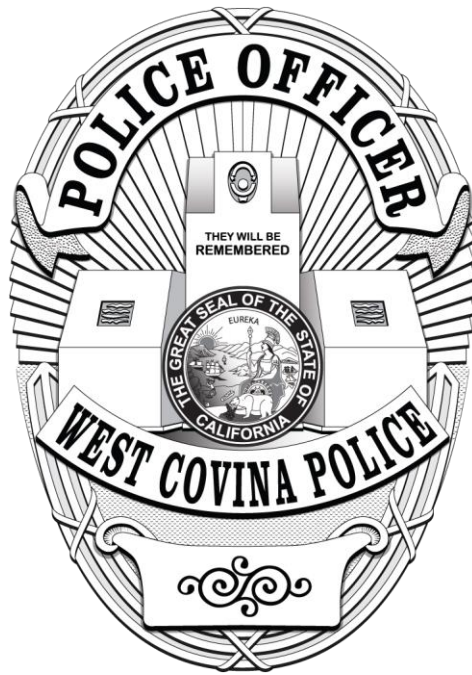


# **WEST COVINA POLICE DEPARTMENT**



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**CHIEF OF POLICE**

# **FIELD TRAINING PROGRAM MANUAL**

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**WEST COVINA POLICE DEPARTMENT  
MISSION STATEMENT**

**The mission of the West Covina Police Department is to provide the highest quality of service and protection to the community.**

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**Working together, we will strive to enhance the quality of life as we progress into the future.**

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**Our mission will be accomplished by preserving peace and order by the fair and impartial enforcement of the law through innovative police services.**

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**We will have a flexible, community-wide approach, to problem solving while respecting everyone as individuals with differing needs.**

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**We are responsible for the success of our department and community.**

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**We hold ourselves accountable for our decisions, actions, and performance.**

## **FORWARD**

The purpose of the Field Training Program Manual is to provide a standardized program to guide the department and the Field Training Officers (FTOs) in the initial orientation and field training of newly assigned patrol officers. The program is designed to assist these officers in making the transition from what they learned in the academy to performing general law enforcement patrol duties competently in the field.

The role of the FTO is a critical component of the Field Training Program. It is the primary responsibility of the FTO to facilitate this transition process by supervising, training, and evaluating trainees in the initial application of their previously acquired knowledge and skills.

This standardized program is an accumulation of the best aspects of existing field training programs. This program is designed with the following criteria in mind:

### **1. Defensible/Fair**

The program achieves defensibility and fairness by proper selection of FTOs, a trainee feedback mechanism, a comprehensive list of training tasks and goals, and a standardized evaluation process.

### **2. Effective/Manageable**

This program is performance-based and includes adequate documentation, minimum time completion requirements, and competency specifications.

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

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

PART I

**PROGRAM ORIENTATION**

## **FIELD TRAINING PROGRAM OVERVIEW**

Training has long been the hallmark of the West Covina Police Department. The Field Training Program has been established to ensure the highest quality of training to newly hired officers through a standardized program of training and evaluation.

The Field Training Program is intended to facilitate a peace officer's transition from the academic setting to the performance of the general law enforcement patrol duties of the West Covina Police Department. Although an officer graduating from the basic police academy has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately assume the full responsibilities of an experienced police officer. Newly assigned officers must receive additional training in the field where they can learn from officers who have already gained a great deal of practical patrol experience. The Field Training Program introduces a newly assigned trainee to the personnel, procedures, policies, and purposes of the West Covina Police Department and provides the initial formal and informal training specific to the Department and the day to day duties of its officers. This one-on-one style of training, coupled with the fact that the trainers must guide the trainee in real law enforcement situations, sets it apart from any prior academic endeavor.

In order to make the new officer's field training as effective as possible, they are assigned to a Field Training Officer (FTO). The FTO is a Corporal, which is a position of rank within the Department, or an experienced police officer. The rank of Corporal has, as its primary responsibility, the position of FTO. The position is obtained through a standard promotional testing process consisting of a written test, oral interview, and staff evaluations. Applicants are considered in part on their interest and prior involvement in training. The minimum requirements for application for the position of Corporal exceed the POST requirements for FTO of one year of patrol experience, possession of a Basic POST Certificate, and supervision recommendation. An experienced police officer, at times, may also be selected as an FTO. The Field Training Program staff select experienced police officers as FTOs based on their interest to train, a memorandum of interest, current performance, and previous evaluations. Any FTO, regardless of rank, must complete a POST approved Field Training Officer course. They must also attend a POST approved FTO Update Course every three years.

Trainees will receive an orientation to assist them with Department policy and procedure. The field training is divided into three phases spanning a minimum of twelve weeks. Phase I stresses the importance of learning through observation and participation. Phase II concentrates primarily on participatory learning, and Phase III provides the trainee the opportunity to perform as a single person unit.

Upon successful completion of phase III of the field training, the trainee will ride for one shift with a sergeant. The object of this "check ride" is to test the trainee to ensure that basic aspects of the training have been thoroughly covered in the phase training. Upon completing this "check ride," the trainee is certified as having completed his or her field training and assigned to a crew.

The trainee's performance will be evaluated daily by the FTO on a Daily Observation Report (DOR). The DOR will be addressed in more detail later in this manual. The DOR is forwarded to the shift sergeant who reads and approves it. The DOR is then forwarded to the training staff so that the training staff can monitor the trainee's performance. The approved DOR remains in the trainee's electronic training file.

Each member of the Field Training Program must strive to ensure that every trainee is given the maximum opportunity to show that he/she can do the job. Each member will work to provide a positive environment in which learning is maximized and in which trainees are able to perform to the best of their abilities. Each member's approach must be fair, firm, friendly, and, above all, professional. Your example must be above approach. Evaluations must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of the performance. At no time should a trainee be demeaned or ridiculed. Even the least capable trainee must be treated with respect and compassion. No trainee should ever be treated in a way that deprives that trainee of their dignity.

## THE POLICE IMAGE

No other form of public service is more likely to cause ill feeling among the public it serves than the agency whose duty it is to enforce laws, restrict citizen's activities, and control conduct. Actually, it is the government agency that restricts the activities of its citizens; but, so far as the individual is concerned, the government is an abstraction. People often regard its symbol – the police officer – as the cause of their troubles and resentment is reserved for the officer and no one else.

Despite the difficulties involved, every effort must be made to create as many favorable contacts as possible between the police and the public. The constant accumulating effect created by these thousands of person-to-person contacts determines the degree of public acceptance. If a police department cannot gain and maintain the confidence of the citizens in the community, its' effectiveness will be curtailed and its integrity and ability questioned.

High visibility of the police officer's uniform sets officers apart from the rest of society. In the eyes of the public, officers shed individuality, and acquire the identity of the group. Isolated incidents of individual misconduct or incompetence are not associated with this specific officer, but become symbolic of the entire department and profession. When an officer is careless about personal appearance, is rude or displays an improper attitude, it is thought to be a measure of the agency that permits these problems to exist.

The police officers whose actions indicate that they consider themselves above the law or acts in a rude manner, destroys public respect for not only themselves but for other members of the Department. Citizens will judge, and misjudge officers according to many factors. To avoid portraying a negative image, the following is suggested:

### **1. Uniform Appearance**

Citizens have more respect for an officer who has a sharp appearance. Officers should keep their uniforms clean, tailored, shoes shined, and leather gear maintained. Grooming shall be in accordance with Department standards.

### **2. Driving Habits**

Abide by the laws you enforce: Keep the unit at the speed limit unless circumstances warrant otherwise, avoid sudden lane changes, signal on all turns and lane changes, and avoid parking the unit improperly (with the exception of emergency conditions).

### **3. "Coffee" and "Lunch" Stops**

Avoid congesting at coffee and lunch stops. No more than two units are allowed at a coffee stop at one time. Seeking out or taking advantage of gratuities is frowned on by this Department and the public.

### **4. Treatment of Citizens**

A simple rule to follow is: "Treat all citizens as you yourself would care to be treated." Your actions are constantly being viewed and judged by those you are dealing with directly, and bystanders, who are judging your demeanor.

## **5. Off-Duty Demeanor**

It should always be remembered that the image you portray off-duty reflects not only on you personally, but upon the Department and the law enforcement profession. Even off-duty, you will be held up to public scrutiny.

The image you portray creates either a positive or a negative feeling toward law enforcement. Never forget that the less fear citizens have in a community, the more cooperation they will give to law enforcement.



## LAW ENFORCEMENT CODE OF ETHICS

**AS A LAW ENFORCEMENT OFFICER**, my fundamental duty is to serve humankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

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

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

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

## **DUTIES AND RESPONSIBILITIES OF THE TRAINEE**

The roll of the trainee officer while undergoing field training in Patrol is that of junior partner to the Field Training Officer (FTO). While this partnership is equal in the respect that both officers are full-time sworn officers, it is obvious that trainee officers cannot be as fully trained and prepared to handle the many varied situations as an FTO; therefore, the FTO is in charge. Some explanation of the role of trainee officer is important.

First, as the most experienced officer in the car, the FTO will make the final decision on any issue or problem that comes up unless the FTO has requested the recruit to do so, is incapacitated, or an emergency exists and is not available. In those cases the trainee officer must take charge.

Second, remember that the FTO is just that – a Field Training Officer. Ask questions. If the FTOs cannot answer immediately, they will get the answer. Questions about a specific assignment or the job in general should be asked. Keep the FTO aware of any problem areas you have, so they can be worked on together.

Third, the trainee officer must remember to follow instructions and/or directions of the FTO unless, of course, they are illegal or in direct violation of a supervisor's order(s) or Department Policy, in which case supervisory assistance should be sought.

In addition, to the responsibilities mentioned, trainee officers must remember that they are still responsible to carry out all the functions of a full-time police officer. Trainee officers must be concerned with doing a proper job, maintaining a neat, clean appearance, and conduct, both on-duty and off-duty, must be exemplary.

The trainee officer, as all officers, must follow the chain of command in all dealings with the Department, and should keep their FTO or immediate supervisor informed of any and all problems.

It is also essential that the trainee officer be familiar with how the Department is organized, and of the role relationships and responsibilities of different divisions.

Ensuring objective evaluations throughout the probationary period is imperative. Injuries can impact training and the Department wants to reduce this risk. More importantly, the Department wants to ensure that non-performance issues do not effect the evaluation process. Officers are encouraged to not participate in hazardous sporting events until probation has been completed.

Probationary officers, while in training, will be assigned to a crew sergeant. This supervisor will monitor your training and read your evaluations. Your training is also being monitored by the Field Training Program Sergeant(s). Trainees are encouraged to bring to the attention of these sergeants, any matter, personal or professional, that is affecting their training.

In an effort to maintain high standards of training, the probationary officer shall provide the Field Training Program Staff an evaluation of their Field Training Officers after they successfully pass the Field Training Program, and prior to the end of their probationary period.

As part of the Field Training Program, the trainee will be responsible for completing all required tests, acknowledging all checklist items, and acknowledging all evaluations completed on them.

The trainee's ultimate goal during field training is to attain a "minimum acceptable" rating on a consistent level for each category defined in the Standard Evaluation Guidelines. Daily Observation Reports (DORs) will be completed for the duration of your field training.

At the completion of your field training, you will ride for one shift with a crew sergeant to evaluate your competence in various areas of the patrol function. Upon successful completion of the “check ride,” you will be assigned to a crew and work as a solo officer in the field. If you fail the “check ride,” you will be assigned to an FTO to for remedial training.

## **DUTIES AND RESPONSIBILITIES OF THE FIELD TRAINING OFFICER**

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

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

It would be impossible to list every conceivable aspect of the FTOs role in this manual. They can change hourly or sometimes by the minute. FTOs must be flexible and able to change as the challenges develop; otherwise, the trainee, the program, and the Department will suffer. A weak FTO can disrupt the entire process. A great deal of trust and responsibility go with this assignment and each member of the Field Training Program must be willing to accept it.

An FTO must commit to the philosophy of teaching. The most obvious function of the FTO is that of a teacher. In most cases, teaching will occur in the field under actual conditions. Other times teaching may occur over a cup of coffee or during a casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. The fact is, FTOs will spend much of their time teaching, even when it does not appear to be an obvious activity. As teachers, FTOs should be willing to accept the responsibility for the progress of the trainee, or lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee's performance.

FTOs should recall how they felt when they began training and, consequently, appreciate the trainee's state of mind. The trainee's problems and fears can be allayed by the simple application of understanding from the FTO. The trainee should not be pampered but, instead, treated in a professional, realistic, objective, friendly, and empathetic manner.

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

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

FTOs training methods should be conducive to producing a successful trainee. This point cannot be overemphasized. Frequently, ineffective or counter productive stressful training methods can seriously alter a trainee's self-image. The use of loud or profane speech or humiliation tactics is not acceptable conduct. These methods do not contribute to the learning environment, nor do they place the trainee in a proper state of mind.

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

FTOs must conduct themselves in a professional manner at all times. They must teach and reinforce agency policy and procedures. FTOs should set examples by virtue of their knowledge, deportment, and appearance. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. FTOs should attempt to set the highest standards in all areas of their performance.

FTOs must be positive role models. This is done by maintaining a professional demeanor and appearance, adhering to rules and regulations, and having a positive attitude toward the Department, training program, and the trainee.

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

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

It is particularly important that an FTO maintain a positive and objective attitude when assigned a trainee who has not performed well with another FTO. The subsequent FTO must give the trainee every opportunity to succeed in that; (1) the trainee should not be stereotyped or be discriminated against, and (2) judgments should be based on independent observations, not on the comments of others. It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO may, in and of itself, be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the trainee. What FTOs expect from their trainees and how they (the trainees) are treated largely determines the trainee's career success. Trainees, more often than not, perform at a level they believe is expected of them. The expectation of an event can actually make it happen in field training.

FTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the trainee. It is virtually impossible to do this in that messages are constantly being conveyed through one's actions, mannerisms, expressions, tone of voice, and omissions. People will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is not what the FTO says but how the FTO behaves.

FTOs will be responsible for completing DORs in a timely manner, assigning tests to their trainee and ensuring a passing score, discussing on checklist items for each phase assigned, and completing any applicable end of phase evaluation on their trainee. The FTO is also responsible for acknowledging supervisor weekly evaluations.

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

## DUTIES OF STAFF

The Crew Sergeant has the responsibility to ensure that the training and evaluation process are accomplished. Various sources of information should be utilized to achieve these goals. Reviewing daily observation reports, oral communication with the FTO, and personal observations are all used to summarize the trainee's progress. The Crew Sergeant will complete the weekly evaluation of trainees. The Crew Sergeant will review and acknowledge the FTO's daily observation reports of the trainee and receive input from the trainee's FTO.

The Crew Sergeant and the FTO must accept the importance of documentation of the trainee's training. Documentation addresses both deficient and acceptable performance and provides a ready reference in the event of a need for response to questions concerning the program and/or the trainee's performance in the program.

The FTO Sergeant(s) are responsible for supervising the overall FTO program. They will schedule and chair monthly FTO meetings to discuss trainee performance in the FTO program and to identify training issues. They will work with the FTO Lieutenant and Crew Sergeants to identify problems in trainee's performance, and take steps to ensure the trainee is remediated if necessary. They will schedule the sergeant check ride upon the trainee's completion of the Field Training Program. The FTO Sergeant(s) must attend a POST approved FTO Supervisor course within twelve months of assignment. The FTO Sergeant(s) will complete the final Program Completion Record on the trainee, certifying the trainee as a solo competent officer.

At the FTO's yearly evaluation, the FTO Sergeant(s) will provide input to the FTO's Crew Sergeant about the FTO's performance during the past year in the FTO Program. The input can consist of trainee's evaluations of the FTO performance as well as any other information the FTO Sergeant deems important.

The FTO Lieutenant has the command responsibility for the FTO Program. The lieutenant has the staff responsibility for the supervision of the FTO Sergeants during the field training and evaluation of a trainee. The FTO Lieutenant must attend a POST approved FTO Supervisor course within twelve months of assignment.

The FTO training team must ready the trainee for independent responsibility. Trainees go through extensive field training examination and evaluation procedures during their time in the field-training program. Trainees are closely scrutinized during this training period and are evaluated daily by their FTO's and weekly by their sergeants. Each of these evaluations are reviewed by the FTO Lieutenant.

The FTO Lieutenant will be appraised of all records related to the trainee's development, through discussions held during the FTO meeting. The FTO Lieutenant is responsible for keeping the Patrol Division Captain informed of the status of all trainees. If a trainee is not performing at the minimum standard of the program, the FTO Lieutenant has the responsibility for the completion of all pertinent reports for review by the Chief of Police.

During the period when no trainees are assigned to the FTO program, it is the FTO Lieutenant's responsibility to oversee and evaluate the program, and to implement any organizational changes.

## FTO PHASE TRAINING

### ORIENTATION

Each trainee will participate in an orientation. The orientation will include overview of critical Department policies, receiving assigned uniforms and equipment, and an overview Department procedures that are critical to the trainee's new role.

### PHASE I: TRAINED

Phase I of field training spans your first phase of field training with the West Covina Police Department. The primary objective of this phase is to stress the importance of learning through observation and participation. You will be **trained** in the various aspects of law enforcement and department policies and procedures as they apply to the West Covina Police Department and field activity.

What is meant by learning through observation? Although Phase I is very heavily oriented toward observation, you should not "sit back" and passively watch your FTO work. You should be actively recording your FTOs actions so you are capable of being their cover officer and becoming actively involved. **The object of field training is not to get a good evaluation, but to become a competent police officer.** Your participation, based on careful observation, will be encouraged at all times.

### PHASE II: APPLIED

Phase II of field training concentrates primarily on participatory learning. Having functioned mainly with limited participation during Phase I, you will now be expected to contribute more actively and assume full responsibility as a Police Officer. Basic skills learned in Phase I will be reviewed and further developed during Phase II. You will be expected to **apply** the knowledge you learned in Phase I by responding to radio calls, initiating activities on your own, and carrying your contacts through to their conclusion.

### PHASE III: TESTED

Phase III of field training provides the trainee the opportunity to perform as a single person unit. You will be expected to perform your duties with little or no help from your FTO. You will be **tested** on the practical knowledge learned in Phases I & II. The Field Training Officer will act as an advisor, covering you when necessary, and he/she will evaluate your ability to function independently.

**PART II**  
**EVALUATIONS**  
**&**  
**REMEDICATION**



## **DAILY OBSERVATION REPORTS**

During the field training process, trainees must be guided, directed and made aware of their progress through evaluations. These evaluations include the Daily Observation Report and the Supervisor Weekly Report. The Daily Observation Report (DOR) is the most important of these evaluations. These evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The learning goals and performance objectives in the training program manual, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a patrol officer will serve as the basis for these evaluations.

The Daily Observation Report is completed by the FTO at the end of each shift. It provides the essential information to ensure administrative control over the progress of each trainee officer. Observations made by the FTO are entered on the form along a 7-point scale: “Not Acceptable” by the Field Training Program standards is a “1”, and “Superior” by the Field Training Program standards is a “7”. A “5” indicates midpoint on the scale. Specific narrative comments are required on all observed rating areas when a rating is less than 3 or greater than 5.

Acceptable or not acceptable by the Field Training Program standards is evaluated in terms of the trainee officer’s ability to perform as a competent solo patrol officer. A competent patrol officer is a trainee who can work safely and skillfully after the Basic Academy and the Field Training Program.

The Daily Observation Report form includes measurable behaviors, which are subdivided into six areas: Appearance, Attitudes and Relationships, Critical Performance Tasks, Frequently Performed Tasks, Report Writing, and Knowledge.

### **SCALE VALUE APPLICATION**

The scale, with anchor points of 1, 5, and 7 is also a synthesis resulting from the definitions submitted by FTOs of various police agencies. The system of evaluating the trainee by the ability to perform the given task and job requirements has been tested and utilized by many police departments. With the use of these guidelines, the task of evaluating and rating a trainee’s performance must be based on these definitions. As a guideline, these definitions serve as a means of program standardization and continuity.

Perhaps the most difficult task facing the rater is the application of the numerical rating that represents the behavior he/she is evaluating. The rater’s dilemma usually involves their rating philosophy versus another’s and the question of whom is right. An FTO MUST rate the trainee pursuant to the language in the guidelines if the trainee’s performance is consistent with that language. FTOs have no discretion in this matter. The following explanations should clarify the issue and ease the concern of the rater and the trainee being rates.

The first principle of value application that must be accepted by all is that each of us has different perceptions on nearly everything in the life experience. While standardization of rating is an acute necessity, an attempt to standardize perceptions is doom to failure at the start. For example, FTO “A”, based on a prior negative experience of their own, sees a trainee’s exposure of his/her weapon to a suspect as worth a “1” rating in officer safety, while FTO “B” may see the behavior as worth a “3”. Should we (or the trainee) really be concerned? Our answer is “No”, as long as both FTOs see the performance as “Unacceptable” under the guidelines quoted. A lack of standardization ensues when one FTO sees the performance as “Unacceptable” and the other sees the same behavior as “Acceptable”. In summary then, we have no difficulty accepting differences in FTOs perceptions unless these perceptual differences vary between “Unacceptable” and “Acceptable” ratings for the same behavior.

The second principle that is important to grasp is the value assigned to performance wherein remedial efforts have been undertaken and the trainee is not responding to training. A trainee who performs at a less than acceptable level might be assigned a 1, 2, 3, or 4 for that task. The FTO is under an obligation to remediate the mistake and assess the trainee's performance when he has the opportunity to do so. If the FTO has remediated and the trainee continues to fail, a reduction in the scale value might be seem contradictory if the trainee does no worse than before. The "NRT" (Not Responding to Training) section of the report form allows the FTO to report continued failure and the failure on the part of the trainee to improve, all the while maintaining the integrity of the rating first given.

An "NRT" is an indication, then, of a problem that has occurred in the past; that has been the object of appropriate remedial effort; and the remedial effort has not produced the desired result. An "NRT" might be likened to the waving of a "red flag" in that the trainee is in danger of failing the Field Training Program unless his/her performance improves in that particular area.

## **EVALUATION COMMENTS/NARRATIVE/DOCUMENTATION**

To make the most of effective use of the narrative portions of written evaluations, it is important for FTOs to remember four goals of documentation. To meet these goals, the documentation should be:

1. CLEAR
2. CONCISE
3. COMPLETE
4. CORRECT

The following suggestions will aid the FTO in accomplishing these goals.

1. Set the stage

Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand why the FTO is pleased or unhappy with the behavior.

Example: The trainee, using excellent defensive driving techniques, brought an eighty-mile-an-hour, high-speed chase to a successful halt.

2. Use verbatim quotes

It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

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

3. Report the facts, avoid conclusions

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

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

4. Remember your audience

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

5. Watch your grammar, spelling, and legibility

Avoid slang, jargon, and swearing. Your credibility and professionalism are at stake. Be a good role model.

6. Speak to performance, not personality

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

Example: Rather than write that "you did a poor job of handling call..." try "Trainee Jones did a poor job of handling, etc ..."

7. Use lists, if appropriate

The use of a "list" approach will sometimes save time and space.

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

8. Think remedial

What has been tried, how did it work, what will you try next? Got a plan or idea? Document it and the results thereof.

9. Use quantification whenever possible

Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

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

10. Do not predict

Avoid statements such as "I am sure that Mary will, with little more effort, be able to master the radio" or "Charlie's skills will no doubt improve as the weeks go by." Rather than making statements of this nature, the FTO should write what the behavior should produce such as, "When Bill can complete reports of this nature within 30 minutes or less he will be performing at an acceptable level." Predictions set up false and inaccurate expectations and goals.

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

written and then ask yourself if you would REALLY know what happened from what you have written. Another excellent approach is to have another FTO or your supervisor read your narrative. Do they have any questions? If so, your documentation may need some additional work.

## **DISCUSSING EVALUATIONS**

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

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

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

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

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

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

## **REMEDIAL TRAINING**

Every FTO knows of his or her obligation to train and evaluate, but many overlook the follow-up aspect of that role, i.e., to correct observed deficiencies in the areas of knowledge, skill, and attitude. It is not sufficient to point out what is wrong and report it, what is required is that the FTO then do something to help the trainee improve. This is called remedial training.

Remedial training is defined as: A correction or review of previously taught information or procedures. "Previously taught" for our purposes, does not include any training that the trainee received in the Regular Basic Academy. This training becomes necessary when the trainee's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and improved the job performance. Another way of expressing this is that we will give the trainee "one free pass" while in the program. The first time that a subject, item, or skill is explained or demonstrated by the FTO, it shall count as the very first training experience.

Simply put, anything recognized, as a performance deficiency requires remediation. But, unfortunately, some performance deficiencies have, as their root cause, something that the FTO cannot correct. Some examples are immaturity, absence of a positive self-image, lack of common sense, worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee's behavioral package that they cannot be overcome. It is wrong, however, to automatically assume that a failure to perform well is linked to one of the above reasons. It is most likely that inexperience and an absence of sufficient practice has led to the problem. The FTOs role is to help the trainee overcome the difficulty and give the trainee an opportunity to learn and perform.

Initially, it is the FTOs responsibility to provide the correction or review that is called for. It is typical and common that most problems can be resolved by the FTO but occasionally this may not be the case. The Field Training Program staff must be prepared to invoke creative efforts to bring about desired change. The use of outside resources is one of the more effective methods that should be considered.

Remediation should begin when the problem is observed or as soon as practical. Remediation may be in the form of a simple comment, i.e., “this word is spelled. . . “ or “remember to keep your gun hand clear.” These types of remedial efforts or remedial comments often take place simultaneously to the observed mistake. Other remedial efforts may take place at a time and, perhaps, a location away from the actual event. The important things to remember are that (1) an error must be corrected and, (2) that correction should come as soon as practical following the behavior without interfering with the agency’s service responsibility.

The following are suggested steps to remediation:

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

Most remedial efforts take place in an “ongoing” way as the trainee and FTO interact. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away are those, which call for a more formal approach as described above and may actually require an extended stay in the training program. When appropriate, check the “REM” box to indicate when remedial training occurred. Documentation of remedial training may turn out to be a critical factor in the event of a recommendation of termination.

### **NOT RESPONDING TO TRAINING**

When a trainee has been repeatedly instructed in a particular subject matter and still fails to demonstrate a knowledge of the subject or is unable to perform the particular task which would exhibit his/her knowledge, the FTO shall mark the “NRT” box. In each case where a trainee is not responding to training, the FTO must explain in the narrative comments the training attempted and the results of the trainee’s attempt to perform these tasks.

**PART III**

**STANDARD EVALUATION  
GUIDELINES**

## **STANDARD EVALUATION GUIDELINES**

The following 1, 5, and 7 scale value definitions are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that the program standardization and rating consistency is achieved.

### **APPEARANCE**

#### **1. General Appearance**

- #1. Unacceptable: Physically unfit, poor grooming and/or hygiene, dirty uniforms and/or shoes, or dirty equipment and/or weapon.
- #5. Acceptable: Physically fit, good grooming and hygiene, clean uniform and shined shoes, clean equipment and weapon.
- #7. Superior: Exceptionally physically fit, tailored-clean uniform, spit-shined shoes and leather equipment kept in outstanding condition.

### **ATTITUDES AND RELATIONSHIPS**

#### **2. Acceptance of Constructive Criticism**

- #1. Unacceptable: Rationalizing, argumentative, refuses to make corrections, considers criticism as negative. Becomes sullen and pouts. Does not accept responsibility.
- #5. Acceptable: Accepts criticism in a positive manner and applies it to further learning process.
- #7. Superior: Solicits criticism in order to improve performance, never argues or blames others. Takes responsibility for his/her actions.

#### **3. Job Interest**

- #1. Unacceptable: Takes police work as only a job, uses job for ego trip, abuses authority (badge heavy), and/or no dedication.
- #5. Acceptable: Expresses active interest toward the job.
- #7. Superior: Utilizes off duty time to further professional knowledge, maintains high ideals toward professional responsibilities.

#### **4. Interaction with Fellow Officers/Supervisors**

- #1. Unacceptable: Patronizes or is insubordinate to supervisors or FTO, gossips about others acts superior to others, and/or rationalizes.
- #5. Acceptable: Good peer relationships. Respect of command. Maintains student - teacher relationship.
- #7. Superior: Respects and supports command officers and their functions. Peer group leader.

## **5. Interaction with Citizens**

- #1. Unacceptable: Abrupt, belligerent, and overbearing, introverted and uncommunicative. Displays prejudice towards minorities.
- #5. 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. Understands cultural differences and effects on relations and reacts properly.

## **6. Community Orientated Policing**

- #1. Unacceptable: Does not understand or apply community bases policing concepts.
- #5. Acceptable: Applies community bases policing concepts to problem solving techniques.
- #7. Superior: Actively identifies community problems and develops strategies to solve those problems.

## **CRITICAL PERFORMANCE TASKS**

### **7. Officer Safety – General Awareness**

- #1. Unacceptable: Demonstrates little or no concern for self or others. Consistently violates safety procedures.
- #5. Acceptable: Generally demonstrates good safety techniques and procedures.
- #7. Superior: Consistently demonstrates exceptional safety techniques. Is outstanding in this capacity.

### **8. Officer Safety – Contact & Cover**

- #1. Unacceptable: Does not demonstrate knowledge of contact & cover. Places partner in dangerous situation.
- #5. Acceptable: Generally demonstrates the skills associated with contact & cover.
- #7. Superior: Always uses contact & cover and recognizes potentially dangerous situations.

### **9. Suspect Control – Command Presence**

- #1. Unacceptable: Timid, poor verbal skills. Does not command respect or take control.
- #5. Acceptable: Good verbal skills, and speaks with authority in a clear and calm voice. Generally able to control situations with verbal skills.
- #7. Superior: Consistently demonstrates exceptional professional bearing. Outstanding verbal skills.



## 10. Suspect Control – Physical

- #1. Unacceptable: Fails to control suspect's movements, employs too much or too little force. Fails to use proper handcuffing and or searching techniques. Is unable to control suspect due to poor physical condition.
- #5. Acceptable: Generally uses an acceptable level force. Uses good handcuffing and searching techniques. Is able to control suspect due to good physical condition.
- #7. Superior: Always uses acceptable level of force. Outstanding handcuffing and search techniques. Outstanding physical condition allowing proper response to any physical threat.

## 11. Problem Solving/Decision Making

- #1. Unacceptable: Unable to make decision or makes too hasty a decision; does not take all into account before attempting to solve problem or make decision. Confused and disoriented as to what action should be taken.
- #5. Acceptable: Usually reaches proper conclusion **after** assessing pertinent information.
- #7. Superior: Requires no assistance and quickly analyzes situations and makes proper decisions.

## 12. Driving Skills – Moderate/High Stress

- #1. Unacceptable: Involved in traffic collision(s). Unacceptable Code 3. Excessive and unnecessary speed. Fails to slow for intersections and loses control in corners.
- #5. Acceptable: Maintains control of vehicle. Evaluates driving situations and reacts properly (i.e. proper speed for conditions). Knows and applies criteria for Code 3 driving.
- #7. Superior: High degree of reflex ability and competence in driving skills.

## 13. Field Performance – Stress Conditions

- #1. Unacceptable: Becomes emotional and panic stricken, unable to function, loses temper. Unable to arrive at proper course of action from circumstances presented.
- #5. Acceptable: Maintains calm and controlled attitude, does not allow situation to further deteriorate. Evaluates circumstances, arrives at a proper course of action, and acts appropriately.
- #7. Superior: Expeditiously obtains control and brings order under any circumstances without assistance. Quickly considers all options, reaches proper conclusions, and acts appropriately.

## FREQUENTLY PERFORMED TASKS

### 14. Driving Skill: Normal Conditions

- #1. Unacceptable: Violates Vehicle Code (red light, stop signs), involved in avoidable accidents, and/or lack of dexterity and coordination during vehicle operation.
- #5. Acceptable: Able to maintain control of vehicle while alert to outside activity. Practices acceptable defensive driving techniques.

- #7. Superior: Sets good example of lawful, courteous driving while exhibiting good manipulative skill required of police officers (e.g., operate radio or observe conditions).

## 15. Orientation – Response Time/Use of Maps

- #1. Unacceptable: Unaware of their location while on patrol. Does not understand proper use of maps and street guides. Unable to relate their location to their destination. Not familiar with the beat structure and hundred blocks.
- #5. Acceptable: Has a good working knowledge of the beat system and hundred blocks and incorporates that knowledge in their response to calls. Has knowledge of their location in most situations and can quickly use street guides or maps to respond to calls.
- #7. Superior: Retains prior street guide information and is able to get to destinations by the shortest route.

## 16. Investigative Skills

- #1. Unacceptable: Does not preserve crime scene, destroys physical evidence, does not relate evidence to crime, and does not locate all crime scenes. Conducts improper searches, does not follow through on relevant leads. Mishandles evidence, fails to maintain chain of evidence.
- #5. Acceptable: Identifies crime scene and evidence related to it. Knows and applies laws of search and seizure. Collects and handles evidence in proper manner. Maintains proper chain of evidence.
- #7. Superior: Immediately recognizes relevant evidence, follows through on leads as far as is practical, conducts thorough searches after determining legality of it.

## 17. Interview/Interrogation Skills

- #1. Unacceptable: Does not know difference between an interview and an interrogation, does not locate all persons to interviewed/interrogated, does not utilize Miranda warning when applicable, does not separate persons to be questioned, and/or accepts statements without attempting to verify.
- #5. Acceptable: Knows the difference between an interview and an interrogation. Effectively does both within all legal constraints.
- #7. Superior: Utilizes techniques to put people at ease while interviewing; recognizes proper approaches to interrogate suspects.

## 18. Field Performance – Non Stress Conditions

- #1. Unacceptable: Unable to handle and complete multiple tasks independently. Demonstrates poor judgment and common sense. Unable to adapt to changing conditions.
- #5. Acceptable: Able to handle and complete multiple tasks independently. Demonstrates good judgment and common sense. Able to adapt to changing conditions.
- #7. Superior: Excels at handling and completing multiple tasks. Consistently demonstrates good judgment and common sense. Able to adapt to changing conditions.

## 19. Self-Initiated Field Activity

- #1. Unacceptable: Does not see, or avoids activity, does not follow-up on situations, rationalizes suspicious circumstances.
- #5. Acceptable: Recognizes and identifies suspected criminal activity, makes arrests from routine activity.
- #7. Superior: Catalogs, maintains and uses information given in briefings and from other officers, for reasonable cause to stop vehicles and persons, and makes subsequent good quality arrests.

## **20. Use of Radio – Transmissions/MDT**

- #1. Unacceptable: Repeatedly misses critical and non-critical calls directed to the unit and is unaware of adjoining beat traffic. Frequently has to ask dispatch to repeat transmissions or does not comprehend messages. Does not have knowledge of Department radio codes Under or over modulates transmissions, causing the radio operator to ask for a repeat. Has no computer knowledge and cannot grasp MDT commands.
- #5. Acceptable: Copies critical calls and most non-critical calls directed to the unit. Is aware of adjoining beat traffic. Knows and utilizes department radio codes. Uses short transmissions. Has a working knowledge of the MDT and can retrieve calls and make routine inquiries.
- #7. Superior: Always comprehends critical and non-critical calls directed to the unit. Always aware of, and quickly reacts to traffic in adjoining beats. Transmits in a clear, calm voice. Handles MDT well and make all inquiries.

## **REPORT WRITING**

### **21. Routine Forms: Accuracy/Completeness**

- #1. Unacceptable: Unable to determine proper form for given situations, forms inaccurate and incomplete.
- #5. Acceptable: Knows standard forms and understands format. Completes forms with reasonable accuracy and thoroughness.
- #7. Superior: Consistently and rapidly completes detailed forms with no assistance. High degree of accuracy and completeness.

### **22. Organization/Details**

- #1. Unacceptable: Incapable of organizing events into written form.
- #5. Acceptable: Converts field situations into a logical sequence to include all elements of the situation.
- #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.

### **23. Grammar/Spelling/Neatness**

- #1. Unacceptable: Illegible, misspelled words, incomplete sentence structure.
- #5. Acceptable: Level of usage of grammar, spelling and neatness are satisfactory in that errors in this area are rated and do not impair understanding.

#7. Superior: Very neat and legible, no spelling mistakes and excellent grammar.

## **24. Time Management**

#1. Unacceptable: Excessive amount of time to complete reports.

#5. Acceptable: Completes reports in an appropriate amount of time.

#7. Superior: Completes reports in an amount of time equal to that of a skilled veteran officer. (Articulate this, depending on the type of report, what you consider normal time to complete).

## **KNOWLEDGE**

### **25. Knowledge of Department Policies/Procedures**

#1. Unacceptable: Consistently cannot answer FTO's questions. Has no knowledge of Department policies and procedures and does not attempt to learn or scores below 70% on written tests.

#5. Acceptable: Can answer most of FTO's questions, familiar with most commonly applied Department policies and procedures, and scores between 70% and 90% on written tests.

#7. Superior: Can answer all FTO's questions, exceptional working knowledge of Departmental policies and procedures, and scores more than 90% on written tests.

### **26. Knowledge of Penal Code**

#1. Unacceptable: Cannot answer FTO's questions, does not know basic elements of basic sections, not able to learn, no attempt at improvement, or scores below 70% on written tests.

#5. Acceptable: Can answer most of FTO's questions, has working knowledge of commonly used sections, relates elements to observed criminal activity, and scores between 70% and 90% on written tests.

#7. Superior: Can answer all of FTO's questions, outstanding knowledge of Penal Code and ability to apply it to both normal and unusual criminal situations, and scores above 90% on written tests.

### **27. Knowledge of Vehicle Code**

#1. Unacceptable: Cannot answer FTO's questions, does not know basic sections, not able to learn, no attempt to improve, scores below 70% on written tests.

#5. Acceptable: Can answer most of FTO's questions, working knowledge of commonly used sections, relates elements to observed traffic related activity, and scores between 70% and 90% on written tests.

#7. Superior: Can answer all of FTO's questions, outstanding knowledge of commonly used sections, relates and applies it to both normal and unusual traffic related situations, scores over 90% on written tests.

### **28. Other Related Codes**

- #1. Unacceptable: Cannot answer FTO's questions, does not know basic sections of City codes or related criminal codes such as H&S, ABC, or B&P. Not able to learn. Does not attempt to improve, or scores below 70% on written tests.
- #5. Acceptable: Can answer most of FTO's questions, has a working knowledge of commonly used city and other related criminal codes and relates the codes to observed field activity. Knows where to find reference material related to these codes, and scores between 70% and 90% on written tests.
- #7. Superior: Can answer all of FTO's questions, outstanding knowledge of commonly used sections relates it and applies it to normal and unusual criminal situations, and above 90% on written tests.