relevant information regarding assigned cases through extensive use of his/her experience and skills as an investigator and interrogator. [1114] Demonstrates Evidence Technician skill level in the collection and identification of evidence. [1115] Is able to connect evidence with the suspect even when not apparent. [1116] Other.

FREQUENT PERFORMANCE TASKS

12. Driving Skill: Normal/Speed Control: Are the driving behaviors safe and prudent for the situation?

(1) Unacceptable: [1201] Violates traffic laws (red lights, stop signs, etc.). [1202] Involved in chargeable accidents. [1203] Lacks dexterity and coordination during vehicle operation. [1204] Runs over curbing. [1205] Vandalizes police vehicle. [1206] Inappropriate use of lighting equipment. [1207] Excessive and inappropriate speed. [1208] Is a jerky driver. [1209] Other.

(3) Acceptable: [1210] Ability to maintain control of vehicle while being alert to activity outside of vehicle. [1211] Practices good defensive driving techniques. [1212] Adherence to vehicle code. [1213] Maintains speed control for conditions. [1214] Other.

(5) Superior: [1215] Sets good example of lawful, courteous driving. [1216] Displays dexterity and coordination while driving a police vehicle, i.e. operating radio, checking businesses and observing surrounding activity. [1217] Is not involved in accidents. [1218] Uses defense driving in emergencies and avoids what would have been an accident. [1219] Other.

13. Radio: Transmission/Reception/Procedures How well does the probationary officer know and use radio procedures? Are the probationary officers radio transmissions clear and understandable? How acceptable is the probationary officers ability to listen to and comprehend radio transmissions? Is probationary officer aware of the location of other officers in the Sector?

(1) Unacceptable: [1301] Misinterprets information given by the dispatcher or fails to follow proper radio procedure. [1302] Does not preplan transmissions. [1303] Improper voice inflections (too soft/too loud). [1304] Repeatedly misses

radio number. [1305] Is not aware of radio traffic in adjoining beats. [1306] Frequently has to ask for repeat transmissions or does not accurately

comprehend transmissions. [1308] Fails to use computer to assist investigation or suspicions. [1309] Poor retention of radio transmissions. [1310] Other.

(3) Acceptable: [1311] Follows policy and accepted procedure. [1312] Has good working knowledge of radio procedures. [1313] Uses short concise transmissions (proper voice control). [1314] Copies radio transmissions directed to him/her and is aware of traffic in adjoining beats. [1315] Rarely requires the dispatcher to repeat radio information. [1316] Knows and uses proper radio terms. [1318] Is aware of the location of other officers in the Sector. [1319] Hears ATLS and Dispatches when busy. [1320] Other.

(5) Superior: [1321] Always follows policy, direction and radio procedure. [1322] Uses radio with ease in all receiving and sending situations. [1323] Has clear voice even under stress situations. [1324] Transmissions are well planed and need not be repeated. [1325] Aware of, and reacts to, traffic in adjoining beats. [1326] Uses previously broadcast information to his/her advantage. [1328] Rarely misses any radio traffic. [1329] Other.

14. Report Writing: Accuracy / Organization: To what degree of acceptability does the probationary officer prepare written/computerized reports/forms accurately and completely? Does the probationary officer expend an acceptable, appropriate amount of time in completing necessary forms / reports? Reference the probationary officers level of English usage, can he efficiently and clearly communicate in writing the events, which have occurred? Is the probationary officers grammar acceptable? Are the probationary officers reports and completed forms neat and legible? How acceptable is the probationary officers ability to organize his reports? Does the probationary officer obtain the details necessary to complete a proper report?

(1) Unacceptable: [1401] Unable to determine proper form for given situation. [1402] Forms are incomplete or inaccurate. [1403] Requires an excessive amount of time to complete reports or other forms. [1404] Illegible. [1405] Misspelled words. [1406] Incomplete sentence structure. [1407] Unable to organize information and/or events into written form. [1408] Inaccurate. [1409] Unsigned reports are submitted. [1410] Elements of the crime missing or incomplete. [1411] Does not maintain written chain of evidence. [1412] Omission or misstatement of facts. [1413] Does not have needed forms or reports. [1414] Can not use computerized system in a timely manner. [1415] Other.

(3) Acceptable: [1416] Knows most standard forms and understands format. [1417] Completes forms accurately and thoroughly with little assistance. [1418] Completes reports and forms in appropriate time. [1419] Level of

usage of grammar, spelling, and neatness are satisfactory. [1420] Errors in

this area are rare and do not impair understanding. [1421] Converts field situations into a logical sequence of thought with all required information. [1422] Uses computerized systems in a timely manner. [1423] Other.

(5) Superior: [1424] Consistently completes even detailed forms without assistance and makes proper form selection. [1425] Completes reports or other forms in no more time than that of a skilled, veteran officer. [1426] Reports and forms are very neat and legible. [1427] No misspelling, excellent grammar. [1428] Prepares complete and detailed accounts of what occurred from beginning to end. [1429] Written and organized so that any reader understands what occurred. [1430] Other.

15. Arrest: Laws/P.C./Explanation/Disposition: Does the probationary officer have the ability to apply the laws, or probable cause for arrest to the situation?

(1) Unacceptable: [1501] Student understands the knowledge required of a police officer, but is unable to apply this knowledge to the situation. [1502] He/she can not relate this knowledge to others or in a report. [1503] Is unable to relate all needed elements of probable cause for arrest. [1504] Other.

(3) Acceptable: [1505] Has a good working knowledge of the law and applies probable cause to the situation, before an arrest is made. [1506] Can explain his or her action in a written or oral report. [1507] Is able to explain the disposition of the action, to the subject, dispatch or others. [1508] Applies the law in a fair manner. [1509] Other.

(5) Superior: [1510] Has a working knowledge of most laws or codes and can apply them to the situation. [1511] Understands elements of search. [1512] Enhance the probable cause with field test or proper evidence collection at crime scenes. [1513] Is able to explain actions in detail on paper or in court. [1514] Other.

16. Accident Investigation: Procedures/Policies/Techniques: Does the probationary officer have the ability to conduct a basic accident investigation? To what degree of acceptability does probationary officer complete the necessary paperwork? Is the probationary officer capable of completing the investigation in a timely manner?

(1) Unacceptable: [1601] Probationary officer does not properly assess the situation and act accordingly. [1602] He/She fails to properly protect the scene using squad car or other means. [1603] Fails to recognize opportunities to develop complete and necessary information. [1604] Does not conduct a basic investigation, or improperly conducts investigation. [1605] Other

(3) Acceptable: [1606] Probationary officer properly assess the situation and acts accordingly. [1607] He/She utilizes squad car or other means to properly protect the scene. [1608] Obtains the necessary information for completing the investigation. [1609] Properly explains process to individuals and provides them with necessary paperwork [1610] Other

(5) Superior: [1611] Probationary officer utilizes all necessary elements to properly control a major accident scene. [1612] He/She is capable of conduct investigation including photographs and measurements. [1613] Other

KNOWLEDGE

17. Of Departmental Policies and Procedures: Does the probationary officer demonstrate an acceptable level of knowledge of policies and procedures?

(1) Unacceptable: [1701] Fails to display a knowledge of department policies, regulations and procedures or violates same. [1702] Fails to review policies or procedures when given the time to do so. [1703] Other.

(3) Acceptable: [1704] Familiar with most commonly applied department policies, regulations and procedures and complies with them. [1705] Is willing and able to look up unknown subjects or material. [1706] Other.

(5) Superior: [1707] Exceptional working knowledge of department policies, regulations and procedures including ones seldom used. [1708] Other.

18. Of Criminal Codes: Does the probationary officer possess an acceptable level of knowledge of the Indiana Criminal Code or county/city ordinances?

(1) Unacceptable: [1801] Lacks knowledge of elements of basic offenses. [1802] Does not recognize criminal offenses when encountered. [1803] Is uncertain if a crime has been committed and, if so, which type of crime. [1804] Other.

(3) Acceptable: [1805] Has a working knowledge of commonly encountered criminal offenses. [1806] Relates elements to observed criminal activity. [1807] Other.

(5) Superior: [1808] Outstanding knowledge of criminal codes and ability to apply it to both normal and unusual criminal activity. [1809] Other.

19. Of Vehicle Code: Does the probationary officer possess an acceptable level of knowledge of the Indiana Vehicle Code? Can demonstrate minimal

knowledge of basic sections and their elements? Does probationary officer relate elements to observed activity?

(1) Unacceptable: [1901] Does not recognize violations when committed and/or incorrectly identifies the violation. [1902] Lacks knowledge of the most commonly used traffic violations. [1903] Other.

(3) Acceptable: [1904] Has a working knowledge of commonly encountered offenses. [1905] Relates elements to observed traffic activity. [1906] Knows where to find lesser known violations. [1907] Other.

(5) Superior: [1908] Outstanding knowledge of commonly encountered offenses and lesser known offenses. [1909] Relates it and applies it to both normal and unusual traffic situations. [1910] Other.

20. Of Patrol Procedures: Does the probationary officer exhibit a working knowledge of patrol tactics and procedures?

(1) Unacceptable: [2001] Lacks knowledge of patrol procedures. [2002] Fails to observe suspicious persons or activity. [2003] Does not check business or neighborhoods, or buildings. [2004] Sees suspicious things/acts but fails to react. [2005] Other

(3) Acceptable: [2006] Has knowledge of patrol procedures and tactics and applies knowledge to duties. [2007] Actively patrols his/her beat. [2008] Other.

(5) Superior: [2009] Has exceptional knowledge of patrol procedures and tactics. [2010] Does an exceptional job of patrolling area. [2011] Other.

RELATIONSHIPS/ATTITUDES

21. Acceptance of Criticism / Feedback: Verbal/Behavior: Is criticism and correction accepted in the manner given? Is there resentment as a result of criticism? Is the behavior following criticism positive? Does the probationary officer respond to training?

(1) Unacceptable: [2101] Rationalizes mistakes, denies that errors were made. [2102] Fails to make corrections. [2103] Considers criticism as negative or as a personal attack. [2104] Argumentative, Hostile, immature. [2105] Other.

(3) Acceptable: [2106] Accepts criticism in a positive manner. [2107] Applies criticism to further learning processes and to improve performance. [2108] Accepts responsibility for acts. [2109] Other.

(5) Superior: [2110] Seeks criticism/feedback in order to improve performance. [2111] Doesn't argue or blame others. [2112] Other.

22. Attitude Towards Police Work: From what the probationary officer says and does, is his attitude toward police work positive? Is equipment and officer prepared to enter the field? How does the officer view the new career in terms of personal motivation, goals, and his/her acceptance of the profession responsibilities?

(1) Unacceptable: [2201] Considers police work only as a job. [2202] Uses job for an ego trip. [2203] Abuses authority (badge heavy). [2204] Demonstrates little dedication to the principles of the profession. [2205] Uses working time to conduct personal business or relationships. [2206] Does not maintain necessary equipment or forms. [2207] Has dirty or unsafe weapon. [2208] Fails to record/retain roll call or briefing information. [2209] Fails to complete homework assignments. [2210] Fails to have weapon or flashlight. [2211] Other.

(3) Acceptable: [2212] Expresses an active interest in law enforcement. [2213] Maintains clean equipment and necessary forms. [2214] Has resource material at hand when needed. [2215] Completes homework on time. [2216] Familiar with crime profiles. [2217] Other.

(5) Superior: [2218] Utilizes off duty time to further professional knowledge through study. [2219] Maintains high ideals toward professional responsibilities (fair and equitable enforcement of law, personal conduct, etc.). [2222] Actively solicits assistance from others to improve skills. [2223] Does homework without being told to do so, by FTO. [2224] Other

23. Relationship With Citizens: To what degree of acceptability does the probationary officer relate with citizens in effecting efficient and productive outcomes? Does the probationary officer have any problems with any particular group, which precludes efficient and productive outcomes? Is probationary officer able to establish contemptuous interpersonal contacts? Does probationary officer problem solve with citizens?

(1) Unacceptable: [2301] Inappropriate behavior regarding citizens: [2302] Abrupt, belligerent, overbearing, arrogant, uncommunicative, insensitive. [2303] Avoids "service" aspect of the job. [2304] Evidences hostility, prejudice, bias, subjectivity or is overly sympathetic towards persons of different cultural background. [2305] Does not know the resources available to the community for problem solving. [2306] Acts as sole authority. on subject. [2307] Does not follow up on citizen valid request. [2308] Is abrupt or belligerent. [2309] Displays sexist or racist behavior. [2310] Other.

(3) Acceptable: [2311] Courteous. [2312] Friendly and empathetic. [2313]

Communicates in a professional and unbiased manner. [2314] "Service" oriented. [2314] At ease and does not feel threatened by presence of persons with different cultural background. [2315] Serves their needs objectively. [2316] Provides community resource lists when assisting a citizen. [2317] Aware and empathetic to citizens. perceptions of problems [2318] Follows up on public inquires and request. [2319] Is impartial and Non-discriminatory while being objective. [2320] Other.

(5) Superior: [2321] Quickly establishes a good rapport with citizens and is objective. [2322] Appears to be at ease in any person-to-person situation. [2323] Understands cultural differences and effects on relations. [2324] Reacts objectively and properly. [2325] Works with citizens to handle neighborhood issues. [2326] Gets back to the citizen after obtaining additional information. [2327] Includes the citizen as an equal participant. [2328] Establishes competent, courteous interpersonal contacts as a professional. [2329] Other.

24. Relationship With Department Members: Are the relationships with supervisors and officers productive and compatible with the mission of the department and training programs? Does probationary officer belittle, reject the duties, roles and responsibilities of the department personnel?

(1) Unacceptable: [2401] Considers himself/herself superior to others. [2402] Rationalizes mistakes. [2403] Gossips about others to belittle them or play one against the other. [2404] Resists instruction. [2405] Unsociable. [2406] Sarcastic or gossips maliciously. [2407] Other.

(3) Acceptable: [2408] Understands and maintains a good relationship with superiors and other officers. [2409] Is accepted as a group member. [2410] Shows respect towards the roles or duties of other department personnel. [2411] Is a .Team Player. [2412] Other.

(5) Superior: [2413] Peer group leader. [2414] Understands and maintains excellent relationship with others. [2415] Actively assists others in the goals of the department and training programs. [2416] Supportive and Good listener. [2417] Other.

APPEARANCE

25. General Appearance: Uniform must be appropriate for varying situations, must be clean and pressed? Hygiene, offensive body odor and/or bad breath? Hair is neatly trimmed and cared for? Does grooming indicates professional pride? Condition of personal equipment?

(1) Unacceptable: [2501] Dirty or unkempt shoes and uniform. [2502] Uniform its poorly or is improperly worn. [2503] Hair poorly groomed and/or in violation of policy. [2504] Equipment dirty, missing or inoperative. [2505] Improper personal hygiene, offensive odors. [2506] Demonstrates annoying mannerisms. [2507] Other.

(3) Acceptable: [2508] Uniform neat, clean. [2509] Uniform fits and is worn properly. [2510] Weapon, equipment and leather is clean and operative. [2511] Hair is within regulations. [2512] Shoes are shined. [2513] Other.

(5) Superior: [2514] Tailored, clean uniform. [2515] Spit-shined shoes and leather. [2516] Brass well shined. [2517] Command bearing. [2518] Other.

TASK FREQUENCY LIST

Probationary officers will have certain goals that must be accomplished during the *Field Training Program*. These goals are set by the FTOs to ensure that the probationary officer comprehends and demonstrates proficiency in the proscribed tasks emphasized during the program. The following is a list of tasks required to graduate from each phase and the number of each task that must be accomplished at an acceptable level. Each task must be completed by the probationary officer and recorded by the FTO on the Task Frequency List.

Phase One Tasks

1. Driving Skill: Moderate/Emergency (Sig-10 Runs)..... 1
2. Location/Orientation: Location/Map/Route..... 10
3. Vehicle/Pedestrian Stops: Tactics/Techniques..... 10
4. Radio: Transmission/Reception/Procedure..... 10

Phase Two Tasks

1. Prisoner Control: Verbal/Physical/Search..... 2
2. Self Initiated Field Activity..... 12
3. Arrest: Laws/P.C./Explanation/Dispositions..... 6
4. Knowledge of Vehicle Code..... 10
5. Interview Skills..... 10

Phase Three Tasks

1. Decision Making: Problem Solving..... 5
2. Interrogation Skills..... 1
3. Knowledge of Departmental Policies and Procedures.... 6

Program Tasks (Must be completed anytime before the end of phase four)

1. Loud Party/Disorderly Conduct Calls 2

2. Traffic Accidents (Including one PI)..... 6
3. Domestic Violence Calls..... 2
4. Operating While Intoxicated..... 2
5. Writing of incident/case reports..... 10
6. Drug calls/searches.....3

PROFICIENCY LEVEL REQUIREMENT

(TASK FREQUENCY)

The Task Frequency List is a form used to document the number of times a probationary officer has been exposed to a particular task. The probationary officer is responsible for insuring the Task Frequency List is maintained properly and kept up to date.

The Field Training Officer shall enter his/her initials and date in the appropriate space on the Task Frequency List after the student completes the task. If the Field Training Officer believes the student assisted or performed in a major portion of an investigation with another unit, the Training Officer should place the date and initials in the appropriate location.

- * Student performed the task

- * Assisted other officers, completed 50% or more of the task

- * Student is able to completely explain the task to the FTO

Index

A

Academy Phase, 7
Acceptance of Criticism / Feedback, 52
Accident Investigation, 50
APPEARANCE, 54
Arrest, 50
Attitude Towards Police Work, 53
AVERAGING SCORES, 34

C

CHAIN OF COMMAND, 14
Commentary Driving, 31
Commentary Thinking, 31
COMMON PERFORMANCE EVALUATION
ERRORS, 32
Continuing Learning in the Field, 17
Court Attendance, 18
CRITICAL PERFORMANCE TASKS, 42

D

Daily Observation Reports, 17
Decision Making / Problem Solving, 43
DESCRIPTION/OVERVIEW, 6
Determination of Overall Objectives, 29
Discussing Evaluations, 37
Driving Skill, 48
Driving Skill: Moderate Stress/Emergency, 43

E

ERROR OF CENTRAL TENDENCY, 33
ERROR OF LENIENCY, 33
ERROR OF PERSONAL BIAS, 33
ERROR OF RELATED TRAITS, 33
EVALUATION DOCUMENTATION, 35
Evaluation Frequency, 13
Evaluation Meeting, 17
Evaluation Process, 13
Evaluator/Counselor, 23
EVENT BIAS, 33
Explanation and Demonstration, 28

F

Field Performance, 44
Field Performance: Non-Stress Conditions, 43
Field Training Coordinator, 15
FIELD TRAINING FILE, 38
Field Training Managers, 15
Field Training Officer, 15
FIELD TRAINING OFFICER DUTIES, 24
Field Training Officer/Student Relationship, 26
Field Training Scenarios, 18
Flash Cards, 31
FOREWORD, 5
Fourth Phase/100% Phase, 17

FREQUENT PERFORMANCE TASKS, 48
FTO Instructor days away from student
officers, 19
FTO/PO/Citizen Relations, 20
FTO/Student Relationship, 18
FUNDAMENTALS OF TEACHING, 25

G

General Appearance, 54
GOALS and OBJECTIVES OF THE PROGRAM,
9

I

Identification of Blocks of Learning, 29
Instructor/Mentor Officer/Attitude, 21
Interview/Interrogator Skills, 47

K

KNOWLEDGE, 51

L

LAW ENFORCEMENT CODE OF ETHICS, 4
Leader/Limited Supervisor, 24
Location, 46

M

MISSION, 5

N

NO ROOKIE EVER GETS A 5, 33
NOT ENOUGH, 34

O

Of Criminal Codes, 51
Of Departmental Policies and Procedures, 51
Of Patrol Procedures, 52
Of Vehicle Code, 51
Officer Safety, 44
Oral Quizzing, 30

P

Patrol Officer, 24
PERFORMANCE CATEGORIES, 42
Performance Evaluation Scale, 41
Performance Task Reference Number, 42
Person-oriented appraisal methods, 32
Phase Four, 8
Phase One, 7
Phase One Tasks, 55
Phase Three, 8
Phase Three Tasks, 55

Phase Two, 8
Phase Two Tasks, 55
Phases, 17
Planning Instructional Activity, 29
Preparation, 28
Prisoner Control or Investigative Detention, 45
Probationary Officer, 16
Probationary Officer Training Rules, 20
Professionalism, 25
PROFICIENCY LEVEL REQUIREMENT, 56
PROGRAM PHASES, 7
Program Tasks, 55

R

Radio, 48
Rating Behavior/Performance, 12
Relationship With Citizens, 53
Relationship With Department Members, 54
Relationships, 26
RELATIONSHIPS/ATTITUDES, 52
REMEDIAL TRAINING STRATEGIES, 31
Report Requirements, 19
Report Writing, 49
RESPONSIBILITIES OF THE FTO, 20
Results-Oriented, 35
Review and Evaluation, 28
Role Model, 20
Role Playing, 32
Role Reversals, 32
Rolling Classroom, 31
ROOM TO GROW, 34

S

Safety, 27
Safety Practices, 27

SCALE VALUE APPLICATION, 41
SCOPE OF THE PROGRAM, 7
Self Evaluation, 32
Self-Initiated Field Activity, 46
Senior Field Training Officer, 15
Shadow Phase, 8
Simulations, 32
Solo Beat Officer Concept, 16
Standardized Evaluation Guidelines, 11, 42
Stress Conditions, 44
Stress Control, 42

T

Table of Contents, 2
TASK FREQUENCY LIST, 55
Teaching, 27
Teaching from the Known to the Unknown, 29
Termination Procedure, 39
TERMINATION PROCESS, 39
The Process, 11
Training, 16
TRAINING and CONDUCT POLICY, 16
TRAINING EVALUATION OVERVIEW, 10
Trial and Practice, 28

U

Use verbatim quotes, 36
Using the Map Guide, 32

V

Vehicle/Pedestrian Stops, 47
Violations of Field Training Policy, 20