



Division of Criminal
Justice Services

Police Field Training Officer

Student Guide



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STATE OF NEW YORK
Division of Criminal Justice Services
Office of Public Safety

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Forward

This course has been developed to familiarize police officers with the basic elements of, and methods used in the national model Field training and Evaluation Program originally developed and implemented by the San Jose California Police Department. This course will cover the history of the San Jose Field Training Program and the key elements of why this program is so successful. Principles of adult learning will be analyzed and how those principles are applied to field training recruit police officers. Legal and liability issues will be examined through federal case law and how it has made an impact on Field Training and Field Training Officers. This course will prepare police officers to serve the important role of field training recruit police officers in a post academy agency specific Field Training and Evaluation Program.

Preface

Traditionally newly hired police officers - after graduating from the academy - would return to their respective departments and immediately be assigned patrol duties, often as a solo patrol officer. These officers would hit the streets with little or no experience of how to apply learned classroom information to practical patrol skills. Most of the time, these new officers would learn the job through their own patrol experiences or by imprinting the actions of a senior officer in their patrol sector. This type of “field training” has, in the past, had mixed results. This type of patrol orientation could be described as “pot luck” regarding the learned patrol style of the new officer. Generally the new officer is able to adapt to patrol duty and go on to have a successful career. There are the unfortunate few that are unable to apply their academy skills to the street and are either terminated due to a disciplinary action or end up resigning as a result of not being able to handle the stressors of police work. These scenarios are truly unfortunate and most times avoidable with the proper guidance from well trained and highly motivated Field Training Officers. It is the hope that this course, along with the selection of quality Field Training Officers, will serve as an instructional means in improving the quality and professionalism of policing in New York State.

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Agencies:

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Section One

Course Introduction



Course Introduction

Introduction

This 28 hour course has been developed to familiarize police officers with the basic elements of and methods used in the National Field Training and Evaluation Program originally developed by the San Jose, California Police Department. The history of the San Jose Field Training and Evaluation Program is reviewed during the program. Police Field Training Officer selection is discussed and the important roles of the Field Training Officer are scrutinized. Court tested standardized evaluation procedures are presented and the administrative structure of the program is discussed. National FTO Program forms will be reviewed and applied in a practical setting. Remediation and its importance in field training is covered, as well as methods used to address recruit officer performance deficiencies. Vicarious liability, termination of the recruit and related case law will also be covered in the course. Officers attending the course will be able to return to their respective agencies and serve as an FTO and be able to assist their agency in implementing or making improvements to an already existing agency program.

Introduction and Orientation-

At the start of the course the student will complete course registration forms. An overview of the course content and requirements will be discussed and also dress code, facility regulations, etc.

Instructor will be introduced to the students and the students will introduce each other to the class. Each student will be encouraged to discuss FTO areas which he or she would like to see addressed during the course.

Overview of Course Goals and Expectations-

This section will address development of the Field Training Officer as far as understanding the goals and objectives of the field training program. Missions, goals

and operation of the agency will be discussed as they relate to the FTO providing training and guidance in integrating the recruit into daily patrol operations. Other areas of FTO development will be discussed; such as, the ability to provide for the recruit a means of applying their knowledge and skills to their work environment, to provide ongoing constructive feedback and timely written evaluations, based on agency performance standards, providing the recruit the opportunity to successfully complete the program. The FTO should acquire the ability to recognize different learning styles and respond appropriately to the needs of the recruit. The FTO should also develop the ability to apply communication skills to assist recruits in conflicts relating to and arising from their assignments.

History of Field Training Programs

This section will address the need and impact of field training programs. The history of the San Jose Field Training and Evaluation program will be discussed as well as the FTO selection process and the four goals a program must achieve to be legally defensible. Program principles including the one officer unit, the brick wall and imprinting are also reviewed. The correct use of the seven point rating scale is illustrated and the importance of objective rating is emphasized. Also addressed are MPTC requirements for Supervised Field Training, the need and impact of field training programs, and the cost effectiveness of field training?

Field Training Goals and Objectives

In this section goals and objectives of field training programs will be discussed and the importance of standardization with regards to curriculums and performance objectives will be emphasized. The Basic Course for Police officers will be discussed and how Field Training Programs are viewed as an extension of the Academy Basic Course. Students will also be exposed to what is meant by an equal emphasis on training and evaluation. Also discussed will be the differences between Supervised Field Training and Evaluation while a recruit is enrolled in the Basic Course for Police Officers, and Post Academy Field Training conducted at the agency of employment.

History of the San Jose Police Department Field Training and Evaluation Program

Prior to 1960 no formal training existed for new police officers entering the department. In the late 1950's a two - week orientation program had been implemented, but this program was very limited in scope and involved only a cursory overview of the mechanics of the department. New officers received little, or in some cases, no "on the job" training. When first introduced to patrol duties, officers were assigned indiscriminately to a senior officer who happened to be working the same schedule. The "training" officer often changed from day to day and the quality of training varied accordingly. Most officers who were given the task of training felt imposed upon by this additional duty. As a result, the quality of training of a new officer ranged from "barely adequate" downward. In any case, before two weeks had elapsed, a new officer was considered ready for solo performance. Hence, in reality, the new officer (or recruit) was left to "sink or swim." Very few, however, sunk due to the non - existence of any employee evaluation system. The recruit officer was required to gain knowledge of the law, court demeanor, report writing, patrol, survival, and arrest techniques as best he could. If he were fortunate, he would be able to work a beat near an officer that had mastered these arts and who was interested in imparting them to the recruit. If he were less fortunate, he would struggle along to find what worked and what didn't work, sometimes at the expense of personal injury to himself, his fellow officers, or an innocent citizen.

In the early 1960's the Department began participating in a basic police academy under the auspices of California's Commission on Peace Officer Standards and Training (POST). Instruction in the law, weaponry, report writing, court testimony procedure, arrest, survival, and patrol techniques were given to the recruit through this academy. Although the academy represented an improvement over the earlier method, the recruit still had no opportunity to practice their skills in a controlled environment. Upon leaving the academy, he/she was immediately assigned as a solo beat officer and he/she had to make the classroom to street transition without guidance or assistance other than that two-week orientation period already mentioned. It was during this same period that certain administrators in the Department prepared a Recruit Training Checklist covering

areas identified as important. The checklist was to be completed by any officer assigned the task of training a recruit. Unfortunately, the value of the Checklist was minimal due to the lack of administrative control; the training officer was not held accountable for its completion!

As the 1960's progressed, very little change occurred in the Department's recruit training policy. Then in 1969 a likeable, enthusiastic, but naive, young recruit was hired. He was academy trained and placed with a training officer. From the onset it was apparent to both his peers and his supervisors that he was unacceptable police officer material. It was at this time that the inadequacies inherent in the Department's training and evaluation policy became blatantly obvious. Everyone who knew this officer knew him to be inadequate, especially in driving skills; but the official rating system used to evaluate his performance did not support this conclusion. The officer was officially rated three times by his supervisors in each of nine areas. In not one of these areas was he judged to be unsatisfactory. Although there were numerous areas in which he was judged to be "in need of improvement" (judgment, safety, consciousness, and work quality), these below average ratings were balanced out by above average ratings in other areas involving appearance, cost consciousness, and work quantity. Because of inadequate documentation, there was not sufficient justification to terminate. Mostly, no one had the heart or would accept responsibility for recommending dismissal. As a result, he remained on the Department. In the early spring of 1970 the officer was involved in a two-car traffic accident in which he was gravely injured and the passenger of the other vehicle killed. Subsequently, the officer was dismissed.

According to Robert L. Allen, then a lieutenant, this dreadful example of inadequacy was the catalyst which motivated him to develop the Recruit Training and Management Proposal upon which the present Field Training and Evaluation Program is based. Allen stated that it was in his mind, imperative that police officers receive the highest degree of training and the most critical evaluation possible--for who else if not police officers, had literally the "power of life and death" in our society? In the Military and for a number of years a staff member of the California Military Academy, Allen was

well schooled in evaluation and rating concepts. In preparing the Recruit Training and Management Proposal he adapted those concepts to fit departmental needs.

The proposal spoke to an eleven-month training period and built into it was a “front loaded” rating system. It was planned that the recruit after graduating from the police academy would be assigned to a training officer for an eight week period; the training officer, using the original Recruit Checklist as a training guide, would rate the recruit daily. The rating form was designated the “Daily Observation Report” and consisted of a three by three global trait matrix. It included a narrative section in which the training officer was required to identify the recruit’s best and poorest effort of the day and make an optional comment. During this same eight-week period, the recruit would be rated weekly by his sergeant on a five by five matrix “Weekly Observation Summary” that included a similar narrative section. In addition, the sergeant would complete an “Interdepartmental Performance Report” on the recruit once a month for each of the first three months, two bimonthly reports during the next four month period, and one report at the end of the recruit’s eleventh month of service. During this eleven-month period, the recruit’s progress would be evaluated by a board at the end of the second and eleventh month. Built into the plan was the capability of extending the recruit’s training period if the recruit was not adequately progressing.

In the summer of 1970, Allen presented the proposal to the administration; however, no action was taken on it until the spring of 1971 when Robert B. Murphy, prior Chief of Police in Richmond, California, was appointed to the position of Chief of Police of the San Jose Police Department. Recruit training and evaluation oriented, Chief Murphy quickly detected the Department’s deficiency in these areas. One of his first acts as the new Chief was to discover the existence of Allen’s proposal and cause its implementation as the “Recruit Training and Management Program.” In the summer of 1971 the first twelve recruits entered the program.

In Allen’s words, the new program brought the Department from “nothing to a little ways” in the areas of recruit training and evaluation. It offered a structured and

more controlled environment in which to train and evaluate recruits, but no one person was in charge of or responsible for the program per se.

Concurrently with or shortly after the program's implementation, Dr. Michael D. Roberts, Ph.D., was appointed by the City to act as the Director of Psychological Services for the Police Department. Dr. Roberts having performed a similar function for Chief Murphy in Richmond prepared and presented a departmental attitude survey designed to discover and measure the strengths and weaknesses of the Department. The rank and file responded with a clear mandate that the Administration do something about the quality of recruit officers being retained. So in the early spring of 1972 when the results became known to Chief Murphy, he directed Dr. Roberts and the now Captain Allen to rewrite and fine tune the program.

Two significant changes occurred during the revision process in that the program became an identifiable unit and was given a specific geographical area in which to operate. The program was renamed the "Field Training Officer Program" (here after referred to as the FTO Program). Lieutenant Bill Mallett was selected as the program's Administrator and with the assistance of two sergeants, he appointed twelve officers to complete the staff. An existing Oakland Police Department FTO Seminar designed to train trainers was accessed and in June of 1972 the staff participated in technical skill training. In September the first recruits entered the new San Jose FTO Program.

According to Sergeant Dan Bullock who joined the staff as an FTO in December of that year, "It was the most challenging assignment" he had ever experienced, adding that he felt he learned more than the recruits he was training. Input was accepted, or more accurately, expected from all participants of the program. Still an unproven entity, time and effort were required on everyone's part to sell the program to both the other members of the Department and to the community at large. Since the program was still in its formative stage, a great deal of review and redesign was still in progress. There were no other valid models available for guidance or comparison. Officers who received no adequate entry training suddenly found themselves assuming the role of

trainers and evaluators. The unpleasant task of identifying acceptable recruits suddenly became the responsibility of the FTO's who, because of the one-on-one relationship with a recruit over a period of time, often found it difficult to maintain objectivity. Thus, participation in the program required a great professional and personal commitment from each staff member and was extremely demanding of time and emotion.

The program was designed to be malleable and receptive to change as the needs of the Department changed. Therefore, in the summer of 1973, the program was completely overhauled. At this point the program had enjoyed almost a year of operation, had been exposed to forty-two different training officers, had processed approximately one hundred twenty-five recruits, and had compiled approximately three thousand five hundred completed Daily Observation Reports. Under the direction, of Dr. Roberts Doug Zwemke, an officer on the Department and possessor of a Master's Degree in Psychology, extracted ten thousand behavioral descriptions from the Daily Observation Reports and consolidated these into thirty-one specific behavioral traits which described the difference between a successful and an unsuccessful police officer. For the first time a police department had in its possession a simple reliable reference which would distinguish between an officer who could and one who could not do the work.

The availability of this data allowed the revision of both the Daily Observation Report and the Weekly Observation Summary. New forms listing the thirty-one traits with each rated on a 7 - point scale were designed. At the same time, Sergeant Glenn Kasminsky in collaboration with other members of the program revised the Recruit Checklist which had been strictly oriented to departmental policy and procedure and produced a new list which developed into more critical job related areas of training. Another major revision occurred at this time in that the curriculum for training, which up to now had been supplied and imposed by the Administration, was turned over to the FTO staff for redesign and updating. The program was now institutionalized in that it became a self-sustaining and self-perpetuating unit.

A single major development occurred in 1974. Sergeant Tom Perez, a member of the FTO staff, distributed a questionnaire to some seventy persons of the FTO Program. The questionnaire asked each recipient to describe Unacceptable, (1 on a scale of 1-7), Acceptable, (4 on a scale of 1-7), and Superior, (7 on a scale of 1-7) for each of the thirty-one traits on which recruits were being rated. The questionnaire responses were compiled and the results indicated a high level of consistency in description of rating categories for all items. Those descriptive statements found to be common to most of the responses formed the basis for the development of the "Standardized Evaluation Guidelines." This set of guidelines then became the basis for rating the recruit against the thirty-one traits.

Note:

In the fall of 1973, the San Jose FTO Program received national recognition by the International Association of Chiefs of Police which granted the program an honorable mention award for its contribution to Police technology. In 1974, the California State Legislature adopted Penal Code section 832.3 governing the standards of field training programs when used. The San Jose model was established as that standard.

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Section Two

Key Elements of a Successful Field Training Officer and Field Training Program Management



**Division of Criminal
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KEY ELEMENTS of a SUCCESSFUL FIELD TRAINING OFFICER and FIELD TRAINING PROGRAM MANAGEMENT

Management Support

The support from management is critical to the success of the field training program. In order for an effective field training program to work and be legally defensible, upper levels of agency management should work closely with FTO and shift supervision to ensure that standardization of the program is kept intact. Issues of vicarious liability come to light when management fails to support and monitor their FTO programs. This will be discussed further in Section 9, Legal and Liability issues for the FTO.

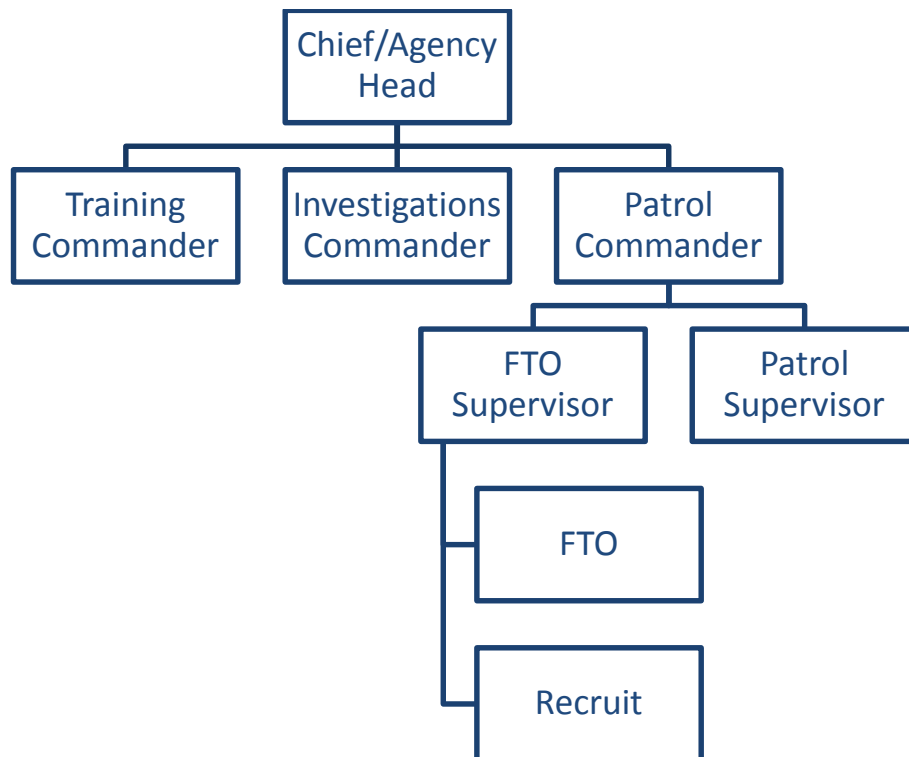
Clear Chain of Command

The need for a clearly articulated organizational structure or chain of command goes without saying. Most law enforcement agencies cannot effectively operate without a clearly defined chain of command. Although the Field Training Officer may not be a supervisor in the agency, he or she is the first step in the chain of command for the recruit officer. The FTO takes on the role of a first line supervisor in regards to the recruit officer he or she is training. The recruit officer must be made to understand how to follow the chain of command and the FTO's position in that chain. It's important that the chain of command is understood and adhered to within the field training program.

See diagram on page 2.2.

In most law enforcement agencies, administrative control of the field training program is given to the patrol division, not the training division. Since field training is a patrol function, it is believed that the program functions best under the patrol commander. The training unit staff should also be consulted and utilized by field training officers to take advantage of resources they may have to offer.

Clearly Articulated Chain of Command



Standardized agency specific field training program

Another important key to a successful field training and evaluation program is that the program is designed to be standardized and agency specific. Program goals and objectives should be clearly explained. There should be no “surprises and no secrets” in regards to the recruit officer. The recruit officer is always told what agency expectations are and what training will entail. Standardization and consistency in a field training program ensures equal treatment for all recruits and can protect an agency from claims of discrimination in post-academy training. Consistency in training results in predictable job performance and minimizes the likelihood of allegations of unfairness.

Phase Training

Another important element for a successful field training program is a well organized and effective field training program guide containing sequenced training tasks or phase training. A program guide will ensure uniformity in the training. A fundamental element of the field training program is phase training. Phase training is designed to provide a systematic approach to field training. It also provides consistent and standardized training, the means to assure the recruit's ability to perform the skills or tasks necessary for competent operation of a one officer patrol car. Phase training will give recruits the opportunity to train with various FTOs and to be exposed to their various techniques while operating within standardized guidelines.

During each phase, the recruit will complete a comprehensive list of tasks designed to assure the FTO of the recruit's ability to master a series of specific police skills. Standardized training presented in an agency specific field training program guide provides for uniform application of policy, procedure and law throughout the agency.

The FTO program is divided into four phases. The recruit is assigned to a different FTO for each of the first three phases and returns to his or her original FTO for the final phase. Phase I is the introductory phase, where the recruit learns certain basic skills. Phase II is a little more complex. The recruit starts to master skills that were learned in Phase I. In Phase III the recruit enters the last phase of formal training. The recruit learns advanced police skills and polishes those skills he or she obtained earlier. Phase IV is the evaluation or testing phase. It is an Evaluation Only phase. The task list or "rook book" must be completed and the recruit must be over the "brick wall" consistently 51% of the time in all DOR (Daily Observation Report) categories in order for the recruit to enter this phase. The recruit is returned to his or her original FTO to be evaluated in Phase IV.

Agency Specific Orientation Period

Another element of field training is an agency specific orientation period. This will allow a smooth transition from the academic setting to the field training setting. This

is designed to familiarize the recruit with the working environment within their agency. This “limbo” period is usually the first two weeks of phase I and is NOT evaluated. This eases the recruit into the job and attempts to relieve any nervousness experienced by the recruit entering a whole new setting. Training can and should still be completed during limbo but formal evaluation on the DOR is not done.

In New York State, the first phase includes the Basic Course for Police Officers unit on Supervised Field Training and Evaluation. This part of Phase One is evaluated and a DOR is completed for any categories observed by the FTO. The recruit police officer can then enter an agency specific Field Training Program upon graduating from the academy. The minimum standard is one-hundred sixty hours, however; the Academy Director may increase the Supervised Field Training unit allowing inclusion of all phases of the entire Supervised Field Training process. This approach is dependent upon agency needs, budget concerns, policies and regulations.

Daily Evaluations

Daily evaluations of recruit performance, is another essential element of the field training program. Daily evaluations provide timely assessment and documentation of the recruit's performance in relation to that specific day's activity. It enables the FTO in providing the recruit with timely feedback on desirable and undesirable performance. “NO Secrets....NO Surprises” It also prevents training officers from overlooking significant events that may have occurred on prior work shifts. Daily evaluations also provide for the timely documentation of remedial training measures and allows new or relief training officers to review the recruit's recent past performance. Daily evaluations provide for a more complete picture of the recruit's overall performance and allows managers and supervisors an opportunity to monitor day to day recruit progress.

FTO Selection Process

Another key element of a successful field training program is the development and adherence to an agency specific FTO selection process. The goal here is to select

the best qualified candidates, to maintain high standards and to maintain uniform training for the field training program. Clearly defined roles and / or expectations for recruits and training officers are also considered a key element in a successful field training program.

FTO Recognition

Another element is the recognition of the FTO. Becoming a Field Training Officer is very demanding and there is quite a lot of extra work involved. Not only is the FTO responsible for completing daily evaluation reports on his or her recruit, but the FTO still has normal patrol duties and is also responsible for completing reports from daily patrol activities. FTOs should receive some additional agency recognition to acknowledge the importance of the FTO. At the very least, becoming a FTO may provide an opportunity for career enhancement. A Field Training Officer is regarded as having supervisory experience.

FTO Staff Meetings

Periodic field training program staff meetings is another key element that should be included in a field training program. These staff meetings are important for the exchange of information regarding recruit progress and performance (or the lack thereof, in some cases), to discuss and / or develop training strategies that will enhance recruit performance, to develop and maintain consistency in program application and to communicate changes in the field training program. Additionally, periodic staff meetings allows for “troubleshooting” or brainstorming program deficiencies and perceived problem areas. These meetings will also forge a stronger working relationship between the FTO, FTO supervisors, program and department administration.

Remedial Training Opportunities

In any successful field training program, the opportunity for the recruit to receive remedial training in performance deficient areas is always afforded. Everyone learns at their own pace and on occasion, a very promising and potentially good recruit police officer may need extra help in reaching the program training goals. It is in this type of

case that remedial training plays an important role. The FTO must identify recruit performance deficiencies and help the recruit improve their performance. The FTO should clearly identify the standards being sought and provide specific articulation / documentation of what the recruit must do to meet the department standards. Also the FTO has the responsibility to admonish the recruit of potential consequences if the minimum standard is not met. (Remember-"No secrets...no surprises") This will strengthen the agency's position should adverse personnel action become necessary and it also allows for re-evaluation of recruit performance in deficient areas.

Termination Process

Although no one wants to see a recruit police officer fail out of the Field Training program, sometimes it is obvious that a recruit officer is not going to be able to make agency standards for retention. It is very important for the agency to develop a termination process that is fair and consistent. Development of such a process will protect the field training program and the agency from lawsuits resulting from the termination of a recruit failing to meet the minimum standards.

FTO and Program Critique

Field training program and field training officer critique by the recruit officers is a useful tool to evaluate the performance of the FTO and the field training program. It also offers a means of self evaluation for the FTO and the FTO administrator or supervisor. Additionally, it provides the recruit officer an opportunity to give their feedback on the training experience and the field training program.

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Section Three

Competency Expectations, Evaluations and Documentation



COMPETENCY EXPECTATIONS, EVALUATIONS, and DOCUMENTATION

What is competency?

Competency is the demonstration of the skills and knowledge to satisfactorily perform the duties of a solo patrol officer within an agency. Recruits are required to demonstrate competency in all areas evaluated prior to completion of the field training program.

Field Training Officers have to ask themselves, **“If I were not present, could the recruit handle the call?”** That is the deciding factor of determining if the recruit officer is at a competency level acceptable to agency standards.

DAILY OBSERVATION REPORTS

The purpose of the Daily Observation Report (DOR) is to provide a record of a recruit's progress in terms of performance and knowledge. Documentation on DOR's may include needed improvements, FTO efforts to bring about change, the recruit's status in the program, and evaluation of observed behavior in specific areas. Components of Daily Observation Reports may vary among agencies but generally include appearance, attitude, knowledge, performance, relationships and interpersonal skills.

These police behavioral criteria became the basis for the evaluation form currently in use in the San Jose Police Department. Historically, these performance criteria evolved from an analysis of the narrative comments of Field Training Officers about present and previous recruit officer performance. Upon analysis of these scores, it was determined that there was a common reference point between all Field Training Officers which resulted in the development of specific scores for specific behavior in each of the described performance criteria. In order to promote standardization of the evaluation process, there was a clear need to articulate and document these undefined reference points. In other words, the discussed common reference points used in the

evaluation process needed to be articulated in order to explain the rationale behind a numerical score of “1”, “4”, or “7” in each of the thirty performance criteria.

To accomplish this task and to promote standardization of the evaluation process, an extensive study of the evaluation process itself was launched. As a result, specific criteria were established to be used in the evaluation of recruit performance. The end result of the study was the formulation of the **Daily Observation Report (DOR)** and the **Standardized Evaluation Guidelines (SEG) Standardization Evaluation Guidelines are descriptors that explain and define the rating scale used in the DOR.** Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes very important that standardization of performance evaluation takes place. Evaluation without standardization is not possible.

The Field Training Officer completes Daily Observation Reports beginning in the third week and continuing to the end of phase II.

Weekly Evaluation Summary

The Weekly Evaluation Summary is similar in form to the Daily Observation Report, except the Field Training Officer completes an Observation Summary for each week of the recruit’s field training in Phase I beginning with the third week.

Common Performance Rating Errors

The practice of routinely assigning high ratings dilutes the impact of “Outstanding” and “Highly Effective” ratings and reduces the effectiveness of the entire evaluation process. Outstanding ratings which are awarded without justification will soon lose their meaning. In a typical organization there should normally be only a very few individuals who merit an “Outstanding” rating. While personal feelings should not enter into the rating process, the best way to ensure that evaluations measure performance accurately is to examine some of the more common rating errors defined below.

Central Tendency

Everyone is grouped together and the temptation is to think of everyone as average does not distinguish between one person or another. Preference towards clustering all ratings around the mid-point or center of the rating scale. It is a tendency to steer away from assigning extreme ratings. This makes the rating appear to be valid. It also circumvents the need to deal with performance weaknesses. The Rater with this problem must realize that all people have stronger and weaker areas of performance.

Halo Effect

This is perhaps the most common rater error. This is the tendency of the Rater to hang a halo over the head of a favored employee. This can happen for a variety of reasons:

- (1) Effect of Past Record. Because people have shown good work in the distant past, their present performance is assumed to be the same in the recent past also. Their reputation of past good work tends to carry over into the current rating.
- (2) Compatibility. There is a tendency to inflate the rating of people whom we find pleasing in manner and personality. Those who agree with us, nod their heads when we talk or, even better, make notes of our words and therefore, get better ratings than their performance justifies.
- (3) One Strong Asset. The glib talker, the person with the impressive appearance, the one with advanced degrees or the graduate of the Rater's own alma mater, gets a more favorable rating than the individual lacking these often irrelevant attributes.
- (4) The Blind-Spot Effect. This is the case where the Rater does not see certain types of defects because they are just like his or her own defects. For example,

the Rater who frequently fails to meet deadlines cannot see another's inability to meet timeliness.

- (5) The High-Potential Effect. We judge employees' past records on paper (e.g. performance during the instructional aspects of basic training) rather than what they are doing in the present.
- (6) The No-Complaints Bias. Here the Rater treats no news as good news. If the officer has no complaints, everything is terrific. The individual who pesters but gets the job done is rated lower than the silent solitary individual.

Leniency Error

The Rater who hates to be a "bad guy" will then rate everyone highly. The conclusions are generally not supported by adequate documentation. This error is often made because the Rater finds it easier to give high ratings than to indicate weaknesses or areas that could be improved.

Personal Bias

If Raters do this deliberately, they are inviting a lawsuit. However, even honest Raters can unconsciously let their subjective personal impressions of an officer affect their evaluations. For some individuals, this rating error may be difficult to factor out. The Rater uses personal bias towards race, age, religion, sex, or nationality against or for the Ratee. Being aware of how biases affect judgment is extremely important. Subjective personal impressions must not affect the evaluation. An affinity or dislike of a particular characteristic must not influence the rating. Simply stated - judge the work, not the person.

Pitch-Fork Error

This is the polar extreme of the Halo Error. It is the tendency to rate people lower than circumstances justify. This error has its roots in a Rater's dislike of a particular trait in others. If an employee has that trait, the Rater may rate all facets of

the employee's performance negatively because the employee exhibits behavior linked to this trait. It is particularly serious because of the negative morale problems that can be created. Employees involved in these situations often say: "My boss doesn't like me period." The Rater must be made aware of this bias and learn to deal with it impartially.

Recency Error

Events closest in memory dictate present evaluation, especially in instances where the Rater suffers from a lack of historical documentation on the Ratee's performance and is forced to recall recent incidents of performance to establish ratings. The Ratee may have met a significant goal or made a major contribution early in the measurement period, but if the incident is not properly recorded the Rater may have forgotten it by the end of the year. Frequent follow-up meetings with Ratees in which accomplishments are discussed and recorded help the Rater to be more objective when assigning an overall rating.

The Loose Rater

Some individuals seek to avoid conflict and are reluctant to point out weak areas of an employee's performance. These Raters would rather not confront the employee with any information that could lead to a defensive employee reaction. The Rater simply evaluates the employee's performance as average--or better--and justifies the rating by pointing out the positive aspects of performance. The Loose Rater does great disservice to the employee. Weak performance areas are neither documented nor targeted for improvement. The employee is given credit for doing acceptable work although, in reality, the work may be inferior by another rater's standards. These employees are often victims of the "Peter Principle" (promote to someone to their greatest incompetence) and are promoted to a level at which they become competent simply because they were not counseled or guided correctly along the way.

STANDARDIZED EVALUATION GUIDELINES

When do we use them?

1. To show **validity**, all recruits are evaluated on the same basis.
2. To show **reliability**, it measures consistently.
3. By using the guidelines we can bring the FTOs into the same line of thought in each of the measurable behaviors.
4. We do not base the rating on personal bias.

How we use the Standardized Guidelines

The rating system:

A "1" is totally unacceptable.

A "2" is close to a "1" and is just a little better than totally unacceptable.

A "3" is close to a "4" but not yet minimally acceptable.

A "4" is the minimum acceptable level. It is an officer able to work a solo assignment in a safe skillful, productive and professional manner.

A "5" and "6" is above acceptable and like a bonus score recognizing work that is above the minimum acceptable level.

A "7" is a superior performance.

An "**NRT**" indicates the recruit is not responding to training. This rating is applicable after the rater has identified and trained on a specific behavior deficiency. All training given must be supported by appropriate documentation in the related subject area. This includes **documented** remedial training, including remedial training worksheets. The numerical score in this subject area should be a "1".

A **NO** indicates the recruit is not observed in that behavior.

Scores of "**2**" and below, "**6**" and above and "**NRT**" must have justification through documentation shown in the narrative section of the **DOR**.

A **REM** is remedial training time which documents time spent on remedial training. Any remedial training should be documented on a remedial training worksheet identifying the specific performance deficiency and the training plan to address the

deficiency. The specific performance identifying the need for remedial training will be documented in the DOR on the date the behavior is identified. Progress or lack thereof will be documented in subsequent DORs. Repeated failure to improve in the performance area will be reflected by an “NRT” and a numerical score of “1.”

The remedial training worksheet stays with the recruit for the period designated by the worksheet. The “**REM**” box should be marked on the **DOR** for each day the remedial training worksheet is in effect. FTOs should make every effort to ensure all remedial training problems are identified early and make remedial training assignments that the assigning FTO can ensure are completed.

The Evaluation Interview

The evaluation interview is a review of the completed DOR between the FTO and the assigned recruit. The interview is accomplished at the end of the shift, and review the following:

1. Review of the DOR that FTO has completed.
2. Determine what the FTO wants to accomplish when you discuss it with the recruit.
3. Discuss the evaluation in private.
4. Place primary interest on the recruit's development and growth.
5. Be open minded to the opinions of the recruit.
6. Cover the recruit's strength first.
7. When discussing weaknesses, tell the recruit how to improve.
8. Close the evaluation when you've covered all the points, the recruit has responded and plans of action have been developed for the future.

DOR's, Phase Training, and the FTO

The San Jose Model (national standard) is 16 weeks + extension time. (normally, two weeks but flexible) Training consists of four phases: Phase I is six weeks with the first two weeks as a non-evaluation phase or “limbo.”

Phase II is four weeks in length and the recruit is assigned a different FTO.

Phase III is also four weeks in length and a third FTO is assigned to the recruit.

Phase IV is two weeks long and is the evaluation only phase, the recruit returns to the original FTO to be evaluated.

For the recruit to enter phase IV, three requirements must be met:

1. There is every reason to believe the recruit will succeed.
2. The recruit skills task sheets or "Rook Book" must be completed.
3. The recruit is consistently over the "brick wall" in all DOR categories 51% of the time in the last two weeks of phase III.

When completing the Daily Observation Report (DOR), the FTOs need to utilize the Standardized Evaluation Guidelines (SEG) that is included in the appendix of this manual. This will ensure standardization of evaluations in the program.

In evaluating the recruit officer, FTOs should utilize the solo beat officer concept. FTOs should keep in mind the proper ratio between training and evaluation. Evaluation should be given in an honest straightforward and professional manner, which stresses positive as well as negative performance in accordance with the standardized evaluation guidelines.

Non-Field Training Officers may be used for training a recruit in the field due to Field Training Officer unavailability or when an FTO supervisor is doing it for a very specific purpose. However, when a non-FTO is utilized, a DOR will not be filled out documenting the evaluation of the recruit for that particular shift. The DOR will only document the date, the fact that a non-Field Training Officer was utilized and any specific training given. This will be documented in the narrative section of the DOR. The exception to this is if the non-Field Training Officer was a prior Field Training Officer and had attended the Police Field Training Officer course, then the DOR will be completed in its entirety.

Completing the DOR

The Field Training Officer is responsible for every DOR category every day. It is unpractical and sometimes impossible to observe every performance criteria on the DOR. In small agencies and even large ones, weeks may go by before the opportunity arises to start a preliminary investigation on a reported burglary. If a particular performance area is not observed, the FTO can account for that category by circling "N.O." on the DOR. This indicates the performance criteria was not observed on that particular day. It may also not be practical to observe and rate every category due to patrol work load. The FTO and Recruit are viewed as a one officer unit during the field training program. FTO and Recruit Officer are still expected to perform normal patrol duties as part of the shift. Depending on the activity of that shift, the FTO may only be able to adequately evaluate five or ten performance areas on the DOR. The rest of the performance areas would be marked as N.O.

DOR Narrative

Located on the back of the DOR is the narrative section. The FTO must record the number of the performance area that reflects the most acceptable area of the day's performance and the least acceptable area of performance. Although the least acceptable area of performance is usually left of the brick wall, there may be times when all of the DOR rating values on that particular day are over the brick wall. In this case, the lowest rated performance area should be used as the least acceptable area of performance. In the following example the recruit officer received a rating of "6" in performance category 2, 5 which is Apprehension / Intervention and Vehicular Offenses, respectively. The recruit also received a rating of "3" in category 12 which is Reports / Clerical Duties. The FTO has written in the narrative section of the DOR documenting the most acceptable performance and the least acceptable performance of that day's patrol shift.

NYS DIVISION OF CRIMINAL JUSTICE SERVICES
OFFICE OF PUBLIC SAFETY
SUPERVISED FIELD TRAINING ORIENTATION AND REVIEW
DAILY OBSERVATION REPORT

RECRUIT NAME: Smith, John, A.AGENCY/BADGE #: Metro PD #2352FT OFFICER NAME: Payne, Michael, C.AGENCY/BADGE #: Metro PD #2313DATE OF EVALUATION: May 10, 1999Phase II DOR# 36

Rating Instructions: The field training officer should rate observed behavior utilizing the scale which is described in the guide and outlined below. Written comments pertaining to the most and least satisfactory performance must be placed in the "Comments/Narrative Summary" section. Narrative comments can be provided for any behavior observed, however, are required whenever a rating of, "2" or less, "6" or more and "NRT" is given in any category. "N.O." should be circled if behavior is not observed in a given area. A description of any remedial training provided, including the amount of time utilized, should be noted in the "Comments/Narrative Summary" section.

#1- Unacceptable, #4- Acceptable, #7- Superior,

NRT- Not Responding to Training, NO- Not Observed, NAR- Narrative, REM- Remedial Training

PERFORMANCE AREASRATING

Rating No.

FTO / RO Int.

Brick Wall

1. ___ Community Interaction	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time_____ / _____
2. ___ Apprehension/Intervention	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time_____ / _____
3. ___ Victim/Prisoner Interaction	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time_____ / _____
4. ___ Processing Arrests	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time_____ / _____
5. ___ Vehicular Offenses/Accidents	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time_____ / _____
6. ___ Handling Specific Offenses	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time_____ / _____
7. ___ Police Interaction/Notification	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time_____ / _____

Police Field Training Officer Course**3.11**

8. ___ Vehicle Operation/Maintenance	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
9. ___ Review and Maintenance	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
10. ___ Handling Special Cases	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
11. ___ Vouchering/Inventorying	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
12. ___ Reports/Clerical Duties	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
13. ___ Officer Safety	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____

BEHAVIORAL DIMENSIONS**RATING**

14. ___ Police Ethics/Integrity	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
15. ___ Comprehension Skills	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
16. ___ Communication Skills	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
17. ___ Reasoning Ability	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
18. ___ Information Ordering	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
19. ___ Problem Recognition	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
20. ___ Visualization	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
21. ___ Spatial Orientation	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
22. ___ Memorization	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
23. ___ Judgment	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
24. ___ Innovativeness	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
25. ___ Adaptability	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
26. ___ Drive/Initiative	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
27. ___ Interpersonal Skills	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____
28. ___ Appearance	N.O.	N.R.T.1	2	3	4	5	6	7	NAR	REM	Time	_____ / _____

Narrative:

The most acceptable area of performance today was rating category number 2, 5 rating "6"

A specific incident which demonstrates today's performance in this area is:

RO Smith made several self-initiated vehicle stops today. The most notable stop involved observing a female passenger in a vehicle that RO Smith perceived had been crying. RO Smith reacted immediately and appropriately by affecting a vehicle stop to check on the welfare of the female. There was no problem with the occupants of the vehicle, the female turned out to be babysitting the driver's nephew who was in the back seat. A driver's license check revealed that the driver had an expired license. RO Smith issued a UTT to the driver for violation of VTL section 509 (1).

RO Smith found that the vehicle was registered to the driver's mother, who resided 1/2 a block away. RO Smith used good judgment in allowing the female passenger to take the child and advise the mother to respond with a valid license to take vehicle

The least acceptable area of performance today was rating category number 12 rating "3"

A specific incident which demonstrates today's performance in this area is:

*If remedial training was circled, the FTO will define the specific performance deficiency and document the specific assignment given to the recruit officer to correct the described deficiency. It is the responsibility of the originating FTO to ensure that this assignment is communicated to the recruit officer's next FTO so that follow-up can be monitored.

RO Smith only had one report today. The report was from a vehicle stop made for a narcotic investigation (99-140-0729). FTO gave RO Smith a goal of completing the report in the appropriate amount of time. RO Smith took one hour to complete the report, which is an improvement however FTO had to make several grammatical

corrections. RO Smith had all the necessary details of the report, but FTO demonstrated to the RO more acceptable words to use in the report. FTO had RO compare his original report with that of FTO's, in order to gain a better understanding of report writing. FTO has demonstrated how a report should flow in a chronological order and include details that are important when the RO goes to court at a later date.

Documentation of performance and comments:

Cat. No.

(Most Acceptable cont.) custody of the vehicle. The mother responded and the vehicle was released to her after it was found she possessed a valid New York driver's license. After the mother left the scene, dispatch advised that under an A.K.A., the mother had an outstanding misdemeanor warrant for a charge of PL section 155.25. RO Smith responded to the residence and arrested the mother on the outstanding warrant.

Recruit Officer _____ Field Training Officer _____

DEFINE:

Training Opportunity-“Any _____, any _____”

Documentation- _____, and _____ record.

Four Goals of Documentation

1.

2.

3.

4.

What are the goals for legal defensibility?

V-

C-

R-

S-

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a template for writing or drawing. The margins are consistent on all sides.

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Section Four

Principles of Adult Learning



PRINCIPLES of ADULT LEARNING

What is learning?

Learning is the gaining of knowledge or skill by study, scholarship, teaching, or discovery. Learning can also be an observable sustained change of behavior. The FTO is the presenter or teacher of the material that is to be learned by the recruit officer. Field Training Officers interested in conveying skill and knowledge to others must answer three important questions. What should be taught? What materials and procedures will work best to teach what we wish the recruit to learn? How will we know if the material presented was learned by the recruit?

Adult and child learning

Not only do people in general have learning differences but there are basic differences between how adults learn and how children learn. Adults are independent, while children tend to be dependent. Adults have life experiences that they can draw on to help them learn. Children, for the most part, lack any life experience and are naive when it comes to learning. Adults are internally motivated as opposed to children who are externally motivated. Adults want to know what they can gain personally from the learning where children don't worry about it. FTOs must remember that the recruit is an adult not a child.

Learning Styles

It should be no surprise that people in general have multiple styles of learning. Some people learn best by saying, hearing and seeing words, while others learn best by categorizing, classifying, and observing things. Others find that they learn best by thinking. They logically analyze ideas and situations. Some learn by doing, processing knowledge through physical experiences. While still others seem to learn best by

relating to people, comparing, cooperating and interviewing. These various learning styles can be categorized into defined styles of learning, such as:

Visual - This type of person learns best by seeing words, observing the actions of others and mentally visualizing a scenario or procedure. This person will use life experience and reflective observation in the learning process.

Auditory - This type learns best by hearing instructions rather than reading. The auditory learner is good at assimilating and processing through hearing instructional objectives and auditory commands. Use of radio procedure and interviewing or interrogation would be an example of this type of learning style.

Tactile - This person learns best by doing. Hands on instruction will benefit the tactile learner. Instructional blocks on handcuffing techniques, scenario training, vehicle stops and defensive tactics are a few of the areas where the tactile learner will exceed.

How People Learn

The general purpose of all instruction is to help the student learn. Fundamentally then, the instructors work to see that learning occurs. When learning takes place we can say the objective to effect behavioral change happens. When the Field Training Officer enters this field of endeavor, the professional must consider his or her own goals in the conduct of field instruction. The question is, "what must the FTO strive to accomplish?"

Education has three distinct purposes; the discovery of new knowledge, the dissemination of existing knowledge, and the translation of facts and knowledge into a practical application of action on the part of the student. This then is the basic nature of the Field Training Officer. Armed with knowledge and skill, the FTO approaches the recruit officer with the responsibility to teach him to perform professionally as a solo unit

according to the facts and law applicable within the situation. Field Training, a critical extension of the formalized training setting of the academy, is therefore mainly a communication issue.

Communication is known to take place at several levels. Information may be simply transmitted and received. Some students may receive a communication and even be able to recite it verbatim, but comprehension has not taken place. This is an example of the lowest level of learning. Communication at the understanding level goes far beyond the receipt of information; ideas must be comprehended. Understanding is a higher type of communication than is the mere acquisition of facts. However, to be effective the FTO must go beyond this level of communication.

Effective communication requires information to be presented in such a manner as to affect the behavior of the student. As a FTO directs his student within a police situation or problem, he explains the effects of legal status, discretionary principles and departmental policies while controlling the recruit's behavior and at the same time building a structural understanding of the corrected procedures to implement. In this manner, the communication of instruction goes directly to the action required and the reason for it. If properly presented and explained, after the conclusion of the situation, on the basis of all attending circumstances known to the student, this will lead to effective learning.

Eight Laws of Learning

1. Motivation - In almost any learning that takes place there is some motivation, some need or desire to learn on the part of the learner. A person with no desire what so ever to learn a task isn't likely to learn it well.
2. Reward - We tend to learn those things which lead to some reward and tend not to learn those things which lead to punishment or have no effect at all.

3. Readiness - We learn best and fastest if we're prepared to learn. Learning is most ideally effective when we're physically ready (eyes and ears open and working) and mentally ready (interested in the topic, convinced of its importance, and enthusiastic about it).
4. Meaningfulness - Employees learn more easily those things which make some sense to them in terms of what is expected on the job. Tasks which don't seem to mean anything or don't relate to other jobs are unlikely to be learned well.
5. Association - We learn new things in terms of what is already familiar to us. Learning is extremely difficult when we can't associate the new knowledge with things we already know.
6. Simplicity - In general (but not always) people learn better when the instruction is given in an orderly manner, one easy step at a time, rather than all at once.
7. Feedback - People learn best when they know how well they're doing at learning a new job task. Unless you know what mistakes you're making, it's hard to correct your performance.
8. Exercise - Repetition means building habit patterns. Correct habit patterns usually lead to success. Use and repetition of a response strengthen it; failure to use weakens it.

The eight "Laws of Learning" provide an overview of what motivates people to learn. An experienced trainer will use these "laws" to his or her advantage when charged with training new personnel.

Factors that impact the learning process

Learning Environment can certainly have an impact on the learning process. The FTO is obligated to provide an environment where learning can occur. The efficient learning environment will be situational to what is being taught, such as: the firing range,

patrol unit, or the classroom. Considerations of an efficient learning environment would be: recruit comfort, adequate equipment and sufficient supplies.

Another factor that impacts on the learning process would be the qualities of the instructor such as the instructor's personal appearance and hygiene, his or her leadership abilities, tactfulness, attitude and enthusiasm. The instructor's communication skills (verbal and non-verbal) will also have an impact on the learning process. The instructor's mannerisms, eye contact, language, grammar and pronunciation, etc., will all impact the learning process. Student factors will also play a role in learning. The recruit's physiological state can significantly influence the recruit's learning process. Loss of sleep, poor diet and nutrition can impact heavily on the recruit's ability to learn or perform. As a police officer, a person must be able to utilize their senses to the degree of immediate response adequate within the existing circumstances and situation.

Just as physical factors can affect learning, the recruit's psychological state can also have an impact on the learning process. Psychologically we are what we perceive. A person has physical barriers which keep out those things which would be damaging to their physical being, such as blinking at an arc welder or flinching from a hot iron. Likewise, the recruit has perceptual barriers which block those sights, sounds, and feelings which threaten in a psychological way. The recruit's stress level, emotional state, self-confidence and well being will have a strong influence in their learning. Helping the recruit to learn requires finding ways to aid them in developing better perceptions in spite of their defense mechanisms. Since man's (meaning human) basic need is to maintain and enhance the self, the instructor must recognize that anything they ask of the recruit which may be interpreted by the recruit as imperiling this self will be resistant or denied. To teach effectively it's important to work this way rather than to try and go against it.

The recruit may come with prior knowledge, experiences and training that may have an impact on learning. The FTO must be able to recognize what valuable

experience the recruit may bring with them on entering the field training program. It will then be the FTO's responsibility to determine what, if any, of this prior knowledge and training can be useful in the recruit's field training experience. Additional factors that can have an impact on learning may include: gender differences, social differences (including age difference), cultural diversity (race and ethnic differences), issues involving the American Disabilities Act, and educational differences.

The FTO should also be aware of environmental factors such as temperature, lighting, sound quality and other distractions that could have an impact on learning. The method of instruction can also impact the learning process such as role play or demonstration, practice and drill, question and answer, or calls for service.

Intelligence is another factor that can affect the learning process. The traditional measuring of intelligence through a standard "I.Q." test is based primarily on a one dimensional assessment of mental ability. Even the Scholastic Aptitude Test (SAT) uses a measurement of a person's verbal and math scores to determine their level of intelligence. In reality, we may have a variety of intelligences that can be analyzed.

Educator Howard Gardner theorized that we may actually have multiple types of intelligence versus the traditional math and verbal intelligence upon which many "I.Q." tests are based. Gardner's intelligence theory has defined seven multiple intelligences that explains how each of us have different learning styles and abilities.

Musical Intelligence - Gardner suggests that musically gifted people are aware of pitch and rhythm as well as the emotional response to music. People with this type of intelligence can easily reproduce melody and rhythm.

Bodily - Kinesthetic - This type of intelligence deals with the body and how it used. People with kinesthetic intelligence are very athletic and are talented when performing physical activity.

Logical - Mathematical - This is often called “scientific thinking” where the person with a logical or mathematical thought process is good at problem solving. These people can easily recognize patterns, categorize and make connections.

Linguistic Intelligence - This person enjoys reading, writing, and telling stories. They understand the correct usage of language and have good memories for words. Learning a foreign language would not be difficult for someone with linguistic intelligence.

Spatial Intelligence - People with spatial intelligence can create an image and then transfer image to a situation. Spatial problem solving is required for navigation and in using maps. Spatial intelligence is employed in the visual arts by use of space. Designers and creators generally have spatial intelligence.

Interpersonal Intelligence - This is the capability of being comfortable with others. The person with interpersonal intelligence builds on a core capacity to notice distinction in others. Examples of interpersonal intelligence may be the skilled interrogator or hostage negotiator where the skill is being able to read the intentions and desires of others, even when these have been hidden.

Intrapersonal Intelligence - The person possessing this intelligence understand, their own emotions, know who they are and are realistic about their abilities. They know what they can and can’t accomplish.

Motivation and Learning

Motivation is probably the dominant force which governs the student’s progress and ability to learn. Motivations may be tangible or intangible; they may be negative or positive; they may be very subtle and difficult to identify; or they may be obvious.

Negative motivations are those which may engender fears, and be accepted by the student as threats. While they have their uses in limited situations such as the instruction of “captive” groups, they are not characteristically as effective in promoting efficient learning as are positive motivations.

Positive motivations are provided by the promise or achievement of rewards. These rewards may be personal or social; they may involve financial gain, satisfaction of the self - concept, or public recognition. Some motivations which can be used to advantage by the instructor include the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image or sense of achievement.

Recruits are like all other workers in wanting a tangible return for their efforts. If such a motivation is to be effective, they must believe that their “take home pay” is worthwhile and that their efforts will be suitably rewarded. These rewards must be consistently apparent to the recruit during his or her instruction, whether they are to be financial, self-interest, or public recognition.

Learning Plateaus

A learning plateau is a place where learning stops or levels off. Many factors may cause or influence learning plateaus. These include fatigue, boredom, distractions, too much information too fast, fading interest and saturation. Temporal random plateaus in the learning rate are not necessarily serious and can be expected with any recruit. Each one should be examined carefully to identify any contributing influences which can be countered. The FTO must be aware of the plateaus characteristic in the learning process and be prepared to evaluate their significance when slumps occur and to take corrective measures when appropriate.

Slumps or plateaus in the rate of learning are more likely to occur as a recruit advances to more complicated operations. Often the reason for this is that the recruit

has failed to master one element of the operation, which leads to the appearance of deficiency in the performance of all of the elements involved. Improvement usually occurs again when this one element is mastered.

The FTO can accelerate this improvement by identifying the element which is disturbing the recruit and by concentrating the FTO's instruction on that one phase of the operation concerned.

Another possible solution is to change the method of instruction, use humor or role play to get past the plateau.

Facilitating Adult Learning

There are different methods available to the FTO to facilitate learning in the recruit. In presenting the material or skills to be learned, the FTO should show the recruit why the material is important. Often learning comes easier to someone when they know why something they're learning is important. Another way to facilitate learning is to involve the recruit in the learning process. A simple question of; "How would you handle this situation?" or "What would you do differently in this situation?" gets the recruit involved in their training and stimulates their thought process.

FTOs should vary their methods of instruction. They should avoid straight lecturing as adults tend to become bored with lectures. Try to appeal to as many senses as possible, remember that different people learn in different ways. It's also important to hold their interest. Be creative, utilize role playing, mock calls, use of force skills, etc. People learn 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what is discussed with others, 80% of what they experience personally, and 95% of what they teach to someone else.

Show enthusiasm, if you have an enthusiastic outlook for the job, your recruit will also. In turn, the recruit will learn what's presented.

Be interested in the subject material and the recruit's training progress. If you're interested in the training and in the recruit, learning will come easily for your student.

The FTO should be aware of possible past experiences of the recruit officer and use that in training. Many new officers come from varied backgrounds with some having prior law enforcement experience. The FTO could use this knowledge to involve the recruit in the training. Use their experience by calling on them to lead a discussion or answer a question. For example, a recruit that had prior experience as an Emergency Medical Technician on fire and rescue might observe something on a motor vehicle accident scene that the FTO isn't aware of. The FTO may then ask the recruit about their observations of the scene and "debrief" the call. Using small group exercises can also serve to obtain the benefit of the recruits varied experience.

The FTO should also guide and reinforce the recruit. By acting as a facilitator the FTO can let the recruits be responsible for their own learning. It's also important to provide positive reinforcement frequently. What is most important is the manner in which reinforcement is given, not the amount.

Adult learners are problem oriented. Give them the "big picture" and have them work out solutions. Although there are some good lessons to be learned in "war stories", try to minimize their use. Try to discriminate background from critical information and provide frequent connections between the classroom and the job.

It's also important to provide enough time for the recruit to learn. Learning is difficult if the person trying to learn is rushed. Adequate time to learn a skill should be planned in your training schedule.

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Section Five

Training and Teaching Skills Development



**Division of Criminal
Justice Services**

TRAINING and TEACHING SKILLS DEVELOPMENT

This section will discuss the need for and the process of developing effective communication so the FTO can build on the recruit's experiences from the Basic Course for Police Officers and so the recruit will understand the goals and objectives of the field training program. Developing effective communication and teaching skills will help to keep the recruit motivated to learn. Good communication will also keep the recruit informed of his or her progress in the program.

Field Training Officers who are interested in transmitting skill and knowledge to others must answer three important questions:

1. What should be taught?
2. What materials and procedures will work best to teach what we wish the recruit to learn?
3. How will we know when the recruit has learned?

Not only must these questions be addressed for an FTO to instruct effectively, they (the questions) must also be answered in the order they are listed.

Once course objectives are developed, lesson plans and the duration of the lessons must be established. Instructional methods that enable police candidates to progress more rapidly toward the course objectives should be implemented.

The course objectives must be communicated to the learner. He or she must fully understand the objectives. A clearly stated objective succeeds in communicating to the learner a visual conception of what a successful recruit's skills will be at the end of the course or at the end of a portion of a course. Objectives are fully realized only when the recruit can demonstrate competence. A statement of specific course

objectives is not sufficiently explicit unless it indicates how the instructor intends to evaluate the recruit's understanding. The teacher must describe what the learner will be asked to do to demonstrate his or her understanding. Thus the statement that communicates best will be the one that describes the expected terminal behavior of the recruit. Such a statement should identify and define the desired behavior as well as specify the criteria of acceptable performance.

Specifying the minimal acceptable level of ability for each objective creates a performance standard against which instructional programs can be assessed. Then it can be readily ascertained whether or not a program has been successful in achieving its instructional intent.

One of the most successful ways to indicate a lower limit of acceptable performance is to specify a time limit for completion of an activity. For example, the evaluation of rapid fire on a pistol course is directly contingent upon completion within a specified period of time. Time limits often are imposed upon recruits more informally when they are told how much time will be allowed to complete a written examination.

Time limits and minimum numerical scores are not necessarily essential. What is essential is there be a reliable accurate method to measure recruit performance according to the stated course objective.

There is no magic formula to determine the most effective teaching technique for a specific subject. We have found that videotape, audiotape and program texts supplemented by lecture may be the most effective teaching techniques to employ.

Research reveals that participating recruits learn more effectively than non-participating recruits do. The more a person participates in an incident, the better he or she becomes in handling its demands, providing of course, that his or her responses are accompanied by effective critiques. If participation is to be effective, recruits should

acquire basic knowledge prior to the formal training sessions. Homework assignments may assist in the acquisition of this foundation.

Because individuals learn at different speeds, standardized programs can hold some recruits back while others move ahead. Self-paced individualized programs of instruction are methods for overcoming the learning rate problem. The individualized instructional technique must be goal oriented. There must be a clear definition of what the recruit will be able to do after training.

Field Training Officers should plan lectures, discussion and individualized programs carefully. Well thought out lesson plans utilizing visual aids and demonstrations should be used as aids to teaching as well as for the promotion of standardized training. An acceptable standard in the field of vocational education is the Five Step Teaching Process. These five steps are:

1. Rehearsal - testing the competency of the lesson plan.
2. Preparation - preparing the recruit's mind to receive the information.
3. Presentation - giving the recruit knowledge or demonstrating the new operation through an organized lesson plan.
4. Application - giving the recruit an opportunity to apply his or her newly gained knowledge.
5. The Test - checking the ability of the recruit to perform the operation or to apply the knowledge in a new situation.

Lesson Planning

What to teach is one of the first problems which confronts the instructor. Instructor who teach trade and technical classes choose the content for their teaching

from an analysis of their occupation. Their courses must be organized into lessons and administered in the proper teaching sequence.

The instructor is also confronted with trying to determine how much to include in each lesson and how to present the material effectively.

- Lesson planning enables you to make an orderly logical presentation of lesson material in fulfillment of instructional goals or performance objectives.
- Lesson planning by the FTO is part of goal setting; it lets the recruit know what you expect of him/her.
- Lesson planning within the field training environment is useful to standardize training, document training and ensure that goals and objectives are met.

The Lesson

A lesson is not a period of time; it is a body of instruction, although there is a limit to the time an instructor can maintain interest in a lesson. This amount of time varies according to the purpose of the lesson and the level of recruit participation connected with the lesson.

Unfortunately the teacher often must consider the time factor when actually presenting a lesson. Each lesson should be planned in its complete form and changes due to a lack of time can be made while the lesson is being presented. If possible, the instructor should plan his or her teaching so as to allow enough time to complete a lesson in its entirety when presenting it.

The lesson, as a complete unit of instruction, should be selected in terms of the following factors:

What are the lesson objectives?

The lesson is designed to help recruits learn. The objectives should therefore be planned around recruit achievement.

Does the lesson meet the needs of the recruit?

Instruction should be recruit centered. What is taught is only of value for the contribution it makes to the development of the recruit.

Does the lesson deal with only one major topic or job?

It is important that the recruit not be confused with too many ideas or topics presented at one time.

Does the lesson contain new ideas or procedures?

If there are no new elements the lesson should be treated as a review lesson. If there are more than six or seven new elements to be learned, it may have to be divided into several lessons.

Is the lesson based on previous information?

Unless the lesson starts a new unit of work, the lesson should have some connection with previous information.

Does the lesson lead into more advanced work?

Unless the lesson is the last one in a unit of work, it should be planned to be followed by additional information.

Is the lesson too short?

If the lesson does not contain enough material to warrant giving a test on the information presented, it may not be a lesson, as such, but merely a bit of information. It may be desirable to combine several small “lessons” into a larger unit of instruction.

Is the lesson too long?

A lesson should be complete enough to warrant the planning and effort required. Any time the lesson rambles or pursues uncertain goals, it should be terminated so that valuable time can be used in other activities. The learner’s attention span must also be taken into account.

INSTRUCTIONAL SYSTEMS - IPAT

Step 1 – INTRODUCTION

The first step of the teaching process should result in the arrangement of the ideas and experiences already present in the learner into such order that he will be perceptive toward the new ideas and experiences to be taught. No new knowledge is added. The instructor is interested in developing a basis upon which the instruction can rest. It is also essential that the introduction step be designed to focus the interest of the recruit on the lesson to be learned and to provide him or her with a motive and enthusiasm for learning. These steps must be all thorough and complete if the new instruction is to have effective reception.

Step 2 – PRESENTATION

The objective of the second step of the teaching process is to impart the new knowledge or skills to the learner. This step must be related to known ideas and experiences. The instructor’s problem is to arrange the material to be taught in an effective order, placing emphasis on the most essential aspects.

Step 3 – APPLICATION

The third step of the teaching process affords the learner the opportunity to put to use the information prepared for and presented in the previous steps. It should disclose the learner's grasp of the details of the new subject matter and his or her ability to progress.

Step 4 – TEST

This step demonstrates the recruit's understanding of the material presented. The last step of the teaching process may be regarded as the final inspection of the learner's accomplishment. The instructor is concerned with determining the present abilities of the learner and his or her readiness to move on to a new phase of instruction. The test can be an oral test, a written test or a performance test.

COMPONENTS OF GOOD INTERPERSONAL COMMUNICATION

“What skills do I need to be an effective FTO?”

- Calm, approachable demeanor
- Good, active listening skills
- Open mindedness
- Sensitivity to others
- Non-threatening body language / facial expressions
- Good speaking skills / command of language

“What are barriers to good communication?”

- Personality conflict
- Language
- Understanding caused by perceived differences in culture, age, gender, education, values, etc.
- Fear

“How do I overcome those barriers?”

- Establish rapport
- Create a positive atmosphere
- Effective feedback
- Recognize the responsibility to maintain open lines of communication through your effective and professional attitude, verbal, non-verbal behavior.

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Section Six

Expectations and Role of the FTO



EXPECTATIONS and ROLE of the FTO

Characteristics and abilities of successful Field Training Officers

The Field Training Officer is the single most critical position in the field training program. The FTO is the connection to the agency, the interpreter of units and functions, rules and regulations, customs, moral standards and the deliverer of new general orders. In the eyes of the recruit, what the FTO says or does is gospel! Police officers wishing to become a Field Training Officer should have a strong desire to serve as an evaluator and mentor, have strong communication and reasoning skills, have significant experience as a police officer, experience as a trainer and or supervisor is desirable, but not necessary, satisfactory completion of an oral interview, excellent or very good performance evaluations, they must be ethical, dedicated and enthusiastic.

Incentives for becoming a Field Training Officer

The incentives and rewards of becoming a field training officer can include all of the following:

- Personal satisfaction

- Having a direct impact on the future members of the agency

- Supervisory experience

- Agency specific incentives such as monetary compensation, training opportunities, awards and unit recognition ribbons

Roles of the FTO

The Field Training Officer is looked upon to be a positive role model for the recruit. He or she is one that exemplifies excellence in carrying out the duties of general law enforcement. The FTO should present a professional bearing and appearance and have a positive attitude toward the job. The FTO also has the role of a trainer/teacher, in that he or she assesses the training needs of the recruit and

understands what motivates them to learn. The FTO utilizes a variety of teaching skills and techniques to ensure that the maximum amount of learning is achieved. He or she is also a supervisor or leader. The FTO communicates with the recruit in an effective manner to facilitate the learning process. He or she keeps the recruit motivated to their best performance level, coordinates and directs training on a day-to-day basis. As an evaluator, the FTO has the skills to fairly and impartially observe and provide feedback of performance according to standardized evaluation guidelines. The FTO also has the courage and is responsible enough to provide honest and objective documentation of the recruit's performance. He or she provides clear direction to guide the recruit to an acceptable level of performance and will recommend remedial training when and where appropriate. The FTO also has the role of counselor and coach and develops a rapport with the recruit through care, concern and empathy. He or she remains perceptive to the needs of the recruit as they relate to job performance and utilizes positive techniques in achieving the goals and objectives of the field training program.

The FTO is a facilitator and mentor helping recruits along with their learning and training. They translate what is taught in the classroom and apply it to street training. The FTO helps the recruit build a foundation on which their career will be built.

An FTO has to model ethical behavior where they lead by example. They don't teach "short cuts" and they support department policy, procedures and values. The recruit will most likely learn from the FTO by imitation or imprint learning, especially from the recruit's first FTO. This is the FTO that will make the biggest impression on the recruit and the recruit will model themselves after the initial FTO. The recruit will most likely imitate whatever methods or attitudes his or her first FTO demonstrates. It is important for the FTO to realize what a great impression can be made on the recruit they are training. Care should be taken to refrain from such comments as, "Forget everything you learned in the academy." These types of comments only tend to confuse a new officer. The Field Training program is an important part of the basic academy and the FTO has the responsibility of helping the recruit officer in applying knowledge gained at the academy to practical patrol on the streets. The FTO needs to

recognize ethical issues involving themselves and their recruit officer including, but not limited to, hazing and socializing. Socializing with the recruit may lead to allegations of favoritism; it may affect objectivity in regard to evaluations of the recruit. Hazing could lead to complaints and allegations of not being treated fairly. Agency policy should be adhered to by both the FTO and the recruit officer. The FTO should always review department policy with the recruit officer.

Establishing a professional relationship with the recruit officer is an important step in field training. The relationship between a FTO and a recruit officer can be one of the best or one of the worst. Much of how it will be depends on the FTO. The foundation of the FTO and Recruit Officer relationship is respect. The FTO has to show respect for the recruit. Never demean or embarrass the recruit officer. There should be no practical jokes played on the recruit or no “set ups.” The FTO needs to maintain a professional relationship with the recruit to gain the recruit’s respect. The recruit will respect the FTO as his or her first line supervisor and respect your authority and decisions. If the FTO damages the relationship intentionally, the FTO may never be able to regain the recruit’s confidence, trust, and respect.

FTO’s should try to maintain the integrity of the professional relationship. Do not get trapped into making false or emotional commitments. Avoid situations that could compromise your position of leadership. Recruits do not have to like you, but they must respect you. Recruit officers may experience stress from a number of different sources throughout their field training program. The FTO needs to be aware of these sources of stress and that they may affect the recruit’s performance. One source to be aware of is professional or job related. The agency’s expectations of recruit job performance, evaluations and the FTO can bring about stress on the recruit. Personal stress sources may also affect recruit performance. Family problems, financial concerns and relationships may bring about non-job related stressors that will affect the recruit’s job performance. The recruit’s background may also play a role in stress. Their age, education, culture, etc., can make the field training program difficult for the recruit.

The FTO needs to recognize the symptoms of recruit emotional stress and take the appropriate action(s) to alleviate or provide referral resources. Symptoms include: a sudden change in behavior or attitude, nervous speech, difficulty concentrating on routine tasks, erratic performance, excessive perspiration, labored breathing in the absence of physical exertion, irritability, and the inability to retain or recall fundamental information or procedures.

The FTO can take variety of actions in an attempt to relieve these stressors. The FTO can have the recruit “unplug” and temporarily remove them from the evaluation process. (Go into “Limbo”) Another action is to try role reversal, have the recruit train the FTO. Another course of action would be to refer the recruit to counseling or employee assistance if needed.

Lastly the FTO has to assume responsibility for all actions and decisions as a field training officer based on departmental policy or absence thereof.

The Field Training Supervisor

The role of the supervisor is one of significant importance to the success of a Field Training and Evaluation Program. Without the support and involvement of each supervisor, the program will undoubtedly suffer and program related problems will be exacerbated.

The supervisor has the responsibility to monitor the training of every recruit officer assigned to their watch and to assist the FTOs in accomplishing their goals. FTOs have a very difficult job, but a job made easier with proper supervision. The Program Commander’s responsibilities are more easily and efficiently met with the help of the Field Training Supervisors.

The FTO Supervisor as a Liaison

One of the major problems that FTOs experience is the resistance or interference by non - FTO supervisors. These responses usually stem from a lack of understanding of the program or its goals by non - FTO personnel. They have not received the training afforded FTOs and do not understand why we do some of the things we do. It is the watch Field Training Supervisor's responsibility to deal with this lack of understanding. He or she must be aware of existing as well as potential problems and take action without prompting. If a FTO voices their concern that a non - FTO supervisor is interfering with the training process, the Field Training Supervisor must look into the matter to determine what is happening.

Keep in mind that patrol functions normally take priority over training and there may be circumstances where Field Training Program procedures should not be adhered to. The FTO and Recruit Officer should be given an explanation as to why procedures were changed and a return to normal should occur as soon as possible.

Administrative Responsibilities

It is important that all DORs be completed each day and that they are numbered properly. All other reports have similar time constraints. The FTO Supervisor must see to it that these reports are turned in on time and that none are missing.

FTO Supervisors must also ensure the completeness and accuracy of all reports. This takes some time and effort but is absolutely necessary to the program's success. It is recommended that each FTO Supervisor design some method for DOR accountability. This means practicing Time Management. By using such a system, one that fits each supervisor's particular schedule of responsibilities, the supervisor will be able to perform their training duties as well as their regular patrol supervisor duties efficiently.

Field Training Officer Evaluator

Each agency should develop a form for evaluation of the FTO by their Recruits. This form or some other means can be used by the FTO supervisor to evaluate the FTO. What is important is that each FTO is monitored and evaluated by a Field Training Supervisor.

The FTOs have a need to know how they are doing. Additionally, the Program Commander must be apprised of the performance of all FTOs in the program.

Various methods may be used to monitor the performance of FTOs, some of which are listed below.

1. Observing behavior at briefings.
2. Observing field performance on calls.
3. Observing simulated exercises.
4. Reviewing all FTO initiated reports.
5. Discussion with recruit officers.
6. Discussion with other FTOs.
7. Discussion with other FTO supervisors.
8. Observing and listening to input at evaluation sessions.
9. Monitoring assignment due dates.
10. Observing teaching styles (in - service and academy).
11. Discussing Field Training and Evaluation Program procedures and philosophies in formal and informal settings.

Meeting Facilitator

Frequent Field Training evaluation meetings are integral to a Field Training Program, but to be effective they must be well structured and properly moderated. The meetings should ideally be conducted by the Program Commander; however, there will

be times that the supervisor may be assigned this duty. It is important for the supervisor to have a working knowledge of how such a meeting should be conducted. The information exchanged at these meetings is vitally important to program effectiveness.

The following are suggestions for a program evaluation meeting format:

1. That the meeting be always directed towards the program's goals. This is not a time for rumors or derogatory statements about recruits. Whoever is chairing the meeting should be in complete control at all times. While conversation will stray from topic to topic as different issues are addressed, the moderator should insure that the topics discussed are relevant and timely. If they are not, then discussion must be guided in its intended direction. The purpose of these meetings is to discuss the progress of all recruits and attempt to resolve any problems the FTO may be having with training or evaluation.
2. The meeting should begin or end with administrative matters needing discussion. This may be a useful time to cover new procedures or to present a 15 or 20 minute training session. Quite often the FTOs will want to discuss topics relating to departmental problems. Discretion should be used in allocating time to these discussions. The distinct difference between "bull" sessions and meaningful productive discussion must be recognized. A good rule to establish from the beginning is that no topic will be discussed unless it can be resolved by the members present or is truly relevant to the program goals. If it does not meet these criteria, it is probably an "academic" issue.
3. The next item on the agenda should be discussion of recruit performance. This is most effectively accomplished by the following order:

- a. Discussion about those recruits experiencing other than normal or usual problems.
- b. Discussion about those recruits who might be considered as having only a few problems.
- c. Discussion about those recruits performing at, or beyond, the expected or anticipated level for the phase they are in.

The reason behind this is that those with problems take most of the available time and it is primarily important that we fully discuss their strengths, weaknesses and remedial strategies. A discussion of the exceptional employee or the employee performing at the “satisfactory” level is obviously not as crucial.

- 4. The discussion of a recruit’s performance should proceed along the following format:
 - a. Strengths
 - b. Weaknesses
 - c. Remedial Efforts
 - d. Recommendations

The various strengths and weaknesses are discussed, with ample documentation of representative incidents provided. Remedial efforts will be covered to include:

- a. **What they were.**
- b. **What they were suppose to correct.**
- c. **What their success was.**

Recommendation of further remedial efforts should be made as well as suggestions about the recruit’s advancement or extension in the program.

5. Each recruit's rook book should be brought to the meeting by their FTO. The rook book will be discussed in terms of the progress relative to the week in question. It may also be used to demonstrate weaknesses in the recruit's performance.
6. The end of the meeting should include a brief summary of any actions or recommendations that need follow up, who is responsible for the follow up and a due date for accomplishing same.
7. Things that should be avoided at a meeting:
 - a. Turning into a complaint session.
 - b. Discussing recruit personality traits.
 - c. Spreading rumors. It may be important, however, to explain or control rumors.
 - d. Allowing a FTO to discuss their actions rather than the recruit's unless pertinent to the recruit's behavior or center on what a FTO has done to remediate a problem.

If these procedural guidelines are followed, the program evaluation meetings will continue to be an extremely useful tool. Keeping these guidelines in mind will assist the agency in maintaining fairness and objectivity.

Behavior Modification

Training is actually a method used to modify behavior. The FTO Supervisor should be aware of this and guide the training efforts towards the accomplishment of this goal. Behavior modification is a strategy that every supervisor and FTO should be aware of and use.

The two foundation principles of behavior modification are: 1) as human beings we tend to repeat things for which we are rewarded; and 2) we tend to avoid those things for which we are punished. Therefore, when we see an act that we deem proper and would like to see it repeated, we should reward that person. If we ignore the action, then the likelihood of it being repeated again becomes a matter of chance. This fact must be reinforced by the Field Training Sergeant with his or her FTOs. The reward does not have to be an obvious one either. A comment on the DOR or a verbal recognition may be all that is needed. Social reinforcement is a very powerful tool.

If behavior occurs which is unacceptable, that behavior should not be ignored, but should be punished. Chances are that the person may perceive silence as passive approval and commit the act again. A negative comment about the nature of the act followed by reference to it in the DOR suffices as punishment in most instances.

When delivering reward or punishment, the following must be remembered:

1. The reward or punishment must be immediate if it is to be effective. This may not always be possible but we should try to adhere to this principle whenever possible.
2. The reward or punishment must be consistent. If not, accusations of unfair practice could occur, but more important, the recruit officer may not understand the relative importance of the act.
3. The reward or punishment must fit the behavior. Do not overreact to a minor failure, nor should a major success be treated with minimal response.

Maintaining Program Integrity

The supervisor in the Field Training and Evaluation Program, as in the total organization, is a key figure. A substantial amount of the enthusiasm and dedication an FTO will have for the training program will depend on his or her relationship with the Field Training Supervisor. The supervisor must be professional and fair at all times. The FTO must also be able to depend on the supervisor's availability and the completion of supervisory staff work on time. This means a great deal to the training officer. FTOs need constant reassurance and support. This is one of the most important roles a supervisor will undertake.

The program commander cannot maintain program integrity alone. The Field Training supervisor must also help. Some of the ways in which the supervisor helps are:

1. Making contact with FTOs and recruits at least once per shift.
2. Reviewing evaluations immediately or within one day of receipt.
3. Following up on FTO requests in a timely manner.
4. Keeping Field Training and Evaluation Program files orderly.
5. Critiquing FTO performance and making suggestions for improvement.
6. Keeping all information confidential and preventing it from falling into unauthorized hands.
7. Avoiding negative comments about recruit officers or other department personnel.
8. Taking your responsibility as a Field Training Supervisor seriously.

While the above list is not exhaustive, it does cover a range of mistakes most commonly made by Field Training Supervisors. Remember, total program integrity

can only be accomplished if all supervisors will assume an aggressive role in the program and remain professional.

The Field Training and Evaluation Program Commander

The Field Training Commander has the command responsibility for the Field Training and Evaluation Program. He or she has responsibility for the direct supervision of the FTO supervisors. Ideally, the Field Training Commander should be a patrol division Lieutenant or Captain that may have the dual responsibility as the patrol division shift commander.

The program commander is responsible for maintaining, overseeing and updating the entire program operation. He or she revises manuals and implements change when the need arises.

The program commander is responsible for selection and training of new FTOs and FTO Supervisors. The commander is also responsible for refresher training to be given periodically and any in-service training given at evaluation sessions.

A primary responsibility of the commander is to set the mood and philosophy from which the program assumes its character. If the commander displays an image of confidence, enthusiasm, and concern for the personnel involved in training, the program will take on similar characteristics.

The commander should maintain a complete set of files so that administrative, personnel, and training information may be recorded and preserved. The commander should also assure that these files remain confidential.

The commander should review all daily observation reports, bi-weekly evaluations, and any other information relative to a recruit's progress.

The program commander should have the responsibility to schedule and moderate evaluation sessions. He or she is responsible for ensuring that information presented at these sessions is objective and applicable to the training and evaluation function and that subjective non-pertinent information is not passed.

The commander should also see that FTOs and Field Training Supervisors are evaluated. These evaluations may occur in the form of peer evaluations, formal supervisor evaluations, or evaluations by recruit officers. Regardless of the type, the FTO or Supervisor should be advised of information from these evaluations on a regular basis.

The program commander should maintain close contact with the Field training Supervisors and should act as liaison between the Field Training Supervisors and non-FTO personnel. The program commander should maintain only that supervisory responsibility necessary and relevant to the Field Training Program and should not conflict with other shift commanders and their routine watch responsibilities.

While it is the primary function of the FTO to train and evaluate his or her recruit officer, the program commander must see that the training is relevant to the job and standardized among and between FTOs. The commander should monitor remediation attempts and give guidance to FTOs when appropriate.

The commander is also responsible for the assignment and rotation of all recruit officers. The commander should see that the recruit officer is exposed to all shifts and areas of the city as much as is practical.

Finally, the Program Commander is responsible for keeping the administration apprised of recruit officer progress and program efficiency.

What are the 5 Roles of the FTO?

1. C

2. R

3. E

4. S

5. T

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Section Seven

Override and Intervention Techniques



OVERRIDE and INTERVENTION TECHNIQUES

“What’s the difference between override and intervention?”

Override is where the recruit’s action or decision is changed by the FTO. Intervention occurs when the recruit is stopped or redirected by the FTO from taking a specific course of action.

“When is it appropriate to override and intervene?”

The FTO should override the recruit’s actions and intervene in any case which involves:

- Officer safety
- Public safety
- The misapplication or violation of law
- Violation of departmental rules, regulations, or procedures
- In any other liability issues

Mechanics and techniques of override and intervention

Override and intervention techniques can be subtle or overt. Subtle techniques include non-verbal body language. An example of non-verbal techniques would be a nod, glance or frown; placing yourself near the recruit. A subtle verbal technique would be clearing your throat or asking a simple question to redirect the recruit.

An example of an overt technique would be shouting, stepping between the recruit and victim or suspect. Also physical contact such as grabbing the recruit’s arm. Any of these techniques may be used by the FTO when appropriate.

“How can I use override and intervention techniques as learning tools?”

Focus on the event. The recruit should be allowed to experience as much as possible within certain units. Expect mistakes! Recruits learn best by doing and can learn from mistakes. It's ok for a recruit to make mistakes so long as they are not serious lasting mistakes. Although the tendency is to step right in and correct the recruit rather than let the recruit make mistakes, sometimes the FTO must and should stand by and watch. If the mistake is minute and will cause no harm, sometimes it's acceptable to let them make the mistake to learn from it.

Focus on the recruit. The recruit should be permitted to do everything possible as long as the end result is positive development of knowledge, skills, attitudes, and behavior. Even if the recruit is making mistakes, if there are no serious consequences and learning is taking place, let the recruit proceed and make corrections later. If learning is not occurring, or if the recruit is learning the wrong thing, the FTO should intervene or override. The FTO must know the recruit and the importance of turning the situation as soon as possible back over to the recruit. The FTO should explain to the recruit that intervention will occur if necessary. The recruit should be instructed that these matters will be discussed privately after the incident.

Effects of FTO override and intervention

Override and intervention action of the FTO can have two different effects on the recruit. The recruit can react negatively to the FTO's action or positively. A negative reaction to override and intervention might be in the form of inhibited or a halting of learning. It could also destroy the relationship between the recruit and the FTO. It may also give citizens the impression of incompetence.

The FTO can override and intervene with the recruit's actions and decisions and create a positive effect on the recruit. The FTO should intervene in a way that minimizes the recruit's feeling of failure and gives back the recruit's confidence and self-

respect. The FTO should override and intervene in such a way that does not relieve the recruit of responsibility and makes the recruit solve the problem.

The FTO can link the action to other training issues such as officer safety, public safety, and liability. This will reinforce appropriate decision making and proper application of policy and procedures.

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Section Eight

Remediation Methodologies and Strategies



**Division of Criminal
Justice Services**

REMEDIAL METHODOLOGIES and STRATEGIES

Remedial training plans are actions designed to correct or review previously taught information or procedures. Training goals should be the focus of remedial training plans. For example, remedial training plans should be developed which clearly identify what the recruit is expected to accomplish, under what time frame, and using what resources.

In entering remedial training, the recruit should already be aware and have acknowledged the areas where their performance was deficient. This should have been discussed with the recruit by the FTO. Remember, “No surprises, no secrets.”

The FTO should be able to diagnose what problems the recruit is having and provide feedback to the recruit as to how to correct the deficiency. Many FTOs overlook their obligation to go beyond training and evaluation. They must correct observed deficiencies in areas of knowledge, skill, and attitude. It is not sufficient to point out what is wrong and to report it; the FTO must then do something to help the recruit to improve.

After determining recruit performance deficiencies, the FTO then can begin to apply proper remedial training methods to assure training in the substandard areas. The FTO should be as specific as possible; identify and describe the deficiency. The recruit can be called upon for help in identifying beneficial training that affects them. The FTO should also reflect on and determine what has been tried and found to be effective and then develop a plan that identifies remedial expectations. The plan then can be implemented and the success evaluated.

The FTO can employ a variety of remediation methods and resources to help the recruit improve in his or her deficient performance areas. Examples of which include:

1. **Flash Cards:** The making of flash cards by the recruit enhances the learning process because more than one “learning sense” comes into play. Flash cards are particularly effective with such subjects as radio codes, vehicle and traffic law sections, penal law sections and elements, and report form selection.
2. **.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 patrol vehicle (driving skill) or while acting as either the driver or the passenger (patrol observation). When driving skills are being taught, the recruit’s recitation should focus on the street and traffic conditions, traffic control devices and defensive driving information. When patrol observation is being taught, the recruits should direct their attention to people and things which would be of police interest. The intent of this training is to move the recruit from “looking” as a civilian to “seeing” as a police officer.
3. **.Commentary Thinking:** This technique is especially useful for those recruits who know what to do but their thought patterns, once subjected to stressful situations, become muddled or disjointed. Commentary thinking is simply thinking out loud. Recruits are instructed to talk out their thoughts. They are not allowed to think silently. If they are en route to a particularly stressful call, then they must tell their FTO what the call is, how they will get there and once there, what their actions will be. In this way, they must order their thoughts and present them to the FTO in a clear and logical manner. An important benefit from this experience is not only the “putting in order” their thoughts and actions, but to slow their thought process down and prevent “overload.” We have all been in situations where our minds raced so fast that our actions have not been able to keep up. An example might be when you try to write an interesting idea down on paper, your thoughts flow much faster than you can write. This is what happens to some recruits when they are confronted with a situation with which they are not comfortable. By having them “talk out” their thoughts, their thinking will revert to a slower more understandable pace. Recruits should be encouraged to

visualize the call and how they would proceed in handling the incident. This process will also have a calming effect and reduce stress.

4. **.Using a Map:** Also essential for teaching orientation is a Map. Perhaps the most effective use of this is to ask the recruit to trace their intended route before proceeding to a call. Exercises can also be developed wherein the recruit is given simulated assignments involving movement from one location to another. Using a grease pencil to track a route on a piece of plastic placed over a map is an effective technique.
5. **.Spelling Quizzes:** The FTO should be keeping track of words which are frequently misspelled. The FTO should provide the recruit with this list and schedule a test several days in advance. Perhaps the best method of teaching correct spelling is to have the recruit write the words over and over fifty or more times. Adults learn by repetition.
6. **.Role playing:** This is a superb tool for a variety of performance problems including interview and interrogation, field interviews and officer safety issues.
7. **.Role Reversal:** This method is essentially the same as role playing except that the FTO reverses roles with the recruit. The recruit then watches the FTO perform a task in the same incorrect manner that the recruit had done earlier. The recruit is then required to critique the FTO and offer suggestions for improvement.
8. **.Simulations:** Similar to role playing but usually involving task achievement such as hand-cuffing techniques, vehicle positioning for traffic stops, loading and unloading the shotgun or weapon in the dark. Simulations are pretend situations which are as realistic as possible but under controlled conditions. For example, the recruit's eyes can be blind folded to simulate loading the shotgun in darkness. Dummy rounds should, of course, be used. Radio procedure and technique can also be taught with this method. The FTO may ask the recruit to

respond to all radio calls as though he or she were actually the unit called. Some radio microphones can be turned off so that the recruit can use the microphone to increase realism. Periodic questions by the FTO referring to previous transmissions are also effective in that they force the recruit's attention to the radio.

9. **.Self – Evaluation:** This is another excellent technique, especially valuable for use with a recruit who seems to be having difficulty accepting the criticism of the FTO. The FTO begins the watch by providing the recruit with a copy of the Daily Observation Report, advising him or her that they are to complete an evaluation report on themselves at the end of the shift. The FTO, of course, also completes one. The recruit's self-evaluation should be reviewed by both parties. Normally the recruit is at least as critical of himself or herself as the FTO. The technique has a way of opening the recruit's eyes to his or her problems. This technique should be employed infrequently (no more than once every two to three weeks) in that it will lose its effect if used all the time. Visits to the communication center for feedback from dispatchers regarding the recruit's radio procedure are sometimes valuable. The visit should be preceded by conversation with the dispatchers to ensure that their opinions about the recruit's problems are consistent with those of the FTO.
10. **Other Techniques:** There are other techniques or strategies that are employed to deal with training issues that occasionally arise with some recruits. Minority and female recruits are sometimes benefited by placing them with training officers of the same ethnic or sexual group. An absence of a role model with which one can make an easy identification will sometimes impede the learning process. Some recruits occasionally develop the naive belief that "everyone out there is a bad guy" or they develop an aggressive approach to each person they contact. Many FTOs have recruits contact local business owners, seemingly to complete an "emergency contact card" or to see "how things are going." These contacts are positive experiences for all concerned in that the recruit experiences

contact with persons other than suspects and arrestees. Neighborhood watch meetings and attendance at similar group meetings also reduce the recruit's tunnel vision approach to the citizenry. The FTO should be aware that "hands-on" training is far more effective than any other kind. In order to learn, one must be involved in the learning process. The mere "telling" a recruit will not ensure that learning has taken place. Ask questions (which call for more than a "yes" or "no" answer) and present problems to the recruit. It is only in these ways that we can determine deficiencies, retention and task accomplishment. The preceding suggestions are not all the possible strategies that an FTO may use. The FTO is encouraged to use his or her imagination in that any training tactic is a valuable one if 1) it is not demeaning, dangerous or seen as harassment, 2) is designed to bring about learning and 3) does not expose the FTO or the Department to liability.

Remedial Training Documentation

All remedial training should be documented on the second page of the DOR by the FTO for recruit officers that are continuously performing below agency standards and are in need of remedial training. These recruit officers are typically those that receive the rating of "NRT" or "REM" on their DOR. Additional remedial training should be given to those recruits in the "NRT" or "REM" category and special documentation should be noted.

Termination Issues

While we should never give up on recruits who have a chance to succeed, we must respond realistically to those who do not. The field training program is designed to produce competent and proactive solo patrol officers. The termination process is an appropriate alternative for those who do not reach that level. Every agency should have a policy or procedure established to deal with these situations.

Not all programs achieve their desired goals nor are all people successful in their endeavors. The Field Training Program is designed to train new officers so that they can function successfully on their own. This level of competency is, unfortunately, not always reached. Some people realize the expectations they had when they entered into law enforcement were unrealistic or unreachable. Others can perform many but not all of the multiple tasks required. Still others are unable to deal with the stress present in the job. Regardless of the cause, the unfortunate fact is that some people just do not make it. We must be prepared to deal with this circumstance if it happens.

Termination is stressful, not only for the recruit, but for the organization as well. Despite this, in some cases termination is not only necessary but obligatory.

Before a decision to terminate is made, some questions should be asked:

1. **What are the problems of the recruit?**
2. **What is causing these problems?**
3. **What have we done to overcome these problems?**
4. **How much remediation has been completed?**
5. **Has there been any improvement after remediation?**
6. **What are the chances that the recruit will improve in the future?**
7. **Have we fully documented these problems and our remedial efforts?**

Depending on individual agency policy and procedure, collective bargaining agreements and civil service law, certain steps should be followed when recommending termination of a recruit police officer. All memorandum having a bearing on an eventual decision (DORs, Supervisor Reports, Remedial Training Reports, etc) should be gathered. Documentation summarizing the recruit's performance should include conclusions and recommendations regarding retention or dismissal. The documentation should reflect positive as well as negative. After all documentation has been reviewed, a recommendation is made to the agency head or their designee. The recruit officer is also notified of the pending recommendation. It may be acceptable to allow the recruit to speak to anyone in the chain of command. The recruit may elect to resign in lieu

of termination. The agency should retain all memoranda and reports related to termination.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

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Section Nine

Legal and Liability Issues for the FTO



LEGAL and LIABILITY ISSUES FOR THE FTO

Various liability concepts are of a great concern to any Field Training Program and the administering agency. More and more litigation against law enforcement is in the area of “failure or negligence in training.” It’s very important that the FTO and Field Training Administration closely adhere to the rules and regulations of their Field Training and Evaluation Programs. FTOs should be aware of liability issues involving the training of recruit officers. Inadequate documentation, negligent training, personal bias, and harassment complaints have been the focus of numerous law suits against FTOs and Police Agencies.

A Landmark FTO Case

Nancy Fadhl v. Police Department of the City and County of San Francisco, 553 F. Supp. 38, (N. D. CA. 1982) on remand, 741 F.2d. 1163 (11th Cir. 1984), aff’d 804 F. 2d. 1097 (11th Cir. 1986)

This case was remanded on other grounds, training issues are still applicable. The following reflects, in pertinent part, the decision of the district court:

Nancy Fadhl was a San Francisco police recruit officer who was fired in 1978 after failing the field training program. She had graduated the Police Academy earlier that year.

This case concerning sex discrimination was brought under Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq. Trial commenced on March 9, 1982 and post trial briefs on issues related to statistical evidence were submitted on June 11, 1982. Based on the evidence presented at trial the Court makes the following Findings of Fact and Conclusions of Law.

FINDINGS OF FACT

1. This suit was commenced on August 13, 1979 by Nancy Fadhl against the Police Department of the City and County of San Francisco (hereinafter "Police Department"), pursuant to Title VII of the Civil Rights Act of 1964, as amended. Plaintiff Fadhl is a woman who alleges that she was terminated from employment with the Police Department because of her sex.
2. The Police Department is an employer within the meaning contained in Title VII of the Civil Rights Act of 1964.
3. Ms. Fadhl was hired by the Police Department to be a Q-2 police officer in January 1978.
4. Prior to her employment, plaintiff received an Associate of Arts degree in Criminology in preparation for her anticipated employment.
 - a. Ms. Fadhl satisfactorily completed the police academy portion of her training in April 1978 as a member of the 130th recruit class of the Police Department.
 - b. Of the forty-nine (49) recruits in the 130th recruit class, two (2), including the plaintiff, were female.
5. Following completion of her police academy training, the plaintiff entered the Field Training Program (hereinafter "FTO Program"), in May 1978.
 - a. In 1978, the FTO Program was a fourteen (14) week training program which all recruits were required to pass in order to be retained by the Police Department as Q-2 officers.

- b. During the course of the FTO Program, the recruit is trained and evaluated by a series of training officers and sergeants. The recruit's skills are evaluated in thirty (30) performance categories, which are sub-divided under the headings of "Appearance", "Attitude", "Knowledge", "Performance", and "Relationships." In each of the thirty categories, the recruit is graded on a scale from one (1) to seven (7), with the grade of four (4) representing the minimum acceptable grade.
- c. A Field Training Officer (hereinafter FTO) responsible for the day-to-day training and evaluation of the recruit completes a Daily Observation Report (hereinafter DOR). For each of the performance categories in which the FTO actually observes the recruit's conduct on a given day, a grade on the one-to-seven scale is recorded on the DOR.

The FTO also records, in narrative form; the recruit's most acceptable and least acceptable performance of the day, as well as any additional comments.

Alternate Week Evaluation Session forms (hereinafter AWES) are also completed by the assigned FTO who records the significant strengths and weaknesses of the recruit, as well as optional comments.

- d. Each FTO is supervised by a Field Training Sergeant. The Field Training Sergeant, in addition to training and evaluating the recruit, completes a Supervisor's Weekly Training Report (hereinafter SWTR) on which the recruit's average grade for the week in each performance category is recorded.
6. During her participation in the FTO program, plaintiff Fadhl rotated among the following regularly assigned FTOs and Field Training Sergeants: from the eighth through the twenty-eighth day of the Program, Officer H. W. and Sergeant P.D.

from the twenty-ninth through the fifty-sixth day of the Program, Officer M.M. and Sergeant R.B.; beginning on the fifty-seventh day of the Program, Officer J.H. and Sergeant D.D. None of the Police Department Employees who trained recruits in the Program during plaintiff's participation were female.

7. On the sixty-ninth day of the FTO Program, Ms. Fadhl was relieved of field duty, placed on station duty, and recommended for termination on the basis of unsatisfactory field performance. Plaintiff's employment with the defendant was terminated on October 20, 1978.
8. Though the numerical grades given to the plaintiff on her DORs and SWTRs were designed to convey an objective assessment of Ms. Fadhl's performance, it is clear from the evidence of their application that the grades given were subject to the judgment of the person conducting the evaluation. As a result, the numerical grades received by the plaintiff were often inconsistent with either the guidelines themselves or with the training officer's narrative description of Ms. Fadhl's performance.

For example, Officer W.'s description of Ms. Fadhl's most acceptable performance of the day on DOR 22 characterized that performance (a report that she had written) as "flawless", yet the grades given in the applicable performance categories are all fours (4's), indicating minimally acceptable performance. The discrepancy between plaintiff's performance and the scores for her performance bears out the testimony concerning the potential for subjective grading inherent in the evaluation system used in the Program.

9. The FTOs and Field training Sergeants who trained and evaluated the plaintiff did not apply the evaluation guidelines to Ms. Fadhl's performance in the same manner as they applied the guidelines to the performance of male recruits. The guidelines were applied less favorably to Ms. Fadhl than to male recruits. Male recruits, unlike plaintiff, received scores higher than those called for by the

evaluation guidelines, including acceptable scores were unacceptable scores were called for (stet)

10. Defendant's stated reason for terminating the plaintiff was Ms. Fadhl's failure to perform at a consistently acceptable level in various categories to include driving skill under normal and stress conditions, field performance under stress conditions, officer safety, use of physical skill to control conflict and use of common sense and good judgment.

Plaintiff has demonstrated that her inability to perform was not the true reason for her termination, and that she has been the victim of intentional discrimination because of her sex. That the Police Department's proffered reason for plaintiff's termination is pretext for intentional discrimination is shown by the following facts:

Officers Wilson, McNeill, and Hall, who were the plaintiff's regularly assigned FTO's, evaluated male recruits in the critical areas where plaintiff's performance was claimed to be unacceptable and gave Ms. Fadhl less favorable evaluations for similar or superior performances. Men whose performance was more egregious than plaintiff's received DOR scores at least as good as, and often better than those given to Ms. Fadhl. Similar errors in performance resulted in greater score reductions for the plaintiff than for male recruits.

Officer Hughes, who was also assigned to the plaintiff as an FTO during the Program, gave male recruits acceptable scores for performances described as unacceptable by the evaluation guidelines.

11. At trial, several of plaintiff's training officers testified to events or circumstances not reflected in the narrative portions of Ms. Fadhl's written evaluations in an effort to explain the scores given to Ms. Fadhl's performance.. Such post-hoc explanations and rationalizations of Ms. Fadhl's treatment while a recruit are entitled to little or no weight in light of the defendant's policy, testified by

Sergeant B., among others, of thorough contemporaneous documentation of recruit performance.

12. Several of the officers involved in the training and evaluation of the plaintiff expressed a bias against female officers.
 - a. FTO W. described the plaintiff, in AWES as “too much like a woman,” and his testimony at trial in no way refuted the obvious inference to be drawn from this statement that being a successful police officer requires, at some level, not being female.
 - b. Field Training Sergeant D., criticizing plaintiff’s “police attitude” in SWTR 4, stated that “After work she can become feminine again.”
 - c. FTO M., in AWES 6, described Ms. Fadhl as “very ladylike at all times, which in the future may cause problems,” and told plaintiff at one point not to cross her legs because it made her look “too much like a lady.” As officer M.’s testimony at trial revealed, the concern underlying these statements was officer safety (at the scene of a domestic dispute, Fadhl sat well back in a chair and crossed her legs. M. suggested that she should sit on the edge of the chair with her feet flat on the floor so that she could move quickly if she had too.) By referring to the plaintiff as “ladylike,” rather than unsafe, FTO M. communicated to Ms. Fadhl, as to the court, his belief that women police officers are not safe police officers.
13. It was shown through testimony that no effective mechanism for screening out of participation as FTOs and Field Training Sergeants individuals biased against women was employed by the Department.

14. Plaintiff Fadhl, as well as other officers who testified in her behalf, frequently received conflicting instructions from their FTOs concerning the definition of acceptable performance in the areas deemed by the Police Department to be critical to plaintiff's termination.

For example, Ms. Fadhl received a score of 2 in category 20, Officer Safety, for placing a non-violent misdemeanor suspect in a patrol car without handcuffing him, though plaintiff's undisputed testimony at trial was that she was taught at the Police Academy that she had discretion in deciding whether to place handcuffs on non-violent non-felons. "Mixed messages" like this one made it difficult if not impossible for the plaintiff to know what was expected of her and to perform accordingly.

15. As defense witnesses involved with the FTO Program testified positive feedback from training officers and sergeants is important to a recruit's successful completion of the Program. Though the evidence shows that plaintiff's FTOs gave positive reinforcement to other recruits, the evidence supports the conclusion that Ms. Fadhl did not receive the same consideration.
16. The plaintiff testified and the court finds, despite the contrary testimony of FTO H. that Officer H. implied that Ms. Fadhl could receive a good performance evaluation if she granted him sexual favors. Such conduct is entirely inconsistent with the support acknowledge by the defendant to be important to successful completion of the FTO Program.
17. Testimony from female officers trained by Ms. Fadhl's FTOs and Field Training Sergeants that these training officers were not hostile to them as women but were in fact supportive of their efforts as recruit recruits is not persuasive that these officers were not hostile to the plaintiff because she is female. The female officers who testified for the defendant were indeed a very impressive group. However the fact that such outstanding women succeeded in the FTO Program

under the tutelage of plaintiff's training officers reinforces rather than undermines the inference that must be drawn from plaintiff's evidence, i.e. that the plaintiff, because she is a woman, was subjected to a higher standard of performance than were male recruits.

18. The plaintiff has met her ultimate burden of persuasion that she has been the victim of intentional discrimination by showing that the defendant's proffered explanation for her termination was pretext. The preponderance of the evidence shows that Ms. Fadhl was held to a more stringent standard of performance because she is a woman and thus her sex was a significant factor in her termination.
19. Plaintiff is entitled to a final judgment against the defendant in the amount of \$57,880.00 reflecting pay she would have received but for her wrongful termination by defendant, less income actually earned since the termination. Plaintiff shall also receive interest on this back pay. Plaintiff is also entitled to a final judgment against the defendant for the additional sum of \$14,080.00 per year as front pay for a period of two years, to enable plaintiff to acquire an education equal to that which she acquired in preparation for her employment by defendant, for a total of \$28,160.00. An award of front pay is appropriate in a case such as this one where reinstatement is an inappropriate remedy because the antagonism generated by the litigation prohibits the re-establishment of an effective employment relationship. Plaintiff is entitled to her costs of suit, including reasonable attorney's fees for representation in this case.

Skelly v. State Personnel Board et al., 124 CA Reports 14 (1975).

Summary:

Skelly was a State of California employee working full time and off of probation. He was fired for cause. Skelly failed to challenge the reason for termination but

challenged the method. He filed suit for lack of due process and won. The court said Skelly was entitled to:

-Due process, a pre-termination, administrative hearing. "Skelly Hearing"
Skelly is a Supreme Court of California case and is not controlling in New York State and only has persuasive authority. Skelly reflects the importance of due process of law in respect to termination hearings.

Beadle v. City of Tampa Fl. 42 F 3d. 633 (11th Cir. 1995)

Aston Beadle appeals the magistrate court's final judgment in favor of the City of Tampa and Tampa Police Department. The court rejected Beadle's claim that the Department violated Title VII by failing to accommodate his religious practices and by constructively discharging him because of his refusal to work on his Sabbath. The City and Department cross-appeal the court's finding that Beadle did not knowingly and voluntarily sign a release waiving his Title VII rights. We AFFIRM.

I. BACKGROUND

At all times relevant to this lawsuit, Beadle was a practicing member of the Seventh Day Adventist Church. One of the tenets of this faith is the prohibition of secular labor on its Sabbath-from sundown Friday until sundown Saturday. Beadle passed the City of Tampa's civil service examination, and the Tampa Police Department accepted his employment application. Although aware of his religious practices and the resulting limitations on his work schedule, the Department made no promises to Beadle that he would not be required to work on his Sabbath.

Beadle successfully completed the Tampa Police Academy and began the Department's field training program. The sixteen weeks of field training consisted of four phases: a two-week orientation period in which a recruit patrolled a particular area of the city with a field training officer; a four-week period graded by the initial training officer; two four-week periods in which a recruit was assigned to other training squads

with different field training officers; and a two-week period and evaluation with the recruit's original field training officer. The Department assigned recruits to several different training officers during the course of their training so that the recruits could experience varying methods of supervision and observe other patrol areas in the city.

At the time of Beadle's field training assignment, all of the Department's patrol squads, including the training squads, were scheduled to work for four ten-hour days followed by three days off. Every eight weeks, the shift schedules rotated forward one day. The Department did not allow recruits to use vacation or leave time during their first six months of employment and did not allow any of its employees to trade days off.

Beadle was randomly assigned to a training squad that worked Friday through Monday, with Tuesday, Wednesday, and Thursday as his days off. During his first week of field training, Beadle requested the upcoming Saturday off from work in order to observe his Sabbath. Although the Department granted this request, Beadle's supervisor explained to him that future time off may not be possible. The following week, the Department denied Beadle's request for Saturday off. Beadle met with his supervisors and advised them that he would be forced to resign from the Department if he was required to work on his Sabbath. Beadle's supervisors informed him that he must work his assigned shift and that he would not be transferred to another training squad. Beadle then tendered his resignation.

During orientation, Beadle had signed a contract that provided if he left the Department and secured employment with another law enforcement agency within two years "from commencement of full-time service as a police officer subsequent to completion of the period of field training," he was obligated to reimburse the City for his hiring and training expenses (approximately \$12,000.00). When Beadle submitted his resignation letter, one of his supervisors provided him with a document where in Beadle agreed not to sue the City or the Department for any matters related to his former employment in exchange for the City's promise not to pursue reimbursement for his hiring and training

expenses. Beadle reviewed this document for less than thirty minutes and signed it without consulting an attorney.

Beadle then brought this lawsuit against the City and Department, alleging that he was constructively discharged because the defendants failed to reasonably accommodate his religious practices. Beadle claimed that the Department could have assigned him to a field training officer who worked Sunday through Wednesday and had Thursday, Friday, and Saturday off. If he had stayed with this training officer and had not switched during the third phase of training, then he would have been able to observe his Sabbath during the entire sixteen-week training program. Once he had completed his field training, Beadle claimed that the Department could have assigned him to a position with the "downtown squad"-a group of officers who worked only Monday through Friday. The City and Department argued that Beadle had waived his Title VII rights by signing the release, and that in any event, its use of a neutral rotating shift schedule was a reasonable accommodation of Beadle's religious practices. Alternatively, the defendants argued that accommodating Beadle would have created an undue hardship.

After a four-day bench trial, the magistrate found that Beadle did not knowingly and voluntarily waive his Title VII rights. The magistrate then determined that requiring the Department to grant shift exceptions would result in a greater than de minimis cost because of the public health, safety, and welfare considerations associated with police work and that the Department's use of a neutral rotating shift system was a reasonable effort to accommodate Beadle under Title VII. "[Evaluating] reasonable accommodation and undue hardship in light of the employment context of each case, the Court is unable to find any authority which would require a public health or safety agency to grant such an employee an exception from the customary neutral rotating shift system used by law enforcement agencies in order to accommodate the Sabbath requirements of the officer." *Beadle v. City of Tampa*, No. 91-1316, slip op. at 20 (M.D.Fla. Oct. 1, 1993) (unpublished). The magistrate concluded that the City had met its obligation under Title VII and entered judgment in favor of the defendants. [3] Beadle appeals, and the City and Department cross-appeal.

II. DISCUSSION

A. Release and Waiver

As a preliminary matter, we address the issue of whether Beadle has waived his Title VII rights. An employee may validly waive his Title VII rights in a private settlement with his employer if he knowingly and voluntarily consents to the release. *Alexander v. Gardner-Denver Co.*, 415 U.S. 36, 52 n. 15, 94 S.Ct. 1011, 1022 n. 15, 39 L.Ed.2d 147 (1974). In determining whether a release was knowingly and voluntarily entered, the factors that guide a court include: the plaintiff's education and business experience; the amount of time the plaintiff considered the agreement before signing it; the clarity of the agreement; the plaintiff's opportunity to consult with an attorney; the employer's encouragement or discouragement of consultation with an attorney; and the consideration given in exchange for the waiver when compared with the benefits to which the employee was already entitled. *Gormin v. Brown-Forman Corp.*, 963 F.2d 323, 327 (11th Cir.1992) (citing *Bormann v. AT & T Communications, Inc.*, 875 F.2d 399, 403 (2d Cir.), cert. denied, 493 U.S. 924, 110 S.Ct. 292, 107 L.Ed.2d 272 (1989)).

In this case, the magistrate noted that Beadle spent a short amount of time reviewing the document and that he did not consult with an attorney. Although the Department did not discourage Beadle from consulting with an attorney, given Beadle's stressful financial situation, the magistrate was unconvinced that he had a fair opportunity to do so. Moreover, the contract for reimbursement created a financial obligation when a recruit secured other law enforcement employment within two years after completing field training and commencing full-time service. Because Beadle had never completed his field training and started full-time service, he was arguably never indebted to the City for his hiring and training expenses. After examining the record, we cannot conclude that the magistrate court clearly erred in finding that Beadle did not knowingly and voluntarily sign the release waiving his Title VII rights.

B. Reasonable Accommodation and Undue Hardship

Title VII of the Civil Rights Act of 1964, as amended, prohibits an employer from discriminating against an employee on the basis of "race, color, religion, sex, or nation origin." 42 U.S.C. § 2000e-2(a)(1). The statute defines the term "religion" to include "all aspects of religious observance and practice, as well as belief." 42 U.S.C. § 2000e (j). "The employer violates the statute unless it "demonstrates that [it] is unable to reasonably accommodate an employee's .religious observance or practice without undue hardship on the conduct of the employer's business.' " *Ansonia Bd. of Educ. v. Philbrook*, 479 U.S. 60, 68, 107 S.Ct. 367, 372, 93 L.Ed.2d 305(1986) (quoting 42 U.S.C. 2000e (j)). Recognizing that the phrases "reasonable accommodation" and "undue hardship" are not defined under the statutes, "[e]ach case necessarily depends upon its own facts and circumstances, and in a sense every case boils down to a determination as to whether the employer has acted reasonably." *United States v. City of Albuquerque*, 545 F.2d 110, 114 (10th Cir.1976), cert. denied, 433 U.S. 909, 97 S.Ct. 2974, 53 L.Ed.2d 1092 (1977). Once an employer demonstrates that it reasonably accommodated an employee's religious needs, the statutory inquiry ends. *Ansonia*, 479 U.S. at 68, 107 S.Ct. at 371-72. "[T]he extent of undue hardship on the employer's business is at issue only where the employer claims that it is unable to offer any reasonable accommodation without such hardship." *Id.* at 68-69, 107 S.Ct. at 372. The Supreme Court has described "undue hardship" as any act requiring an employer to bear more than a "de minimis cost" in accommodating an employee's religious beliefs. *Trans World Airlines, Inc. v. Hardison*, 432 U.S. 63, 84 n. 15, 97 S.Ct. 2264, 2277 n. 15, 53 L.Ed.2d 113 (1977). The Court has also recognized that the phrase "deminimis cost" entails not only monetary concerns, but also the employer's burden in conducting its business. *Id.*

On appeal, the parties concentrate their arguments on whether the Department's neutral rotating shift system was a reasonable accommodation. We believe, however, that the parties have unduly focused their arguments on the system itself and ignored the

magistrate's determination that requiring the Department to grant shift exceptions to Beadle would result in a greater than de minimis cost in light of the public health, safety and welfare considerations associated with police work.

Relying on *Beadle v. Hillsborough County Sheriff's Dep't*, 29 F.3d 589 (11th Cir.1994), the City and Department argue that a neutral rotating shift system is necessarily a reasonable accommodation. However, in addition to a neutral rotating shift system, the Hillsborough County Sheriff's Department allowed its employees to trade days off. In Hillsborough, this Court concluded that "voluntary swaps instituted by employers within neutral rotating shift systems constitute reasonable accommodations under Title VII." *Id.* at 593.

Aside from granting Beadle his first Saturday off from work, the magistrate found that the Department did nothing to accommodate Beadle other than the neutral rotating shift system. The magistrate also noted that Title VII does not require an employer to assure that an employee has the opportunity to observe his religious practices at all costs. We believe that the magistrate's decision was correctly founded on its analysis of undue hardship, rather than on reasonable accommodation.

Our reading of the magistrate's judgment finds support in the fact that the court heavily relied on *Trans World Airlines, Inc. v. Hardison*, 432 U.S. 63, 97 S.Ct. 2264, 53 L.Ed.2d 113 (1977), a case involving undue hardship. See *Ansonia*, 479 U.S. at 68-69, 107 S.Ct. at 371-72 ("As *Hardison* illustrates, the extent of undue hardship on the employer's business is at issue only where the employer claims that it is unable to offer any reasonable accommodation without such hardship."). In *Hardison*, the Supreme Court explained: [i]t was essential to [the employer]'s business to require Saturday and Sunday work from at least a few employees even though most employees preferred these days off.... In considering criteria to govern this allocation, [the employer] had two alternatives: adopt a neutral system, such as seniority, a lottery, or rotating shifts; or allocate days off in accordance with the religious needs of its employees. [The employer] would have had to adopt the latter in order to insure [plaintiff] and others like

him of getting the days off necessary for strict observance of their religion, but it could have done so only at the expense of others who had strong, but perhaps nonreligious, reasons for not working on weekends..

Title VII does not contemplate such unequal treatment.... It would be anomalous to conclude that by "reasonable accommodation" Congress meant that an employer must deny the shift and job preference of some employees ... in order to accommodate or prefer the religious needs of others, and we conclude that Title VII does not require an employer to go that far. 432 U.S. at 80-81, 97 S.Ct. at 2275 (emphasis added).

The Tampa Police Department is a twenty-four hour a day, seven-day a week, three hundred sixty-five day a year agency that must allocate work schedules among over nine hundred employees. More importantly, the Department is charged with protecting the health, safety, and welfare of its citizenry. The Department chose to implement a rotating shift schedule, randomly assign recruits to shifts, and expose its recruits to a variety of training officers. In order to accommodate Beadle's religious practices, the Department would have been forced to assign him to another training squad and to not reassign him during the third phase of training. Beadle admits that he would not have experienced the educational benefits of working with different training officers, but argues that this phase of the training was not very important.

We agree with the magistrate court's refusal to interfere with the Department's scheduling and training programs. When the employer's business involves the protection of lives and property, "courts should go slow in restructuring [its] employment practices." *Albuquerque*, 545 F.2d at 114. We conclude that the magistrate court did not err when it found that requiring the Department to grant shift exceptions would result in a greater than de minimis cost and that the City had met its obligation under Title VII.

III. CONCLUSION

Accordingly, we AFFIRM the magistrate court's judgment.

Siefken v. Village of Arlington Heights II. 65 F. 3d. 664 (7th Cir. 1995)

Appeal from the United States District Court for the Northern District of Illinois, Eastern Division.

No. 94 C 2404--James B. Moran, Chief Judge.

ARGUED FEBRUARY 17, 1995--DECIDED SEPTEMBER 14, 1995

Before POSNER, Chief Judge, and MANION and KANNE, Circuit Judges.

KANNE, Circuit Judge. On April 15, 1993, James Siefken, then a probationary police officer with the Village of Arlington Heights, experienced a diabetic reaction which resulted in disorientation and memory loss. Unfortunately, this occurred while Siefken was on duty; worse yet, he had just entered his squad car. Siefken erratically drove his squad car at high speed through residential areas some forty miles outside his jurisdiction. He stopped only when pulled over by police officers from St. Charles and Batavia. He remembers nothing of his trip. That day, he was put on administrative leave, and a week later the Village fired him. He claims that his firing violated the Americans with Disabilities Act, 42 U.S.C. sec. 12101, et seq., and the Rehabilitation Act, 29 U.S.C. sec. 791, et seq. The district court granted the Village's motion to dismiss for failure to state a claim, and Siefken appealed. A motion to dismiss for failure to state a claim should be granted only if Siefken could prove no set of facts, consistent with his complaint and attachments, upon which the Village could be liable, (*Pickrel v. City of Springfield, Ill.*, 45 F.3d 1115, 1118 (7th Cir. 1995) .42 U.S.C. sec. 12112).

Congress enacted the ADA to "level the playing field "for disabled people. Congress perceived that employers were basing employment decisions on unfounded stereotypes. See *Vande Zande v. Wisconsin Dep't of Admin.*, 44 F.3d 538, 541 (7th Cir. 1995). The ADA states: No covered entity shall discriminate against a qualified individual with a disability because of the disability of such an individual in regard to job

application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment. (Emphasis added).

The ADA does not, however, erect an impenetrable barrier around the disabled employee, preventing the employer from taking any employment actions vis-a-vis the employee. The Village hired Siefken knowing that he was a diabetic; apparently, believed that Siefken could monitor his medical condition sufficiently to allow him to perform the duties of a patrol officer. They fired him only when he proved them wrong. As the Village stated in his termination letter (which Siefken attached to his complaint and is therefore available for our review, *Paulemon v. Tobin*, 30 F.3d 307, 308-09 (2nd Cir. 1994); cf. *Wright v. Associated Ins. Cos. Inc.*, 29 F.3d 1244, 1248 (7th Cir. 1994) (holding that court could review exhibits attached to defendant's motion to dismiss because the plaintiff referenced the documents in the complaint and the documents were central to claim)), it terminated him because of his "failure to alertly and accurately keep himself functional and monitor [his] disease."

Siefken does not disagree; he merely believes that he can bootstrap his disease into the line of causation. He argues that but for his diabetes, the incident would not have occurred. But we have never held that mere "but for" causation is sufficient under the ADA, see *Despears v. Milwaukee County*, No. 95-1071, slip op. at 3 (7th Cir. Aug. 21, 1995); *Hedberg v. Indiana Bell Telephone Co., Inc.*, 47 F.3d 928, 933-34 (7th Cir. 1995), and the more immediate cause of the incident leading to his termination was his failure to monitor his condition. He had been diagnosed with diabetes in 1987, six years prior to the incident. As the amicus curiae, the American Diabetes Association argues, with current technology and proper monitoring, most diabetics can reduce the chances of a severe hypoglycemic reaction to virtually nil. Siefken did not do so and cannot now claim that the Village must pay for his failure/2.

Our decision is bolstered by a colloquy at oral argument. Under the ADA, an employer must make reasonable accommodations to enable a disabled employee to perform his

job duties. When asked what accommodation Siefken would request, his counsel replied, "A second chance." But this is not an accommodation, as envisioned in the ADA. As we recently stated, "It is plain enough what 'accommodation' means. The employer must be willing to consider making changes in its ordinary work rules, facilities, terms, and conditions in order to enable a disabled individual to work." *Vande Zande*, 44 F.3d at 543. Siefken is not asking for an accommodation; he is not asking the Village to change anything. He is asking for another chance to allow him to change his monitoring technique. But the ADA does not require this.

The Fifth Circuit has held, as a matter of law, that diabetics are not "otherwise qualified" under the ADA to perform certain jobs requiring driving. See *Chandler v. City of Dallas*, 2 F.3d 1385, 1395 (5th Cir. 1993), cert. denied, 114 S.Ct. 1386 (1994); cf. Federal Motor Carrier Safety Regulations, 49 C.F.R. sec. 391.41(b) (3) ("A person is physically qualified to drive a motor vehicle if that person has no established medical history or clinical diagnosis of diabetes mellitus currently requiring insulin for control."). And the Third Circuit sustained an FBI regulation prohibiting diabetics from being employed as special agents. See *Davis v. Meese*, 865 F.2d 592 (3rd Cir. 1989), aff'g 692 F. Supp. 505 (E.D. Pa. 1988). We express no opinion on these issues. We only hold that when an employee knows that he is afflicted with a disability, needs no accommodation from his employer, and fails to meet "the employer's legitimate job expectations," *DeLuca v. Winer Indus., Inc.*, 53 F.3d 793, 797 (7th Cir. 1995), due to his failure to control a controllable disability, he cannot state a cause of action under the ADA. The judgment of the district court is **AFFIRMED**.

FTO Liability Concepts

Failure to train_____

Negligent training_____

Negligent supervision_____

Negligent Appointment_____

Negligent retention_____

Negligent entrustment_____

Punitive damages_____

Compensatory damages_____

Vicarious liability_____

Civil rights violations_____

“What ways can I prevent the recruit from harm, civil and criminal liability?”

1. _____
2. _____
3. Ensure recruit officer awareness of departmental policy and procedures as well as civil and criminal laws.

“What are methods for reducing civil liability?”

1. Selection of _____
2. Understanding of the civil liability issues associated with the FTO role.
3. Documentation of all _____ that is provided.
4. Documentation of recruit _____.
5. Documentation of appropriate training _____ and _____ efforts.
6. Know and follow departmental policies and _____ in accordance with those policies.
7. Avoid mixed messages and recognize the impact of the _____ as a role model.

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This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

Appendix A

Supervised Field Training Review and Orientation Guide



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PREFACE

This guide has been prepared to assist field training officers (FTO's) in evaluating the performance of police officers who are currently attending and have completed the instructional aspects of the Basic Course for Police Officers. Reference material (including 28 performance areas/behavioral dimensions) promotes objective and consistent assessment of performance. Standardized forms and related instructions ensures that documenting performance is handled in a highly structured and defensible manner.

The FTO should keep in mind that evaluation of the recruit officer, while still attending the basic academy, is to assess their skills and knowledge learned to the point of entry into the academy Supervised Field Training Review and Orientation Program. The FTO should also rate the recruit officer to evaluate if the recruit officer is performing at an acceptable level for completion of the basic course for police officers. The Basic Course for Police Officers Supervised Field Training Review and Orientation Program should not typically replace an agency specific post - academy Field Training and Evaluation Program which is part of probation evaluation, rather than a training component.

PREPARER'S/REVIEWER'S RESPONSIBILITIES

The FTO (rater/preparer) is responsible for the informed and objective evaluation of performance and the proper completion of evaluation instruments. The FTO is generally an experienced police officer or a first-line supervisor (e.g., sergeant.) Criteria used in the selection of field training officers generally include:

- Strong desire to serve as a evaluator and mentor.
- Strong communication and reasoning skills.
- Significant experience as a police officer.
- Experience as a trainer and/or supervisor is desirable, but not necessary.
- Satisfactory completion of an oral interview.
- Excellent or very good performance evaluations.
- FTO must have a valid certificate or a waiver on file for valid equivalency for the Basic Course pursuant to General Municipal Law section 209-q.

It is extremely important that guidelines be carefully adhered to. Any deviation from established procedures or evaluation criteria can have a negative impact on the officer being evaluated and the evaluation process itself. In addition to ensuring that forms are completed correctly, the FTO must ensure that the content of the evaluation is a true reflection of the officer being rated.

The Field Training Officer must also act as a coach and mentor; continually providing the officer with constructive guidance based upon knowledge and experience. Evaluation and guidance must always be handled in a constructive manner, preferably in accordance with the concept of "critiquing for success."

This process also includes a “reviewer.” The reviewer is generally an upper level manager (e.g., Chief, Sheriff or their sworn assistant.) The reviewer is responsible for ensuring that the evaluation process and instrument have been correctly used by the rater. Additionally, the reviewer must examine the contents of the evaluation submitted by the rater to discern the accuracy and fairness of the conclusions reached during the evaluation period.

PREPARATION OF FORMS

For correct preparation of evaluation instruments by raters, several specific aspects of the forms and proper usage require highlighting. These instructions must be adhered to ensure that the program and related forms are being utilized in the most effective manner possible. Instructions include:

- A new “Daily Observation Report” (DOR) must be completed and filed by the FTO each time he or she is assigned to work with the officer being evaluated. Quantities of this form should be photocopied in advance. The form must be completed entirely, reviewed with the officer being evaluated and submitted to the designated reviewer at the conclusion of each evaluation period (e.g., shift.) They should not be held and forwarded to the reviewer at the end of the field training program. The FTO will rate each of the 28 performance areas/behavioral dimensions, utilizing the Standardized Evaluation Guidelines; only one score should be circled for each area evaluated. It is inappropriate to circle more than one score for any given area rated.
 - Copies of all “Daily Observation Report” (DOR) will be kept by the “Reviewer.” **All original DOR’s must be forwarded to the appropriate training academy to be retained as required by the appropriate schedule for records retention and disposition promulgated by the Commissioner of Education.** DOR’s are not to be submitted to the Division of Criminal Justice Services (DCJS).
- The FTO should rate observed behavior by utilizing the scale which is described on page d. No other scale should be used. The scale is as follows: 7 - Superior; 4 - Acceptable; 1 - Unacceptable; N.O. - Not Observed. “N.O.” should be circled if behavior is not observed in a given area. N.R.T. - Not Responding to Training should be circled if, **after remedial training is given, the recruit continues to receive unacceptable ratings.** Every DOR category must be accounted for every day. If a particular category was not observed on that day, then “N.O.” should be circled on the front of the DOR.
- Written comments pertaining to the most and least satisfactory performance must be placed in the “Narrative” section. Narrative comments can be provided for any behavior observed; however, are required whenever a rating of 1, 2, 6 or 7 is given in any category. To ensure maximum feedback, raters must be certain to comment on areas of poor performance or areas where improvement is needed before commenting on areas of competency or above. A description of any remedial training provided, including the amount of time utilized, should also be noted on the front of the DOR and in the “Narrative” section on the back of the DOR. The FTO should also describe, in the

narrative section, the **most acceptable area of performance** for that day and the **least acceptable area of performance** for that day.

- After preparation of an evaluation, the officer must be interviewed and the evaluation should be thoroughly discussed. Particular attention to strengths, weaknesses and ways to strengthen performance should be addressed. After the interview, the rated officer should be given a photocopy of the evaluation.
- At the conclusion of the program, the FTO is required to complete an “Evaluation Summary” form. The purpose of this form is to document a comprehensive analysis of officer performance overall. This form is also passed on to the designated reviewer. In turn, he or she forwards this summary to the School Director of the Basic Course for Police Officers which the officer attended. It is the content of this form that notifies the School Director whether or not an officer has satisfactorily completed all requirements associated with “Supervised Field Training Review and Orientation.”
 - **The original signed “Evaluation Summary” must be submitted to DCJS by the School Director of the Basic Course for Police Officers which the officer attended.**

PERFORMANCE AREAS/BEHAVIORAL DIMENSIONS

In order to effectively, accurately and fairly evaluate an individual pursuant to the attached standards and evaluation instrument, the FTO must carefully read the definitions, examples and models which are provided for each of the 28 performance areas/behavioral dimensions. These materials are designed to both give the rater an understanding of exactly how each area/dimension is defined and to provide models of performance which are “superior,” “acceptable,” and “unacceptable.”

These definitions and illustrations serve to eliminate ambiguity and thus minimize “rating errors.” Rating errors are thoroughly discussed on pages d-g. Each definition and illustration provided is carefully phrased. Such specificity helps to standardize the rating process. Raters must not evaluate trainees based upon their notion of what is meant by the terms used. Rather, each rater must be guided by the language and descriptions provided in this guide. Therefore, each officer must be evaluated against the criteria and examples provided.

While the wording is precise and many examples are provided, these models are not intended to be all inclusive, but rather representations or samples. Raters must stay within these themes and frameworks when appraising officer performance.

In applying the standards set forth in this guide against subordinate performance, raters must pay careful attention to “qualifiers.” Words such as “always,” “sometimes,” “rarely” are important guides to a rater who is assessing a officer's performance. In any given performance area or behavioral dimension, determination of a rating for that particular parameter (e.g., “Problem

Recognition”) must be judged in light of such “qualifiers.” Again, raters must adhere to the language and the defined standards of this guide.

PERFORMANCE RATING SCALES

SUPERIOR: The performance exhibited is exceptional and rarely equaled. Work is consistently excellent as to quality, thoroughness, accuracy, and tactical and technical expertise. The officer has an exceptional understanding of what work is to be accomplished and almost without exception, the officer initiates and completes responsibilities while adhering to standards. There is never any doubt as to the exercise of sound judgment. The officer is desirous of seeking additional work upon completion of normal duties and assumes responsibility for performing tasks without prompting. Performance is consistently far above expectations to the degree of being outstanding.

ACCEPTABLE: The performance exhibited is one of a capable officer that meets agency standards at the basic academy level. The officer performs work beyond minimum requirements and in a steady manner. There is an effective application of skills and tactics to various responsibilities and in most instances sound judgment is used. The officer is usually desirous and willing to do the job and is able to do so with minimal instructions and directions. Performance is considered to be consistent, effective and efficient.

UNACCEPTABLE: The performance exhibited is poor. There is an almost complete lack of skill in being able to perform basic responsibilities. The officer consistently disregards responsibilities or adherence to standards or tactics and does not exercise sound judgment. The officer is unwilling to work, shows little desire to work, learns slowly and requires repeated instructions with extensive directions. Performance is frequently unacceptable.

RATING ERRORS

The practice of routinely assigning high ratings dilutes the impact of "Superior" ratings and reduces the effectiveness of the entire evaluation process. Superior ratings which are awarded without justification will soon lose their meaning. In a typical organization there should normally be only a very few individuals who merit a “Superior” rating. While personal feelings should not enter into the rating process, the best way to ensure that evaluations measure performance accurately is to examine some of the more common rating errors defined below.

Central Tendency

Everyone is grouped together and the temptation is to think of everyone as average; does not distinguish between one person or another. Preference is focused towards clustering all ratings around the mid-point or center of the rating scale. It is a tendency to steer away from assigning extreme ratings. This makes the rating appear to be valid. It also circumvents the need to deal with performance weaknesses. The Rater with this problem must realize that all people have stronger and weaker areas of performance.

Halo Effect

This is perhaps the most common rater error. This is the tendency of the Rater to hang a halo over the head of a favored employee. This can happen for a variety of reasons:

(1) Effect of Past Record. Because people have done good work in the distant past, their present performance is assumed to be the same in the recent past also. Their reputation of past good work tends to carry over into the current rating.

(2) Compatibility. There is a tendency to inflate the rating of people whom we find pleasing in manner and personality. Those who agree with us, nod their heads when we talk or, even better, make notes of our words and therefore, get better ratings than their performance justifies.

(3) One Strong Asset. The glib talker, the person with the impressive appearance, the one with advanced degrees or the graduate of the Rater's own alma mater, gets a more favorable rating than the individual lacking these often irrelevant attributes.

(4) The Blind-Spot Effect. This is the case where the Rater does not see certain types of defects because they are just like his or her own defects. For example, the Rater who frequently fails to meet deadlines cannot see another's inability to meet timeliness.

(5) The High-Potential Effect. We judge employees' past records on paper (e.g. performance during the instructional aspects of basic training) rather than what they are doing in the present.

(6) The No-Complaints Bias. Here the Rater treats no news as good news. If the officer has no complaints, everything is terrific. The individual who pesters but gets the job done is rated lower than the silent, solitary individual.

Leniency Error

The Rater who hates to be a "bad guy" will then rate everyone highly. The conclusions are generally not supported by adequate documentation. This error is often made because the Rater finds it easier to give high ratings than to indicate weaknesses or areas that could be improved.

Personal Bias

If the Rater does this deliberately, he or she is inviting a lawsuit. However, even honest Raters can unconsciously let their subjective personal impressions of an officer affect their evaluations. For some individuals, this rating error may be difficult to factor out. The Rater uses his or her own personal bias towards race, age, religion, sex, nationality, etc.; against or for the Rated. Being aware of how biases affect judgment is extremely important. Subjective personal impressions must not affect the evaluation. An affinity or

dislike of a particular characteristic must not influence the rating. Simply stated - judge the work, not the person.

Pitch-Fork Error

This is the polar extreme of the Halo Error. It is the tendency to rate people lower than circumstances justify. This error has its roots in a Rater's dislike of a particular trait in others. If an employee has that trait, the Rater may rate all facets of the employee's performance negatively because the employee exhibits behavior linked to this trait. It is particularly serious because of the negative morale problems that can be created.

Employees involved in these situations often say: "My boss doesn't like me--period."

The Rater must be made aware of this bias and learn to deal with it impartially.

Recency Error

Events closest in memory dictate present evaluation, especially in instances where the Rater suffers from a lack of historical documentation on the Rated's performance and is forced to recall recent incidents of performance to establish ratings. The Rated may have met a significant goal or made a major contribution early in the measurement period, but if the incident is not properly recorded the Rater may have forgotten it by the end of the year. Frequent follow-up meetings with Rated in which accomplishments are discussed and recorded help the Rater to be more objective when assigning an overall rating.

The Loose Rater

Some individuals seek to avoid conflict and are reluctant to point out weak areas of an employee's performance. These Raters would rather not confront the employee with any information that could lead to a defensive employee reaction. The Rater simply evaluates the employee's performance as average--or better--and justifies the rating by pointing out the positive aspects of performance. The Loose Rater does great disservice to the employee, weak performance areas are neither documented nor targeted for improvement. The employee is given credit for doing acceptable work although, in reality, the work may be inferior by most rater's standards. These employees are often victims of the "Peter Principle" and are promoted to a level beyond where they are competent simply because they were not counseled or guided correctly along the way.

STANDARDIZED EVALUATION GUIDELINES: PERFORMANCE AREAS

(1) COMMUNITY INTERACTION

- | | | |
|-----------|----------------------|--|
| #1 | Unacceptable: | Abrupt, belligerent and overbearing, introverted and uncommunicative. |
| #4 | Acceptable: | Courteous, friendly and empathetic; communicates in a professional and unbiased manner. |
| #7 | Superior: | Establishes rapport and is always objective. Always appears to be at ease in any person-to-person situation. |

(2) APPREHENSION/INTERVENTION

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Seemingly confused and disoriented as to what action should be taken in a given situation. |
| #4 | Acceptable | Able to assess situation and take proper action. |
| #7 | Superior | Requires no assistance and always takes proper course of action. |

(3) VICTIM/PRISONER INTERACTION

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Frequently fails to inform suspect of constitutional rights, when appropriate. Fails to handcuff, restrain and properly search prisoner. Fails to advise victim of prosecution rights and procedures or perform follow-up inquiries to assist victim. |
| #4 | Acceptable | Has a working knowledge of proper prisoner/victim interaction procedures and applies them in an appropriate manner. |
| #7 | Superior | Exceptional working knowledge of departmental policies and procedures; Actively performs follow-up inquiries to assist victim. |

(4) PROCESSING ARRESTS

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Has no knowledge of procedures in processing an arrested person. |
| #4 | Acceptable | Has a working knowledge of most departmental policies, arrest procedures and court preparation. |
| #7 | Superior | Exceptional knowledge of departmental policies and procedures involving processing arrests. Has no trouble in completing arrest |

reports and arraignment proceedings. Excellent in preparing for and testifying in court.

(5) VEHICULAR OFFENSES/ACCIDENTS

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Does not know the basic elements of the vehicle and traffic law articles, is not able to learn them, has made no attempt at improvement. Demonstrates poor techniques in traffic stops. Is unable to investigate or control accident scene. |
| #4 | Acceptable | Has a working knowledge of most articles of the vehicle and traffic law, demonstrates proper traffic stop techniques and is able to assess situation and take proper action. Is able to investigate and control accident scene. |
| #7 | Superior | Has thorough knowledge of Vehicle and Traffic Law and basic accident investigation, requires no assistance in taking proper course of action. |

(6) HANDLING SPECIFIC OFFENSES

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Acts without thought, or is indecisive. Relies on others to make his/her decisions. Does not know elements of basic penal law and criminal procedure law sections. Not able to learn; no attempt at improvement. |
| #4 | Acceptable | Is able to reason out problems and relate it to what was taught. Has good perception and ability to make own decisions. Has working knowledge of commonly used law sections; relates elements to observed criminal activity. |
| #7 | Superior | Excellent perception in for seeing problems and arriving at advanced decisions. Outstanding knowledge of penal and criminal procedure law, and ability to apply it to both normal and unusual criminal activity. |

(7) POLICE INTERACTION / NOTIFICATION

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Constantly argues with FTO or other superior officers. Belittles FTO or supervisors in front of or to others. Fails to adhere to the chain of command; insubordinate. Abrupt, belligerent and overbearing when dealing with other agencies or citizens. |
| #4 | Acceptable | Is able to establish a good teacher-student relationship with FTO. Understands and adheres to the chain of command, respects |

superior officers. Is courteous, professional, and respectful when dealing with other agencies or citizens.

- | | | |
|-----------|-----------------|---|
| #7 | Superior | Establishes excellent teacher-student relationship. Possesses thorough understanding of chain of command and consistently adheres to it. Establishes a working rapport with other agencies and always appears to be at ease when dealing with others. |
|-----------|-----------------|---|

(8) VEHICLE OPERATION / MAINTENANCE

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Continually violates Vehicle and Traffic Law (red light, stop signs) involved in chargeable accidents, lacks dexterity and coordination during vehicle operation. Unnecessary Code-3. Overuses red lights and siren. Excessive or unnecessary speed. Fails to slow for intersection. Continually fails to inspect the vehicle for contraband or weapons; fails to keep patrol vehicle in a clean and serviceable condition. |
| #4 | Acceptable | Ability to maintain control of vehicle while being alert to activity outside of vehicle. Practices good defensive driving techniques. Maintains control of vehicle in stress conditions. Evaluates driving situations and reacts properly (I.e., proper speed for conditions). Maintains vehicle in clean and serviceable manner, always searches interior for contraband or weapons. |
| #7 | Superior | Sets good example of lawful, courteous driving while exhibiting good manipulative skill required of a patrol officer; i.e., operate radio, utilize APB's. High degree of reflex ability and competence in driving skills. Maintains vehicle in a clean and serviceable manner, identifies and requests needed vehicle repairs. Inspects the vehicle for weapons and contraband. Checks vehicle condition and equipment. |

(9) REVIEW AND MAINTENANCE

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Unaware of how to locate files; retrieve computer data; to locate law sections, books or departmental memoranda. Fails to consult supervisors or senior officers to ask location of reference materials. Unable to locate departmental policies and procedures. Not able to learn; no attempt at improvement. |
| #4 | Acceptable | Has working knowledge of how to obtain information from computer files, where to locate departmental policies ,procedures and memoranda. Will ask various knowledgeable people for relevant information. Is able to locate appropriate law sections |

located in the penal, criminal procedure and vehicle and traffic law.

- | | | |
|-----------|-----------------|--|
| #7 | Superior | Exceptional knowledge of retrieving information from various sources. Outstanding knowledge of Penal, Criminal Procedure and Vehicle and Traffic Law. Outstanding knowledge of departmental policies, procedures and memoranda. Easily locates and retrieves information from various sources. |
|-----------|-----------------|--|

(10) HANDLING SPECIAL CASES

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Seemingly confused and disoriented as to what action should be taken in a given situation. |
| #4 | Acceptable | Able to assess situation and take proper action. |
| #7 | Superior | Requires no assistance and always takes proper course of action. |

(11) VOUCHERING / INVENTORYING

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Seemingly confused and disoriented as to what action should be taken. |
| #4 | Acceptable | Able to assess what procedure needs to be followed and takes the appropriate action. |
| #7 | Superior | Requires no assistance and always takes appropriate action. |

(12) REPORTS / CLERICAL DUTY

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Totally incapable of organizing events into written form. Illegible, misspelled words, incomplete sentence structure. Frequently or always requires two to three hours to complete a basic simple report. |
| #4 | Acceptable | Converts field situations into a logical sequence of thought to include all elements of the situation. Grammar, spelling and neatness are satisfactory, in that errors in this area are rare and do not impair understanding. Completes simple, basic reports in 30 minutes. |
| #7 | Superior | A complete and detailed account of what occurred from beginning to end; written and organized so as to assist any reader in comprehending the occurrence. Very neat and legible; no spelling mistakes and excellent grammar. Completes simple, basic reports |

in no more time than that of a skilled veteran officer (Articulate this dependent on the type of report: what you consider normal time to complete).

(13) OFFICER SAFETY

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | <p>Frequently fails to exercise officer safety, i.e.,</p> <ul style="list-style-type: none"> A. Exposes weapons to suspect (baton, mace, hand gun, etc.) B. Fails to keep gun hand free during enforcement situations. C. Stands directly in front of violator's car door. D. Fails to control suspect's movements. E. Does not maintain sight of violator while writing citation. F. Failure to use illumination when necessary. G. Fails to advise Communications when leaving a vehicle. H. Fails to maintain good physical condition. I. Fails to utilize or maintain personal safety equipment properly. J. Does not for see potentially dangerous situations. K. Points gun at other officers. L. Stands too close to vehicle traffic. M. Stands in front of door when knocking. N. Fails to have weapon ready when appropriate. O. Fails to cover other officers. P. Fails to search police vehicle prior to duty or after transporting. Q. Fails to check equipment. R. Fails to "pat down" suspicious persons. S. Confronts suspicious persons while still in patrol vehicle. |
|-----------|---------------------|---|

T. Fails to handcuff potentially hazardous prisoners or felons.

U. Fails to thoroughly search prisoners or their vehicles.

V. Fails to maintain a position of advantage with prisoners to prevent attack or escape.

- | | | |
|-----------|-------------------|--|
| #4 | Acceptable | Understands principles of officer safety and generally applies same. Generally displays awareness of potential danger from suspicious persons and prisoners; maintains position of advantage. |
| #7 | Superior | Always keeps in a safe position. Always watchful on approach to a call and able to do the same for his/her partner. Does not become paranoid or overconfident. Always maintains position of advantage and is alert to changing conditions. |

BEHAVIORAL DIMENSIONS

(14) POLICE ETHICS / INTEGRITY

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Fails to maintain confidentiality of cases. Breaches integrity or department guidelines. Constant disciplinary problem. |
| #4 | Acceptable | Supports Department policies and guidelines. Not a disciplinary problem. Represents Department favorably. No evidence of breaches of integrity guidelines. |
| #7 | Superior | Always on time and punctual. Department and performance always reflect a high level of integrity. Willing to risk unpopularity by adhering to principles. Always adheres to Department policies, procedures and directives. |

(15) COMPREHENSION SKILLS

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Constantly needs clarification of written instructions. Fails to comply with written or spoken orders without follow up and explanation. Constantly needs clarification of written instructions. Fails to comply with written or spoken orders without follow-up and explanation. Consistently unable to understand what happened from the description given by a witness or victim. |
| #4 | Acceptable | Although some clarification is occasionally necessary, confusion is limited to issues of little consequence and main ideas are clearly understood. Complies with written or spoken orders with |

minimum explanation. Generally able to discern what happened from the description given by a witness or victim.

- #7 **Superior** Follows written instructions explicitly with no need for clarification or explanation. Always understands and correctly complies with spoken orders in the first instance. Able to easily discern what happened from a victim's or witness' description.

(16) COMMUNICATION SKILLS

- #1 **Unacceptable** Attempts to communicate always result in confusion and misunderstanding. Continually brings up irrelevant issues, is unclear, and the topic of discussion becomes obscure. Enunciation is very poor and language usage is almost always improper. In written excursions, spelling, language usage and grammar are frequently incorrect and misleading. Includes unnecessary and contradictory information and reports are totally confusing.
- #4 **Acceptable** Able to transmit a message with little distortion. Although some clarification is occasionally necessary, confusion is limited to issues of little consequence and main ideas are clearly conveyed. Written exercises, are understandable. Though there may be minor errors in spelling or grammar, they do not affect the meaning or factual content.
- #7 **Superior** When speaking or answering questions, their ability to communicate is exceptional in that their commands the attention of all listeners. Speaks with forcefulness and clarity and has near perfect enunciation. Statements are concise and deal directly with the subject under discussion. When writing, spelling and use of language are flawless; information is concise and easily understood. All necessary information is included in reports.

(17) REASONING ABILITY

- #1 **Unacceptable** Cannot apply rules or procedures to situations or cannot see how events or information relate to the solution of a problem. Does not see how a series of events are related or connected to one another nor can form logical conclusions from the events.
- #4 **Acceptable** Usually applies procedures or rules to a situation. Can usually see how events or elements of a problem relate to a possible solution. Understands connection between events or elements of a problem and forms conclusions. Solution is consistent with evidence or information at hand.

- | | | |
|-----------|-----------------|---|
| #7 | Superior | Always sees relationships between pieces of information and events and is always able to sort out pertinent information. When confronted with a problem is always able to deduce additional areas which must be explored from partial information. Always maintains records, notes, files in a highly organized and logical manner. Always able to determine the next step to take in solving a problem after evaluating available information. |
|-----------|-----------------|---|

(18) INFORMATION ORDERING

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Unable to apply rules to a situation for the purpose of putting information in the best or most appropriate sequence to solve a problem. Does not take the appropriate steps to resolve situations and, in fact, often exacerbates the problem. Unable to determine what happened at the scene of an accident or dispute. |
| #4 | Acceptable | Generally able to apply rules to a situation for the purpose of putting information in the best or most appropriate sequence to solve a problem. Usually takes the appropriate steps in the correct sequence to resolve situations. Usually able to determine what happened at the scene of an accident or dispute. |
| #7 | Superior | Always able to apply rules to a situation for the purpose of putting information in the best or most appropriate sequence to solve a problem. Always takes the appropriate steps in the correct sequence to resolve situations. Always able to determine what occurred at the scene of an accident or dispute. |

(19) PROBLEM RECOGNITION

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Fails to recognize existence of a problem even when given additional information. Requires clarification of all or most issues relating to a problem. Cannot identify elements of a problem. |
| #4 | Acceptable | Understands the nature of a problem; sometimes requires clarification or additional information; may occasionally have to be given direction. When given direction, generally recognizes the problem and its elements. |
| #7 | Superior | Firm grasp of a problem's key dimensions. Readily recognizes existence of a problem without prompting or additional clarification. Recognizes all or most of the elements of a particular problem without additional information. Always understands the underlying problem in a given situation. |

(20) VISUALIZATION

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Unable to identify suspects if there is the slightest change in appearance. Cannot recognize past defendants or suspects when there is any appearance change. Despite helpful descriptions, cannot imagine what changes have taken place in a hostage scene location. |
| #4 | Acceptable | Usually able to identify arrestees or suspects after appearance changes from description given. Generally recognizes past arrestees or suspects despite changes in appearance. With some helpful descriptions, can imagine what changes have taken place in a hostage scene location. |
| #7 | Superior | Always able to identify suspects even though appearance has changed from description given. Readily recognizes past arrestees/suspects despite changes in their appearance. Extremely adept at imagining what changes have taken place in a hostage scene location. |

(21) SPATIAL ORIENTATION

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Not able to determine the best response to emergency calls for service. Not aware of where they are in relation to the sector. Unable to give directions in response to citizen inquiries. |
| #4 | Acceptable | Usually able to determine the best response routes to emergency calls for service. Usually aware of where they are in relation to the sector and precinct. Usually gives correct directions in response to citizen inquiries. |
| #7 | Superior | Always able to quickly determine best response routes to emergency calls for service. Always aware of where he/she is in relation to the sector. Always gives correct directions in response to citizen inquiries. |

(22) MEMORIZATION

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Rarely retains any information concerning his or her beat or sector. Rarely remembers the members of the community on beat or sector and any conditions that are prevalent. Never remembers instructions given by supervisors or any information received from sources. Requires constant re-instruction. |
| #4 | Acceptable | Learns and retains most information concerning his or her beat or sector. Usually remembers the members of the community on |

beat or sector and any conditions that are prevalent. Usually remembers instructions given by supervisors as well as most information from any source.

- | | | |
|-----------|-----------------|--|
| #7 | Superior | Quickly learns and retains all new information concerning beat, post or sector. Always remembers the members of the community on beat, post or sector and any conditions that are prevalent. Always remembers instructions given by supervisors as well as any information received from any source. |
|-----------|-----------------|--|

(23) JUDGEMENT

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Does not demonstrate any ability to make sound conclusions. Draws conclusions that are based on little or no information which is available. Fails to obtain readily available additional information necessary to arrive at a proper conclusion. Unable to manage time. |
| #4 | Acceptable | Able to reach good conclusions based on information available. Conclusions are practical and sound. Recognizes need for more information to aid in drawing conclusions. Time management is usually appropriate. |
| #7 | Superior | Always demonstrates an excellent ability to make sound conclusions based upon all information available. Conclusions are consistently sound and very practical. Obtains all necessary information required in making decisions. Always manages time efficiently. |

(24) INNOVATIVENESS

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | When faced with a problem, does not have the ability to formulate a creative solution. Not resourceful: is unable to develop new procedures to overcome an obstacle. Not capable of devising a way of improving existing procedures and tactics. |
| #4 | Acceptable | When faced with a problem, has the ability to formulate a creative solution. Occasionally resourceful: when confronted with obstacles, may be able to develop a new procedure, tactic or system to overcome the obstacle. Sometimes capable of devising a creative way to improve existing procedures and tactics. |
| #7 | Superior | When faced with a problem, is always able to formulate creative solutions. Extremely resourceful: when confronted with obstacles, always able to develop new procedures, tactics or systems to |

overcome the obstacle. Constantly devises creative ways to improve existing procedures and tactics.

(25) ADAPTABILITY

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Unable to change approach to problem even when that approach is not working. When situations change, cannot alter approach. As circumstances change, loses sight of original goals. As environment changes, approach always stays the same. |
| #4 | Acceptable | Usually able to modify approach to attain goal. Generally adapts approach as environment changes. When new facts are added or facts change, he/she can change his/her approach. Generally keeps goal in mind when the circumstances change. |
| #7 | Superior | Always able to adapt his/her approach on own initiative to attain objectives or achieve goals. Readily able to change his/her approach in varied environments. Always able to change his/her approach when confronted with new or changed facts about the problem or situation at hand. Always keeps original goal in mind as circumstances and situations change. |

(26) DRIVE / INITIATIVE

- | | | |
|-----------|---------------------|---|
| #1 | Unacceptable | Needs constant supervision. Sits around idly unless specifically directed to work. Always takes shortcuts. Tries to pass off work to others. |
| #4 | Acceptable | Sometimes requires direction or prompting to resolve problems. Usually checks records or files to assist in his/her problem resolution. Usually meets deadlines. Makes notifications on time. |
| #7 | Superior | Always works on problems with little or no supervision. Always takes a personal interest in beat/sector. Always makes every effort to meet deadlines. Never complacent regarding work. Volunteers for difficult problems. Relentless in pursuit of resolutions. |

(27) INTERPERSONAL SKILLS

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Abrasive, abusive, inconsiderate or tactless. Shows little concern for feelings of others. Displays bias or prejudice against others due to race, color, creed, culture, gender or sexual preference. Annoys, alarms, or unduly intimidates witnesses. Never displays positive leadership. |
|-----------|---------------------|--|

- | | | |
|-----------|-------------------|--|
| #4 | Acceptable | Develops rapport with others. Is able to handle sensitive situations with a degree of care and empathy toward the feelings of others. Displays tact and concern. When required, assumes leadership. |
| #7 | Superior | Always develops an excellent rapport with witnesses, victims and supervisors. Handles extremely sensitive problems without raising undue antagonism or creating hostility in the community. Extremely tactful in situations where a potential for conflict exists. Displays an extremely high degree of empathy for victims and others in sensitive situations. Extremely diplomatic, outgoing and personable. A leader. |

(28) APPEARANCE

- | | | |
|-----------|---------------------|--|
| #1 | Unacceptable | Fails to dress appropriately for assignment. Appearance seldom in accordance with professional duties. Uniform and equipment are not clean and serviceable. Fails to conform to Department guidelines for hair and/or mustache and sideburns although professional capacity does not preclude compliance. Individual is physically unfit. |
| #4 | Acceptable | Dresses appropriately for assignment. Projected image in accordance with related duties/capacity. Accordingly, meets Department guidelines for hair and/or mustache and sideburns. Any relevant uniforms and equipment maintained in a clean and serviceable fashion. Individual is physically fit for duty. |
| #7 | Superior | Always dresses appropriately for assignment. Appearance always in harmony with professional capacity. Reflective of a positive self-image and professional pride. Applicable uniformed articles and equipment utilized are always clean and serviceable. Dependent on official duties, always meets Department guidelines for hair and/or mustache and sideburns. Individual is always physically fit. |

**NYS DIVISION OF CRIMINAL JUSTICE SERVICES
OFFICE OF PUBLIC SAFETY
BASIC COURSE FOR POLICE OFFICERS
SUPERVISED FIELD TRAINING ORIENTATION AND REVIEW
DAILY OBSERVATION REPORT**

Agency:	Date:	DOR Number:
Recruit Officer Name - Printed:	Shield Number:	Phase Number:
Field Training Officer Name - Printed:	Shield Number:	Shift:

Rating instructions: The Field Training Officer should rate observed behavior utilizing the scale which is described in the guide and outlined below. Written comments pertaining to the most and least satisfactory performance must be placed in the "Narrative" section. Narrative comments can be provided for any behavior observed; however, are required whenever a rating of, "2" or less, "6" or more and "NRT" is given in any category. "N.O." should be circled if behavior is not observed in a given area. A description of any remedial training provided, including the amount of time utilized, should be noted in the narrative section.

#1 - Unacceptable, #4 - Acceptable, #7 - Superior
NRT - Not Responding to Training, NO - Not Observed, NAR - Narrative, REM - Remedial Training

PERFORMANCE AREAS
Rating Number

RATING

FTO/RO

1. ___Community Interaction	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
2. ___Apprehension/Intervention	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
3. ___Victim/Prisoner Interaction	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
4. ___Processing Arrests	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
5. ___Vehicular Offenses/Accidents	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
6. ___Handling Specific Offenses	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
7. ___Police Interaction/Notification	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
8. ___Vehicle Operation/Maintenance	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
9. ___Review and Maintenance	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
10. ___Handling Special Cases	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
11. ___Vouchering/Inventorying	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
12. ___Reports/Clerical Duties	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
13. ___Officer Safety	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___

BEHAVIORAL DIMENSIONS

14. ___Police Ethics/Integrity	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
15. ___Comprehension Skills	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
16. ___Communication Skills	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
17. ___Reasoning Ability	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
18. ___Information Ordering	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
19. ___Problem Recognition	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
20. ___Visualization	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
21. ___Spatial Orientation	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
22. ___Memorization	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
23. ___Judgement	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
24. ___Innovativeness	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
25. ___Adaptability	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
26. ___Drive/Initiative	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
27. ___Interpersonal Skills	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___
28. ___Appearance	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	___/___

NARRATIVE

The **most** acceptable area of performance today was rating category number____
A specific incident which demonstrates today's performance in this area is:

The **least** acceptable area of performance today was rating category number _____
A specific incident which demonstrates today's performance in this area is:

Documentation of performance and comments:
Category number:

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Recruit Officer_____ Field Training Officer_____

Agency:	Date:	ES Number:
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[illegible]

_____	Acceptable:	The officer generally met performance expectations in a good, competent manner. This is the expected and usual level of performance. I am recommending the recruit be passed in this segment of training.
_____	Unacceptable:	The officer generally did not meet performance expectations. I am recommending the recruit be failed for this segment of training.

By signing below, the agency is certifying that the recruit officer has completed the mandated hours of Supervised Field Training Orientation and Review in the Basic Course for Police Officers in an acceptable manner. The recruit officer is still subject to local agency training requirements, Civil Service law, and any required probationary field training.

Chief Executive Officer – Printed:	Title:	Chief Executive Officer – Signature:	Date:
Field Training Officer – Printed:	Title:	Field Training Officer – Signature:	Date:
Recruit Officer – Printed:	Title:	Recruit Officer – Signature:	Date:
Academy Director – Printed:	Title:	Academy Director – Signature:	Date:

Appendix B

BCPO Table of Contents





Basic Course for Police Officers Table of Contents

August 2015 Version

Topic		Required Hours	Instructor Pre-Requisites
Administration of Justice – Part 1			
Introduction to Criminal Justice.....	Part 1-A	> 0	General Topics (GT)
Jurisdiction and Responsibilities of Law Enforcement.....	Part 1-B	> 0	GT
Adjudicatory Process and Court Structure Civil and Criminal.....	Part 1-C	> 0	GT
Combined Total of Part 1 – Minimum of Number of Hours		4	
Introduction to Law Enforcement – Part 2			
Constitutional Law.....	Part 2-A	2	GT
Discretionary Powers.....	Part 2-B	2	GT
Ethical Awareness..... <i>*Practical Exercise Required*</i>	Part 2-C	12	GT & Ethical Awareness Moderator
Physical Fitness and Wellness..... <i>*Practical Exercise Required*</i>	Part 2-D	65	GT & Physical Fitness Instructor
Laws of New York – Part 3			
New York State Penal Offenses.....	Part 3-A	16	GT
Justification- Use of Physical Force and Deadly Physical Force.....	Part 3-B	7	GT
New York State Criminal Procedure Law.....	Part 3-C	21	GT
New York State Juvenile Law and Procedures.....	Part 3-D	5	GT
Civil Liability and Risk Management.....	Part 3-E	2	GT
Ancillary New York State Statutes.....	Part 3-F	2	GT
New York State Vehicle and Traffic Law..... <i>*Practical Exercise Required*</i>	Part 3-G	5	GT



Basic Course for Police Officers Table of Contents

August 2015 Version

Topic		Required Hours	Instructor Pre-Requisites
Law Enforcement Skills – Part 4			
Field Note Taking.....	Part 4-A	2	GT
Report Writing..... <i>*Practical Exercise Required*</i>	Part 4-B	7	GT
Communications..... <i>*Practical Exercise Required*</i>	Part 4-C	4	GT
Observation and Patrol.....	Part 4-D	4	GT
Case Preparation and Demeanor in Official Proceedings..... <i>*Practical Exercise Required*</i>	Part 4-E	7	GT
Mental Illness..... <i>*Practical Exercise Required*</i>	Part 4-F	14	GT & Mental Health Instructor
Crimes in Progress..... <i>*Practical Exercise Required*</i>	Part 4-G	4	GT
Arrest Processing..... <i>*Practical Exercise Required*</i>	Part 4-H	5	GT
Professional Traffic Stops..... <i>*Practical Exercise Required*</i>	Part 4-I	5	GT
Interpersonal Skills-Arrest Techniques..... <i>*Practical Exercise Required*</i>	Part 4-J	40	GT & Defensive Tactics Instructor
Emergency Medical Services..... <i>*Practical Exercise Required*</i>	Part 4-K	48	NYS Department of Health Approved Instructor
Emergency Vehicle Operation and Control..... <i>*Practical Exercise Required*</i>	Part 4-L	21	GT & EVOC Instructor
Firearms Training..... <i>*Practical Exercise Required*</i>	Part 4-M	40	GT & Firearms Instructor
Supervised Field Training Review and Orientation..... <i>*Practical Exercise Required*</i>	Part 4-N	160	Field Training Officer Certification (Required



Basic Course for Police Officers Table of Contents

August 2015 Version

Topic		Required Hours	Instructor Pre-Requisites
			beginning January 1, 2015)
Traffic Direction and Control..... <i>*Practical Exercise Required*</i>	Part 4-O	2	GT
Traffic Enforcement..... <i>*Practical Exercise Required*</i>	Part 4-P	4	GT
DWI Detection and Standardized Field Sobriety Testing..... <i>*Practical Exercise Required*</i>	Part 4-Q	21	GT & SFST Instructor
Physical Evidence..... <i>*Practical Exercise Required*</i>	Part 4-R	12	GT
Off-Duty and Plain Clothes Police Encounters..... <i>*Practical Exercise Required*</i>	Part 4-S	4	GT
Community Interaction – Part 5			
Intoxication.....	Part 5-A	2	GT
Community Resources – Victim/Witness Services.....	Part 5-B	3	GT
Crime Prevention and Crime Against the Elderly.....	Part 5-C	4	GT
Cultural Diversity/Bias Related Incidents and Sexual Harassment...	Part 5-D	5	GT
Persons With Disabilities.....	Part 5-E	2	GT
Community Oriented Policing & Problem Solving–Media Relations	Part 5-F	2	GT
Mass Casualties and Major Events – Part 6			
Standardized Response Plans for Unusual Events.....	Part 6-A	8	GT & FEMA Approved ICS 100, NIMS-700
Counter Terrorism.....	Part 6-B	8	GT
The Nature and Control of Civil Disorder..... <i>*Practical Exercise Required*</i>	Part 6-C	2	GT



Basic Course for Police Officers Table of Contents

August 2015 Version

Topic		Required Hours	Instructor Pre-Requisites
Investigations – Part 7			
Domestic Violence..... <i>*Practical Exercise Required*</i>	Part 7-A	14	GT & Domestic Violence Instructor
Organized Crime Familiarization/Enterprise Corruption.....	Part 7-B	2	GT
Preliminary Investigation and Information Development.....	Part 7-C	2	GT
Interviewing Techniques..... <i>*Practical Exercise Required*</i>	Part 7-D	5	GT
Common Criminal Investigation Techniques.....	Part 7-E	10	GT
Basic Crash Management and Reporting..... <i>*Practical Exercise Required*</i>	Part 7-F	14	GT & 70 Hours of Formal Training
Injury and Death Cases.....	Part 7-G	3	GT
Sex Crimes.....	Part 7-H	2	GT
Narcotics and Dangerous Drugs.....	Part 7-I	3	GT
Missing Persons.....	Part 7-J	3	GT
Animal Abuse Cases.....	Part 7-K	2	GT
Contemporary Police Problems.....	Part 7-L	4	GT
Human Trafficking.....	Part 7-M	2	GT
Grand Total		649	