[Replace this text with your agency name.]

# Police Training Program Guide

## A Problem-Based Learning Model for Law Enforcement

## Vol. 1

### Program Overview & Appendices

CALIFORNIA POST-CERTIFIED TRAINING

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# Police Training Program Guide

## Police Training Officer
## Problem-Based Learning Model

### Volume 1: Overview & Appendices

## Companion Guide to
## Volume 2: Training Workbook – All Phases

**Developed by**
**POST Basic Training Bureau**

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

# POLICE TRAINING PROGRAM GUIDE

POLICE TRAINING OFFICER / PROBLEM-BASED LEARNING MODEL

**VOLUME 1: PROGRAM OVERVIEW & APPENDICES**

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

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# Acknowledgments


## Special thanks to:

**POLICE TRAINING ADVISORY COUNCIL**

**FIELD TRAINING PILOT AGENCIES**

- Capitola Police Department
- Concord Police Department
- Cypress Police Department
- Folsom Police Department
- Fresno Police Department
- Fresno County Sheriff's Office

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- Training Program Services
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# Foreword

***By POST Executive Director Robert A. Stresak***

The purpose of the POST Police Training Program Guide is to provide administrators of POST-participating agencies with information and assistance in applying POST field training program regulations within their police training program. This standardized program and forms guide law enforcement departments and Police Training Officers (PTOs) through initial orientation and training of newly assigned patrol officers. This program assists new officers in the1 transition from what they learned in the academy to performing general law enforcement uniformed patrol duties competently in the field.

The Police Training Program (PTP) was designed in 1999 as an alternative to the Field Training Program (FTP) model through a grant funded by the Department of Justice Office of Community Policing Services (COPS). California approved the PTP as an alternate training method in 2007. The PTP employs current adult learning theory, particularly **Problem-Based Learning**, as the primary method of instruction. Using phased training (called **Substantive Topic Phases**), **Journaling** as a learning tool, and focusing on **Core Competencies**, the PTP is intended to develop problem-solving skills and engage peace officers in the communities they serve.

The goals of the PTP include:

- To formulate learning opportunities for new officers who meet or exceed the training needs of the agency.
- To develop and enhance the trainee's learning from the academy within the community environment through a series of real-life, problem-solving activities.
- To foster a growing independence from the training officer over the course of the program.
- To produce graduates of the training program who are capable of providing responsible, community-focused police services.
- To prepare trainees to use a problem-solving approach throughout their careers by employing problem-based learning.
- To promote the practice of using community members as partners in problem-solving.
- To design fair and consistent evaluations that address a trainee's skills, knowledge, application, and ability to problem-solve effectively.

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities. The *POST Police Training Program Guide, Volumes 1 and 2,* have been developed to support this mission, drawing upon statewide and national law enforcement expertise.

The Commission appreciates the contributions made by the Police Training Advisory Council and the Police Training Program (PTP) pilot agencies (*Capitola Police Department, Concord Police Department, Cypress Police Department, Folsom Police Department, Fresno Police Department, and Fresno County Sheriff's Office*) in providing input to prepare this guide. Questions or comments regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

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# Code of Ethics

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

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

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

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

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# Agency Perspective

[Replace this text with your agency's perspective.]

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# Agency Mission & Values

## Mission Statement

[Replace this text with your agency's perspective.]

## Department Values

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# Agency Program Management

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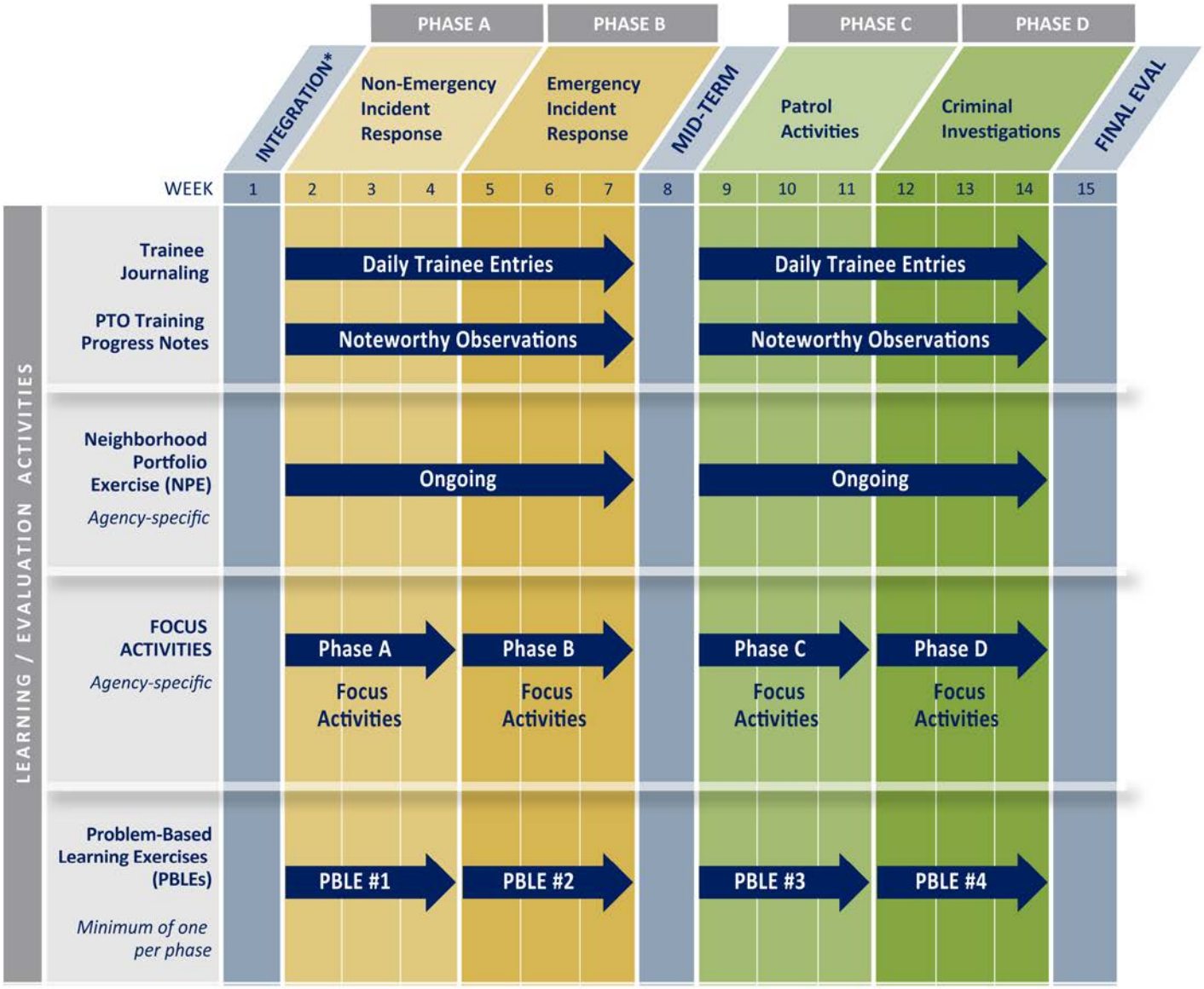
Table 1.0

## POLICE TRAINING PROGRAM (PTP) OVERVIEW




*The **first week** is the integration/orientation period for PTO and trainee.

**NOTE: Click on specific activity or mid-term or final evaluation for additional information.**

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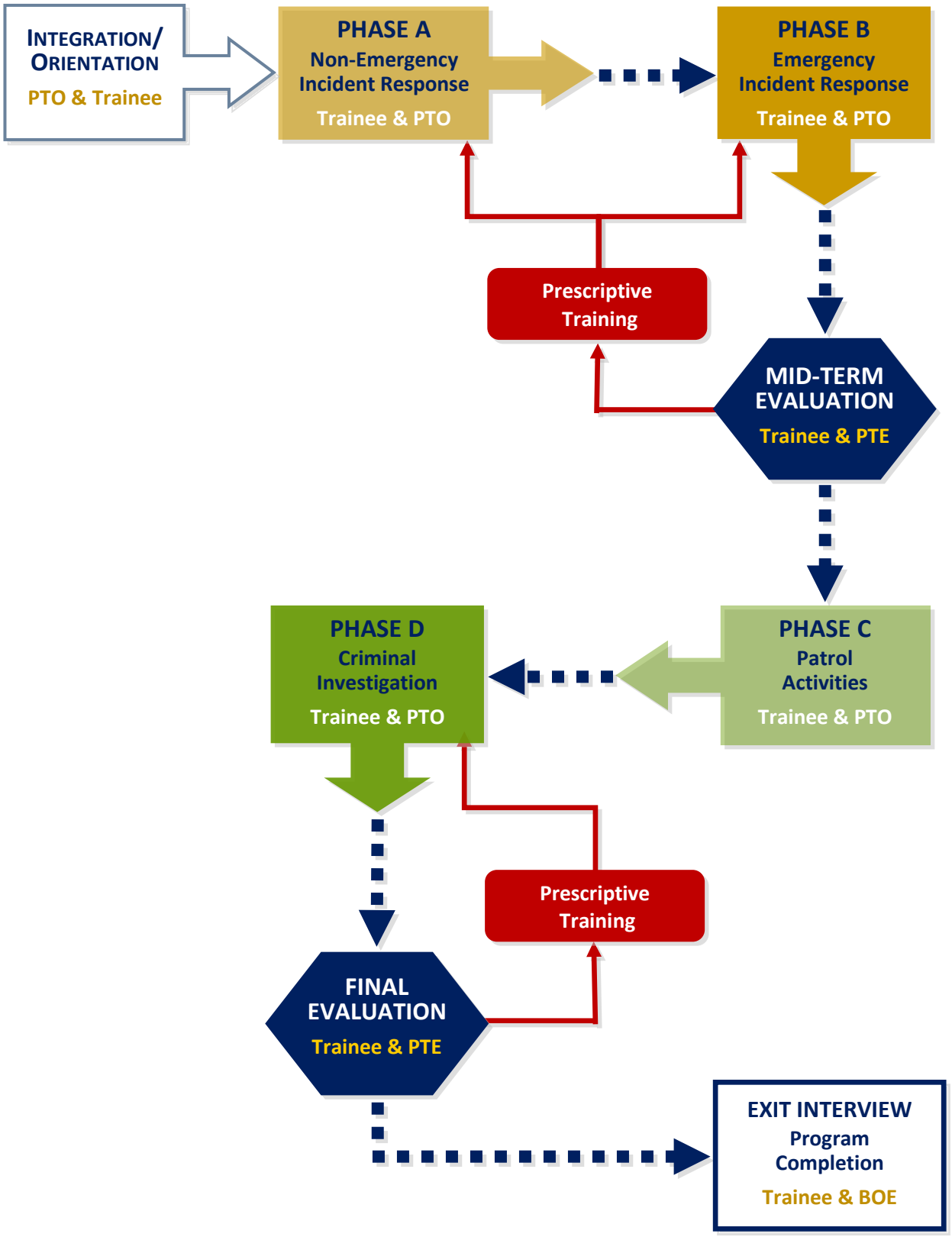
Figure 1.0

## POLICE TRAINING PROGRAM (PTP) PHASES



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# Glossary

Below is a list of abbreviations, terms, and acronyms used throughout the manual:

| | |
|---|---|
| **BOE** | Board of Evaluators |
| **COPPS** | Community-Oriented Policing and Problem-Solving |
| **CPTED** | Crime Prevention through Environmental Design |
| **EI** | Emotional Intelligence |
| **FS** | Field Supervisor |
| **FTO** | Field Training Officer (Field Training Program – comparable to PTO) |
| **LAP** | Learning Activity Package |
| **NPE** | Neighborhood Portfolio Exercise |
| **PBL** | Problem-Based Learning |
| **PBLE** | Problem-Based Learning Exercise |
| **POP** | Problem-Oriented Policing |
| **PTE** | Police Training Evaluator |
| **PTO** | Police Training Officer |
| **PTP** | Police Training Program |
| **PTP SAC** | Police Training Program Supervisor/Administrator/Coordinator |

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# Introduction

## PROGRAM OBJECTIVES

- To formulate learning opportunities for new officers/deputies who meet or exceed the training needs of the agency.
- To develop and enhance the trainee's learning from the academy within the community environment through a series of *real-life,* problem-solving activities.
- To foster a growing independence from the training officer over the course of the program.
- To produce graduates of the training program who are capable of providing responsible, community-focused police services.
- To prepare trainees to use a problem-solving approach throughout their careers by employing problem-based learning training.
- To promote the practice of using community members as partners in problem-solving.
- To design fair and consistent evaluations that address a trainee's skills, knowledge, application, and ability to problem-solve effectively.

## COPPS' INFLUENCE ON THE CALIFORNIA POLICE TRAINING PROGRAM

Community-Oriented Policing and Problem-Solving (COPPS) is a philosophy and daily practice of progressive police agencies around the world; problem-solving lies at the heart of contemporary policing. The problem-solving process strikes at the roots of crime, rather than hacks at its branches. It provides officers/deputies with a more comprehensive understanding of problems through in-depth analysis and guides them in the development of tailored and collaborative response strategies.

Police administrators are recognizing the ineffectiveness of incident-driven policing, as well as the economic insensibility of random patrol, rapid response, and post-crime investigation. Responding to the same domestic dispute nightly or citing the same disorderly youths gathering in a park are ineffective strategies that fail to resolve the problems and simply waste community resources.

A common concern voiced by police executives in the implementation of COPPS involves training, especially the training of new officers/deputies. This manual presents a Police Training Program (PTP) for training new officers/deputies, which incorporates contemporary adult educational methods and a version of Problem-Based Learning (PBL) adapted for police. This approach to training provides a foundation for life-long learning that prepares the new officer/deputy for the complexities of policing today and in the future.

This program focuses on the officer's/deputy's learning capacity and problem-solving skills as opposed to rote performance capabilities. The program offers agencies an invaluable tool for teaching trainees to perform their duties and responsibilities in an efficient, effective, and equitable manner.

During the Community-Oriented Policing Services (COPS) Office research for this National Police Training Officer (PTO) Program, police administrators and training practitioners identified two primary issues with current field training programs: lack of fundamental change and protection against liability. There was strong criticism that field training programs had not changed significantly over the past 30 years in spite of an array of educational and policing advancements

The second issue expressed by police executives was protection from liability. Legal research shows that police agencies' concern about liabilities is largely unfounded. There have been very few court cases which justify a focus on documentation and evaluation. An emphasis on training reaps more benefits and provides the protection against liability that agencies continue to seek. In short, this program speaks to identified themes, incorporating contemporary COPPS concepts and guarding against liability through emphasis on training.

## THE PROBLEM-BASED LEARNING (PBL) MODEL

Researchers and police practitioners, in conjunction with the COPS Office, identified key aspects of a modernized training program. Training officers, administrators, and other police officers from across the country participated in all stages of program development. Meetings with experts from various disciplines, a nationwide survey of over 400 police agencies, and review of dozens of police training manuals took place. Researchers examined field training systems from numerous police agencies across the United States and Canada.

The PBL model is based on the teaching principles of Problem-Based Learning and emphasizes the need for the Police Training Officer (PTO) to function primarily as a trainer rather than as an evaluator. PBL is well-grounded in the fields of medicine and education, where it is used to facilitate the transfer of knowledge.

Similarly, in policing, trainees need to learn much more than just laws and police procedures. They must also understand how to apply their academy knowledge effectively when dealing with individuals and issues within a community.

As demands on police continue to increase, agencies must provide officers with the resources and the training necessary to fulfill their expanded role. It makes good sense to have police trainees thinking about their roles and responsibilities as they approach specific problems in their daily work. Problem-solving is an integral part of police work and requires a creative and flexible method of thinking. The PBL model Police Training Program encourages that flexibility and creativity.

This manual represents a compilation of the best aspects of the DOJ-COPS national model, the Reno Model, and the California pilot of the Police Training Program. The POST PTO Council has prepared this manual for use in their classroom instruction and as a resource when training new officers/deputies in the California Police Training Program.

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CHAPTER 1

# POLICE TRAINING PROGRAM (PTP) PHILOSOPHY

## PROBLEM-BASED LEARNING (PBL)

PBL is a method of teaching that presents trainees with a real-life, ill-structured problem that has no one simple solution. The PTP model (Table 1.1) encourages the trainee to ask questions, hypothesize, research, resolve their learning issues and create an action plan. Some of the benefits of PBL include an opportunity for learning according to individual learning styles and the development of critical thinking skills. Most important, the trainee learns to enlist the community as group members in his/her learning process. It is important to understand that problem-based learning is not a problem-solving model —it is a learning model.

▶ ***PBL is a trainee-centered teaching model*** **that incorporates problem-solving as the vehicle for learning. Traditionally, learning has involved a teacher or instructor delivering information as content to the learner. PBL, however, begins with the presentation of a *real-life* problem that the trainee must attempt to solve. The trainee follows a pattern of discovery whereby he/she expresses ideas about resolving the problem, lists known facts, decides what information to use (including naming sources for that learning) and develops action plans to solve the problem. Several evaluation methods follow the process to determine success or failure of the action plan.**

Clearly, it is critically important that trainees know and apply the proper procedures for responding to daily calls for service, violent crimes, and serious traffic incidents. Yet, it is equally important for trainees to understand how to look at such problems in a broader community context. Therefore, much of the effort in this training model focuses on process rather than content. The most tangible benefit of the model lies in its application to street situations that have neither easy answers nor obvious solutions. This model encourages trainees to explore, analyze, and think systemically. The PBL method encourages trainees to collaborate with peers, develop resources, and communicate effectively with the community. These are the hallmarks of good police work.

## ILL-STRUCTURED PROBLEMS

▶ ***Known as Problem-Based Learning Exercises (PBLE),*** **ill-structured problems are the foundation upon which this model rests. The characteristics of ill-structured problems are:**

- No one simple solution.
- The trainee initially lacks essential information that he/she must obtain to solve the problem.
- The trainee must consider a variety of facts and issues.
- The learning occurs in the context of the problem-solving.
- Learning that occurs has a *real-life* context.
- The trainee learns a process that he/she can apply to future problems.

Traditional field training programs evaluate trainees daily on their ability to perform individual policing tasks. In the PTP, the requirement to demonstrate basic policing skills **is** simply placed in the context of solving problems. The learning proceeds in a number of ways:

- The trainee receives a Problem-Based Learning Exercise (**PBLE**) during each phase of training. There are four PBLEs, one designed for each phase of training.
- The trainee transfers the knowledge from this specific problem to other policing activities.
- At the end of each phase of training, the trainee presents his/her solutions for the PBLE.
- The trainer and trainee proceed with their daily routine. They record appropriate training calls and activities in their Training Progress Notes or Journal.

## TEACHING TECHNIQUES IN PROBLEM-BASED LEARNING

In the PBL method, the student examines a real-life problem for study and learns to ask questions about the problem. The PTO supports and encourages the trainee in the process of inquiry, and guides the trainee appropriately.

The PTO presents problems and allows the trainee to go through an established process to find answers or solutions. For years, professions such as education and medicine have successfully employed PBL to train and graduate competent and confident teachers and doctors. The PBL training model, applied to the police profession, will offer the same benefits to new police officers.

PBL forces trainees to confront what they know as well as what they don't know. It requires them to ask questions, do research, and determine what actions to take. The following steps are the basis of the problem-solving style:

- Presentation of a real-life problem.
- The trainee works with the problem and considers initial ideas.
- The trainee identifies what he/she knows about the problem.
- The trainee identifies what he/she needs to know about the problem and seeks information from available resources, including relevant community sources.
- The trainee develops an action plan based on his/her research.
- The trainee evaluates his/her own performance and learns to transfer the new knowledge to future problems.

## FAILING FORWARD

Many of our greatest discoveries and learning occurs when we make mistakes or fail. Contemporary police writers and leaders call this *failing forward.*[1] Policing agencies want to minimize mistakes and provide high quality police services. By using PBL, new police officers discover not only positive solutions to problems in the community, but also *what does not work.* Under the supervision of their PTO, trainees suggest solutions to problems, some of which may not work. Thus, learning can legitimately take place within the context of failing

[1] Geller and Swanger, 1995

forward. Allowing trainees to explore ideas and make non-critical mistakes fosters an environment of exploration and learning. ***This, however, does not absolve the PTO of the responsibility to intervene if the trainee is about to make a mistake of a serious nature.***

## PROBLEM-BASED LEARNING EXERCISES (PBLEs)

Problem-based learning in policing has unique characteristics. A key difference lies in how police trainees will establish learning groups. In other training environments, groups of students come together to form learning cohorts. They collaborate to develop an end product that will help solve the problem they receive from the instructor. In this model, however, the trainees and PTOs form a slightly different unit. The PTO helps the trainee utilize members of the department and community as part of his/her problem-solving team. This community learning facilitates the involvement of those individuals most invested in community problems.

▶ ***Community Learning –*** **Once a trainee receives the PBLE, he/she will form partnerships to solve the problem. Learning cohorts may include the PTO, other police officers, members of social or community services, witnesses, victims, or other members of the community. This learning dynamic is known as *community learning.***

For example, if the trainer presents a "youth selling drugs in a park" problem to the trainee, the trainee may consider contacting others such as local park authorities, school administrators, drug squad officers, neighbors using the park, and perhaps even the suspects. These individuals become part of the cohort with whom the trainee seeks input and solutions. The PTO encourages the trainee to listen to their concerns, guidance, and expertise. The PTO serves as both mentor and guide to the trainee as he/she moves through this process.

Once presented with the PBLE, the trainee follows these steps:

**STEP 1** ***IDEAS – The trainee lists initial ideas for solving the problem.***
For example: Close the park, arrest the sellers, etc. The trainee will later revisit these ideas to determine their validity in light of new information he/she gains during the process.

**STEP 2** ***FACTS – The trainee lists all of the known facts.***
For example: The sales are not during school hours, the sellers are from out of the area, the buyers are from the area, etc.).

**STEP 3** ***LEARNING ISSUES – The trainee asks, "What do I need to know to solve this problem?"***
For example, the questions may include: Who is responsible for the park? What is the municipal ordinance regarding the park? What are the drug laws? What vehicle or walking routes do the dealers take to arrive at the park? Whom should I notify at the school? After consulting the learning cohort in the community and conducting research, the trainee revisits his/her initial ideas to determine which are still applicable.

**STEP 4** ***ACTION PLANS – The trainee develops an action plan to address the learning issues.***

**STEP 5** ***EVALUATION – The trainee and the trainer evaluate both the product and the process.***
The trainee presents his/her response in a number of different ways: verbally, in a written report, or as a formal presentation to the PTO. The PTO will assess the trainee's mastery of subject material in that phase. Part of the evaluation will focus on the trainee's problem-solving and community learning process.

## USING PROBLEM-BASED LEARNING EXERCISES (PBLES) AS A TEACHING METHOD

As noted above, PTOs will use the Problem-Based Learning Exercises as the primary teaching method with trainees. While learning will occur during daily police activities, the PBLEs will develop the trainee's problem-solving skills.

In the PBLEs provided, a number of potential responses are available to the trainee. There is no one *right* answer. In every instance, the learning will cover a variety of departmental procedures, legal topics, and individual skills.

Trainees must learn to analyze complex problems as they appear in real life. The program structure allows the trainee and trainer to proceed using daily policing activities. The trainee receives PBLEs from the Police Training Officer that he/ she must complete within the training phases. Throughout training, the trainee and PTO respond to calls for service and perform normal police activities. These activities provide the necessary background information to complete the training phase and phase assignments. A sample PBLE–Completed Form (for PBLE #1) is located in Appendix C.

**Table 1.1**

### POLICE TRAINING PROGRAM MODEL

| | |
|---|---|
| **Part A. Essential Elements** | |
| **PBLEs** | A Problem-Based Learning Exercise shall be completed during each phase. |
| **NPEs** | Complete a Neighborhood Portfolio Exercise (NPE) during the Police Training Program. |
| **Matrix** | Apply the Learning Matrix in each element of the program. |
| **Journal/Notes** | Trainee's Journal / Trainers write Training Progress Notes. |
| **Part B. Program Components** | |
| **Duration** | The Police Training Program (PTP) shall be delivered over a minimum of 15 weeks based upon the structured learning content as specified in this manual. |
| **Prior Training** | A trainee shall have successfully completed the Regular Basic Course before participating in the Police Training Program. |
| **PTP SAC** | The Police Training Program shall have a Supervisor/Administrator/Coordinator (PTP SAC) who meets the criteria contained in Regulation 1004(a)(3)(A–C) and 1004(c). |
| **PTOs** | The Police Training Program shall have Police Training Officers (PTOs) who meet the criteria contained in Regulation 1004(a)(4)(A–D) and 1004(d). |
| **Supervision** | Trainees shall be supervised depending upon their assignment:<br>a) A trainee assigned to general law enforcement uniformed patrol duties shall be under the direct and immediate supervision (physical presence) of a qualified PTO.<br>OR<br>b) A trainee temporarily assigned to non-enforcement, specialized functions(s) for the purpose of specialized training or orientation (e.g., complaint/dispatcher, records, jail, investigations, etc.) is not required to be in the immediate presence of a qualified PTO while performing the specialized function. |

*Continues*

| Part B. Program Components *cont'd* | |
|---|---|
| **Monitoring Trainee Performance** | Trainee performance shall be:<br>a) Documented daily through trainee's journaling and PTO's Training Progress Notes, which shall be reviewed with the trainee by the PTO<br>AND<br>b) Monitored by the PTP SAC. |
| **PTO Evaluation by Trainee** | Each PTO shall be evaluated by the trainee and a PTP SAC as described in Regulation 1004(a)(7)(A–B). |
| **Program Evaluation by Trainee** | Trainees shall complete an evaluation of the Police Training Program at the end of the program. |
| **Program Completion** | The PTO's attestation of each trainee's competence and successful completion of the Police Training Program and a statement that releases the trainee from the program, along with the signed concurrence of the department head, or his/her designate, shall be retained in department records. Retention length shall be based upon department record policies. |

## DUTIES AND RESPONSIBILITIES

This section describes the duties and responsibilities of key program personnel. Their tasks interrelate and are essential to the success of the program. Agencies must develop the necessary policies and procedures to support the leadership, administration, and management of this program. In some cases, minor changes or additions to personnel to manage the program may be necessary to address the unique needs of some agencies.

### *PERSONNEL*

- **Program Manager**

  The Program Manager is a command officer responsible for the overall management of the Police Training Program. The Program Manager works closely with the Program Coordinator and Field Supervisors (FS) to ensure that members of the agency follow the policies and procedures of the program.

- **Police Training Program Supervisor/Administrator/Coordinator (PTP SAC)**

  The PTP SAC is the person assigned to act as the agency's liaison with POST. The PTP SAC must attend the SAC Course within 12 months of assignment. To better understand the program, *it is highly recommended* the PTP SAC also attend the 40-hour PTO Course (Basic). The PTP SAC is responsible for ensuring compliance with all POST guidelines related to the implementation and operation of the Police Training Program.

- **Field Supervisor (FS)**

  The FS is usually a police supervisor assigned to the agency's Patrol Division. The FS will provide daily supervision and coaching to the PTO/trainee team and ensure that the needs of that learning team are met. The FS will:

  - Participate in the selection and evaluation of Police Training Officers (PTOs) and Police Training Evaluators (PTEs).
  - Provide training in Problem-Based Learning (PBL) to the PTOs and trainees.
  - Administer the program according to POST and local regulations.
  - Meet regularly (weekly is recommended) with the PTO and trainee.
  - Keep the Program Manager and Coordinator informed of any unusual problems or activities related to the PTO/trainee team and the learning experience.

- **Police Training Officer (PTO)**

  This individual is primarily responsible for guiding the trainee through the learning experience. The PTO provides daily coaching and training to the trainee, documents training provided, and keeps the Police Training Supervisors and Program Coordinator informed about any pertinent issues associated with the trainee and the learning experience. PTOs must possess a Basic POST certificate, have one year of experience, and have been selected through an agency-specific process. PTOs must complete a POST-certified PTO Course prior to training new officers/deputies and complete 24 hours of update training every three years. The PTO will:

  - Take ownership of the training experience.
  - Provide a positive learning environment for the trainee.
  - Act as a role model for the trainee.
  - Facilitate Problem-Based Learning (PBL); advise and counsel the trainee through each of the problems provided in the manual.
  - Prepare material for the trainee, such as relevant community problems, within which the trainee frames his/her learning.
  - Assist the trainee with the Neighborhood Portfolio Exercise (NPE) and Problem-Based Learning Exercises (PBLEs).
  - Record the teaching and coaching experiences with the trainee by using Training Progress Notes and Journaling, and bring forward any persistent concerns to a Field Supervisor (FS).
  - Act in accordance with any organizational regulations regarding the training experience.
  - Maintain Train**ee** Journaling/Training Progress Notes documenting the trainee's progress.

- **Police Training Evaluators (PTEs)**

  The PTEs are experienced Police Training Officers who have met qualifications established by individual agencies. The PTE identifies, assigns, and records the daily performance of the trainee as it relates to the categories identified for each period of evaluation. This program includes two evaluation periods: mid-term and final evaluations. The PTE will evaluate the trainee during the mid-term evaluation on training received during Phases A and B. For the final phase of evaluation, the PTE will evaluate the trainee comprehensively on training received in Phases A through D.

- **Board of Evaluators (BOE)**

  The BOE should consist of managers, supervisors, and trainers involved in the program. The BOE is responsible for the following:

  - Review all trainee and PTO performance as directed by the Program Manager or Program Coordinator.
  - Evaluate trainee and PTO performance. Evaluations may include a review of PTE reports or other written material relative to the program. The BOE may also conduct interviews of PTOs and trainees before making any written recommendation to the Program Manager.
  - Provide a written recommendation to the Program Coordinator and Program Manager on what action to consider regarding training, prescriptive training, or termination of a trainee or PTO from the training program.
  - The BOE will conduct an exit interview of each trainee for the purpose of assessing the overall training experience.

  If needed, any person involved in the training process may request to convene a Board of Evaluators (BOE). This board will be responsible for reviewing the trainee's progress in the program as well as the performance of the PTO. Individual agencies should determine the number of staff assigned to the BOE.

### *Trainee Responsibilities*

- **Learning**

  Trainees must accept responsibility for their own learning as it applies to the job of policing.

- **Resourcefulness**

  Police trainees must learn how to utilize the many resources available to them inside and outside the agency.

- **Initiative**

  Trainees must take the initiative and hold themselves accountable and responsible for their learning process. Program managers and trainers should understand that mistakes will occur from time to time in any training program. Trainees must accept the concept/process of failing forward and show the initiative to correct mistakes.

- **Self-Evaluation and Journaling**

  Trainees will participate in self-evaluation by Journaling. Honest self-evaluation will assist both the trainee and the PTO during the training process. Self-evaluation will also ensure that learning transfers from theory to practice. This process is vital to trainee development.

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CHAPTER 2

# The Learning Process

## INTRODUCTION

The minimum length of the Police Training Program (PTP) is 15 consecutive weeks, which includes one week of integration, 12 weeks of training (four 3-week phases), and two weeks of evaluation.

Agencies may wish to change the length of the program to suit local needs. Before entering the PTP, trainees will need instruction in Community-Oriented Policing and Problem-Solving (COPPS) and Problem-Based Learning (PBL). This instruction may take place in the academy or in the agency prior to training.

## THE LEARNING MATRIX

In the PTP, the four substantive topics (e.g., Non-Emergency Incident Response), the 15 core competencies, and the learning activities are brought together to form a learning matrix (see Table 2.1, The Learning Matrix Grid).

There may be some tendency to view the Learning Matrix Grid as a chart for checking off training accomplishments, but this is not the intention of the matrix. Instead, it serves as a guideline for learners and trainers during the training period. The matrix helps determine what trainees have learned, what they need to learn, and what process the PTO will use to evaluate the trainee.

Departmental policies and procedures, laws, and neighborhood problems change periodically. Therefore, this matrix cannot provide specific, detailed procedures for every possible police situation. Not surprisingly, policies and procedures from different agencies may vary considerably. As a result, the program provides flexibility to accommodate local needs.

### *Substantive Topics*

The most common police activities include the investigation of domestic violence and other crimes, patrol procedures, responding to critical incidents, and enforcing local policies and laws. In this manual, each of these topic areas is encapsulated into four Substantive Topics which identify each phase:

- Phase A: Non-Emergency Incident Response
- Phase B: Emergency Incident Response
- Phase C: Patrol Activities
- Phase D: Criminal Investigation

These substantive topics are broad enough to incorporate any new concerns that a community may encounter. In the learning matrix, agencies can elect to include areas of instruction that are unique to their jurisdiction or other policing issues that may arise in the future.

### *Core Competencies*

Core Competencies represent the skills/activities that officers commonly use/engage in during the daily performance of their duties.

- Police Vehicle Operations
- Conflict Resolution
- Use of Force
- Local Procedures, Policies, and Ordinances
- Report Writing
- Leadership
- Problem-Solving Skills
- Community-Specific Problems
- Cultural Diversity and Special Needs Groups
- Legal Authority
- Individual Rights
- Officer Safety
- Communication Skills
- Ethics
- Lifestyle Stressors/Self Awareness/Self Regulation

### *Focus Activities*

Each Substantive Topic phase in the learning matrix may also contain a *Focus Activities* portion. When building a learning matrix, individual agencies may identify high frequency activities that they conduct for each substantive topic. For example, in the Non-Emergency Response phase (Phase A) some activities may include responding to residential alarm calls, in-custody citizen arrests, not-in-progress property crimes, etc. Activities that are identified should not be individual tasks, such as responding to a burglary report. The activity should encompass the holistic approach of responding to property crimes.

### *Performance Outcomes*

Performance Outcomes have been established for each cell of the learning matrix. They are designed using three levels of performance: knowledge, application, and evaluation. Performance outcomes are used as goals for the trainee to achieve while training in each substantive topic. Performance outcomes will also serve as a guideline for Police Training Evaluators (PTEs) to evaluate the trainee during the mid-term and final evaluation periods.

### *Resource Materials*

Resource Materials will be established for each cell of the learning matrix. This material may include: criminal and civil law, policy, organizational SOP's, philosophy, mission and values statements, training bulletins, and any other materials which may be of value in assisting the trainee in meeting the Performance Outcomes.

**Table 2.1**

## THE LEARNING MATRIX GRID

| PERFORMANCE OUTCOMES | PHASE A | PHASE B | PHASE C | PHASE D |
|---|---|---|---|---|
| CORE COMPETENCY | Non-Emergency Incident Response | Emergency Incident Response | Patrol Activities | Criminal Investigations |
| 1. Police Vehicle Operations | A1 | B1 | C1 | D1 |
| 2. Conflict Resolution | A2 | B2 | C2 | D2 |
| 3. Use of Force | A3 | B3 | C3 | D3 |
| 4. Local Procedures, Policies, Laws, Philosophies | A4 | B4 | C4 | D4 |
| 5. Report Writing | A5 | B5 | C5 | D5 |
| 6. Leadership | A6 | B6 | C6 | D6 |
| 7. Problem-Solving Skills | A7 | B7 | C7 | D7 |
| 8. Community-Specific Problems | A8 | B8 | C8 | D8 |
| 9. Cultural Diversity and Special Needs Groups | A9 | B9 | C9 | D9 |
| 10. Legal Authority | A10 | B10 | C10 | D10 |
| 11. Individual Rights | A11 | B11 | C11 | D11 |
| 12. Officer Safety | A12 | B12 | C12 | D12 |
| 13. Communication Skills | A13 | B13 | C13 | D13 |
| 14. Ethics | A14 | B14 | C14 | D14 |
| 15. Lifestyle Stressors / Self-Awareness / Self-Regulation | A15 | B15 | C15 | D15 |
| LEARNING ACTIVITIES *(Click on activity for additional information)* | · Learning Matrix<br>· Trainee Journaling<br>· PTO Training Progress Notes<br>· Focus Activities*<br>· Implement Neighborhood Portfolio Exercise (NPE)* | · Learning Matrix<br>· Trainee Journaling<br>· PTO Training Progress Notes<br>· Focus Activities*<br>· Continue NPE | · Learning Matrix<br>· Trainee Journaling<br>· PTO Training Progress Notes<br>· Focus Activities*<br>· Continue NPE | · Learning Matrix<br>· Trainee Journaling<br>· PTO Training Progress Notes<br>· Focus Activities*<br>· Continue NPE |
| EVALUATION ACTIVITIES *(Click on activity for additional information**)* | · Problem-Based Learning Exercises (PBL #1) | · PBLE #2 | · PBLE #3 | · PBLE #4 |

*The Focus Activities for each phase and the Neighborhood Portfolio Exercise (NPE) are to be determined by the Agency.

** NOTE: See Volume 2, Training Workbook, for specific Core Competencies (1 –15), Problem-Based Learning Exercises (PBLEs), and Performance Outcomes.

### *Applying the Learning Matrix*

Each cell of the Learning Matrix Grid (Table 2.1) contains a number of required skills, police procedures, responsibilities, and Performance Outcomes. As previously noted each department that uses this training manual must review each cell and add its own local procedures, policies, laws, etc.

During the course of training, the trainee and the PTO will maintain Journaling/Training Progress Notes on their activities while handling calls for service. Trainees will refer to the cells throughout the training program to ensure they are learning the appropriate skills and achieving the outcomes required. During the mid-term and final phase evaluations, the PTEs will evaluate trainees using the learning matrix outcomes relevant to trainee progression in the program.

The matrix serves to demonstrate interrelationships between Core Competencies and daily police activities. Recognizing how Core competencies apply to daily activities is the foundation for teaching police officers to think more holistically.

## PROGRAM PHASES

- *Integration/Orientation Period*
- **Phase A**: Non Emergency Incident Response
- **Phase B:** Emergency Incident Response
- *Mid-Term Evaluation*
- **Phase C:** Patrol Activities
- **Phase D:** Criminal Investigations
- *Final Evaluation*

The training steps of the PTP are detailed below, including options for trainee orientation before the program begins (the one-week Integration period that acclimates the trainee to the agency) and the four training phases. The other two weeks of the program — mid-term and final evaluations — are outlined in the subsequent section on the Coaching and Evaluation Process.

▶ ***Trainee and PTO Assignments –*** **The program recommends the trainee remain with their first PTO from Integration to the completion of Phase B. Following the successful completion of the mid-term evaluation, the trainee would be assigned to a second PTO for the remainder of the program. If the trainee does not successfully complete the mid-term evaluation, the Board of Evaluators (BOE) will determine the appropriate course of action.**

▶ Shift ***Orientation and Area Assignments –Any shift.***

## INTEGRATION/ORIENTATION PERIOD

Following the successful completion of police academy training, the trainee will enter the Police Training Program. Before starting the program, the trainee needs to understand its steps and philosophies. The duration and location of the orientation to the PTP's steps and philosophies depend on each organization's needs. The trainee does not receive an evaluation during the integration/orientation period. This is the time for the trainee to acclimate to a

new environment while under the PTO's supervision. The following format may help guide organizations in developing an integration/orientation period into the PTP.

### 1. *Orientation*

The Police Training Program (PTP) includes a period of adjustment for the trainee before phased training begins. This orientation period lasts a minimum of one week and is designed to prepare the trainee to:

- Report for duty
- Acquire necessary equipment
- Become familiar with the organization
- Begin developing relationships within the organization
- Reinforce the PTO PBL learning processes including evaluations

### 2. *Introduce Trainees to the PTP*

This introduction should provide the trainee with a clear understanding of the learning process, problem-based learning, training phases, and evaluation processes.

### 3. *Introduce Learning Activity Packages (LAPs).*

*LAPs* help trainees who are struggling with a particular area of training. LAPs can be used to introduce trainees to specialized areas, to supplement learning, or remedy problems. The following are examples of subjects that agencies can incorporate into LAPs (see sample LAP examples in Appendix G):

- The agency's organizational structure and history
- Domestic violence policies
- Leadership, ethics, and emotional intelligence qualities
- The judicial process
- Community orientation
- Interpersonal communication

### 4. *Introduce Agency-Specific Components*

Academy experiences vary greatly across the state. Agencies may discover there is a need to provide agency-specific training to trainees following the academy. Examples of this type of agency-specific training include: computer literacy, specialized range and firearms training, less lethal weapons training, impact weapons, defensive tactics, and policies and procedures. These learning areas should be identified by the organization as *specific and necessary training* for the trainee before integration into the PTP experience.

## PHASED TRAINING OPTIONS

The training program includes four phases of instruction. Each phase corresponds to a substantive topic area. The phases of training allow both trainee and trainer to spend time working on Core Competencies associated with particular substantive topics.

If a topic arises from one phase during the instruction of another (for example, a criminal investigation arises during the Non-Emergency Response phase), the PTO has **three training options**:

1. The PTO can simply introduce the criminal investigation topic and have the trainee document the main issues.
2. The trainee can return to review the incident later during the appropriate phase in the training.
3. A phase may be changed when an event is rare and provides an exceptional training opportunity. This should occur *after* discussion with Supervisors.

The sections of the learning matrix corresponding to each phase of training are included below, as well as descriptions of Performance Outcomes that apply to each cell in the matrix. Both trainers and agencies should incorporate any additional procedures, regulations, or skills as needed during the building of their agency's matrix.

Each phase contains an assigned problem-based learning exercise. Volume 2, Training Workbook contains evaluation forms for the Problem-Based Learning Exercises.

**PHASE A** **Non-Emergency Incident Response** *(Substantive Topic)*
Initial training and learning experience for the trainee.
*Duration: 3 weeks*

**PHASE B** **Emergency Incident Response** *(Substantive Topic)*
Second training and learning experience for the trainee.
*Duration: 3 weeks*

▶ ***Mid-Term Evaluation***

**PHASE C** **Patrol Activities** *(Substantive Topic)*
Third training and learning experience for the trainee.
*Duration: 3 weeks*

**PHASE D** **Criminal Investigations** *(Substantive Topic)*
Final training and learning experience for the trainee.
*Duration: 3 weeks*

▶ ***Final Evaluation***

## SOLO PATROL ASSIGNMENT

Following successful completion of the training and learning experience, the trainee is transferred to a solo patrol assignment. Some departments may wish to require additional Problem-Based Learning Exercises (PBLEs) following the completion of the training program and prior to the end of the trainee's probationary period. These optional assignments reinforce the PBL process during a critical period in a new officer's/deputy's career.

## TRAINEE JOURNALING

Trainees will maintain journals to record relevant daily information on their learning process. This may include recording the various stages of the PBL process — ideas, known facts, etc. — as well as any information from regular calls for service and patrol duties. These journals will also allow the trainee and the training officer to record instances where learning has or has not occurred during a shift. The trainee will also use his/her journal to keep track of information needed for PBLEs and the Neighborhood Portfolio Exercise (NPE). Journaling is

discoverable for court purposes and trainees must remember to keep the language and the content at a professional standard.

Recording learning in a journal will:

- Strengthen the learning process
- Identify areas for improvement
- Provide a written opportunity to debrief calls for service
- Facilitate creative thinking and self evaluation
- Cause the trainee to develop action plans for using newly acquired skills
- Revisit problem-based learning processes and their application to police activities

▶ ***Maintaining a Journal*** **is an essential process for reinforcing daily learning. Journal topics include strengths and areas for improvement, debriefings on calls for service, and dialogue on selected PBL exercises. Journal entries are a source for information to be used later in the Problem-Based Learning Exercises (PBLEs) and the Neighborhood Portfolio Exercises (NPEs).**

When used correctly, journaling is an extremely effective learning tool. Proper journaling causes the writer to face the strengths and weaknesses of his/her own performance. It can allow the trainee to understand not just the mechanics of daily police tasks but also the underlying concepts and how they are interrelated.

Because most trainees are unfamiliar with it, effective journal writing can be a tripping point for trainees. Too often, trainees choose the easier path; they narrate an event and stop writing before they reach any meaningful self-reflection. Narration describes what happened and what the trainee did, not what the trainee learned and still needs to learn. To avoid this pitfall, trainees may find it valuable to journal using the ***DPA model***:

- **D**escribe
- **P**ersonalize
- **A**ct (or **A**pply)

The trainee begins by *briefly* ***describing*** the incident. The narrative is limited to enough information to refresh the incident in the writer's mind.

The trainee then discusses what the event meant to him or her, ***personalizing*** the experience. The writer must challenge him or herself to honestly and accurately discuss their own performance and decision process. This portion of the journal entry is an excellent place to discuss learning needs as they relate to the core competencies and performance outcomes. Additional information may include:  concepts, policies, procedures, tactics, skills, or resources he/she must improve upon to handle similar calls more effectively in the future.

In the ***action*** (or ***application***) portion of an entry the writer determines his/her own learning plan and commits to a learning goal based on the previous discussion. It is helpful to be specific about what is to be learned, and how the trainee will learn it. Trainers may want to look for REALISTIC deadlines for learning goals and Action Plans for demonstrating the learning.

It is helpful to be specific about what is to be learned, and how the trainee will learn it. Trainers may want to look for *realistic* deadlines for learning goals and Action Plans for demonstrating the learning.

▶ ***Trainers and PTP SACs should review Trainee Journals*** **regularly as part of the training process. Journal review is important to both the trainee and the organization. Access should be limited to training staff; however, organizations may wish to include the Board of Evaluators (BOE) as a level of journal review. Trainees should always be aware that their journal is subject to review. Reviewers should always remember to look for content, process, honest self-reflection, appropriate action plans, and documented contacts and resources from daily activities.**

## PTO Training Progress Notes

Training Progress Notes should not be confused with journal writing. While both trainee and trainer can engage in journal writing, only the trainer should maintain Training Progress Notes. In compiling these notes, the trainer identifies learning issues and competencies from the trainer's perspective. The trainer and trainee should then discuss the learning issues from their individual points of view. This process should provide the trainee with timely feedback regarding performance and deficiencies.

As with journal writing, trainers may find a standard process helpful (the **DLA model**) in writing training Progress notes:

- **D**escribe
- **L**earning Issue
- **A**ction Plan

Using the DLA model, trainers ***describe*** the training-worthy event, identify ***learning issues***, and develop an ***action plan*** to improve trainee performance. This model allows the trainer to evaluate performance and identify training issues after an event. The trainer may comment on progress made by the trainee or may identify learning issues and develop training to enhance areas that require improvement.

▶ ***Self-reflection and feedback –*** **When trainees write in journals and trainers write training progress notes following significant learning events throughout the day, the trainee is assured continual feedback and adequate opportunity to self-reflect. Feedback is immediate and the trainer and trainee develop consistent communication regarding performance and expectations.**

## Coaching and Evaluation Process

The Police Training Program allows the PTO various opportunities to teach and coach the trainee. Although evaluation will be a component of the process, the daily, weekly, and phase activities exist to support the training of new officers/deputies rather than the termination of the marginal few.

## Neighborhood Portfolio Exercises (NPEs)

Throughout the training, the trainee develops a detailed geographical, social, and cultural understanding of the area where he/she works. The trainee may use Journal entries, PBLEs, and other activities as support material for the NPE.

The NPE is designed to give the trainee a sense of the community where he/she will work. It also encourages the trainee to develop community contacts that are critical when practicing the COPPS philosophy. Examples of the components of the NPE include, but are not limited to, the following:

- Geographical and demographic characteristics of the area of responsibility
- Identification of the various neighborhoods and cultural communities in the area of responsibility
- Crime problems
  - Historical
  - Current trends
  - Relationships to other crime trends
- Quality of life issues impacting the area of responsibility
- Problem-solving efforts
  - Historical
  - Current
  - Relationships to other problem-solving efforts
- Community Groups and Neighborhood Advisory Committees
- Resources Template
  - Law enforcement resources
  - Governmental resources
  - Community resources
  - Business and private resources
- Trainee's observations and recommended plans of action

## PROBLEM-BASED LEARNING EXERCISES (PBLEs)

There are four problem-based learning exercises provided in this manual. Agencies may choose to supplement the exercises with their own PBLEs based on local community problems. The PBLEs include one for each phase of the program. For example, in Phase A, the first problem calls for the trainee to work through a wide range of possible outcomes when responding to non-emergencies. The trainee proceeds through the learning process by listing initial ideas, stating known facts, identifying learning issues by asking questions and gathering material, and suggesting two possible action plans. The trainee may present his/her response to the problem in a number of different ways: verbally, in writing, as a report, or as a formal presentation to the PTO.

## LEARNING ACTIVITY PACKAGES (LAPs)

If a PTO recognizes either a deficiency in a trainee's skills or knowledge, or sees an opportunity to enhance learning, the trainer should use a *Learning Activity Package*. These learning tools will serve as a supplemental resource for PTOs and trainees to support the trainee's progress through the program.

Agencies should identify consistent areas of weakness shown by trainees and prepare supplementary training material to address the training needs. The material in the LAP may include legal information, videos, training bulletins, policies, procedures, information from community partners, and other materials relevant to the topic. The agency will add information to the LAPs as necessary. This information will provide an additional resource for trainees during the program.

## PRESCRIPTIVE TRAINING

Prescriptive training is a trainee-designed action plan that will be used to address specific, significant, or repetitive training deficiencies. Trainees that are having difficulties comprehending and applying training in a given core competency or competencies should have a prescriptive training plan designed.

Prescriptive training plans should be designed following a process to identify the root cause of the training deficiency. The following outline can be used to design a prescriptive training plan:

- **Describe** the performance or behavior deficiency in accordance with the performance outcomes in the learning matrix.
- **Identify** the cause of the deficiency.
- **Determine** the learning domain (cognitive, affective, psychomotor) and at what level of Bloom's Taxonomy the problem is occurring (knowledge, application, evaluation).
- **Analyze** the environmental conditions, emotional intelligence, learning vs. teaching styles, and self-assessment by the trainee.

Considerations to assist the trainee may include:

- Reduce the stress of the training program
- Provide a fresh point of view (PTO change)
- Assign a dedicated training exercise
- Mentoring or peer assistance
- Performance contracts

Include the trainee's input in the prescriptive training plan. Trainees need to have input with the prescriptive training plan to assist trainers in identifying the individual trainee's learning style. It is the goal of the prescriptive training plan to assist trainees in achieving their own learning objectives.

## MID-TERM EVALUATION

Prior to the mid-term evaluation, the PTO, the PTE, and the trainee meet to discuss the evaluation process. Following Phases A and B of the learning experience, the trainee transfers to the Police Training Evaluator (PTE) and participates in the mid-term evaluation. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of that week's activities. In the event the trainee is experiencing difficulties and does not successfully complete the mid-term evaluation, he/she may need to return to Phase A and/or B or be assigned additional training. The BOE or PTO staff may recommend LAPs, PBLEs, prescriptive training, or any other training to help overcome deficiencies.

## FINAL EVALUATION

Prior to the final evaluation, the PTO, PTE, and the trainee meet to discuss the evaluation process. During the final evaluation the trainee transfers to the PTE. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of the evaluation period. If the trainee experiences difficulties and does not successfully complete the final evaluation, he/she may return to a training phase. Additional training may be

accomplished through re-entering phase training, performing LAPs, PBLEs, prescription training, and any other training that focuses on the deficiencies.

If a trainee does not respond to training and is recommended for termination, the PTP SAC should forward all material, including recommendations, to the BOE. The BOE will conduct a review of the trainee's performance before providing a written recommendation to the PTP SAC. The Appendices contain a more detailed look at duties and responsibilities in the PTP.

## COMPETENCY ATTESTATION

When a trainee has successfully completed the Police Training Program, a Completion Record/Competency Attestation Form (Appendix I) shall be completed and signed by the agency head attesting that the trainee has successfully completed the training program and is released to solo patrol duties. The completed form shall be retained in the trainee's personnel file.

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CHAPTER 3

# Mid-Term Evaluation and Matrix Performance Outcomes

## MID-TERM EVALUATION

The mid-term evaluation is the first formal independent evaluation of the trainee. The trainee transfers from his/her PTO to a Police Training Evaluator (PTE) and participates in a Mid-Term Evaluation (Appendix F) to determine progress. See Appendix J for Phase A and B Performance Outcomes.

Table 3.1

### EVALUATION CHART: MID-TERM

The PTE will use the *Learning Matrix Performance Outcomes* as a guide for the evaluation period.

Following a successful mid-term evaluation, the trainee moves into Phase C (Patrol Activities) and works with a different PTO than in Phases A and B. At this point, the Program Coordinator will ensure that copies of all reports and evaluations regarding the trainee's progress are available to the designated training officer for Phases C and D.

Trainees who do not successfully complete this evaluation phase will return to Phase A and/or B for additional training as prescribed by the Board of Evaluators (BOE) or PTE. The BOE may assign the original PTO or designate another PTO to work with the trainee. The BOE may also take other actions as deemed necessary. These Substantive Topics are broad enough to incorporate any new concerns that a community may encounter.

## MATRIX PERFORMANCE OUTCOMES: PHASES A AND B

Adult learning principles dictate that adults must know the reason they need to learn a given subject. Police trainees throughout the training program use Performance Outcomes. These outcomes are designed as goals for police trainees to achieve during the training program. By using the information contained in the learning matrix and applying it in the daily activities, trainees will get a holistic approach to policing. Performance Outcomes are designed on three levels:

- Knowledge
- Application
- Evaluation

Performance Outcomes are NOT to be used as a checklist by PTEs. Instead, PTEs may consider having the trainee write a self-assessment of their strengths and weaknesses based on the Learning Matrix Core Competencies. This self-assessment can then be compared with the performance outcomes during the evaluation period. PTEs will use the performance outcomes as a guide to assess the trainee's overall performance during the Mid-Term Evaluation period.

See Appendix J for Performance Outcome Goals for Phases A and B.

See Appendix F for Trainee Evaluation Report.

## INSIDE THIS CHAPTER

# Chapter 4. Final Evaluation and Matrix Performance Outcomes

Final Evaluation .....4-3

Matrix Performance Outcomes: All Phases .....4-4

**Table 4.1** Final Evaluation Chart .....4-3

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CHAPTER 4

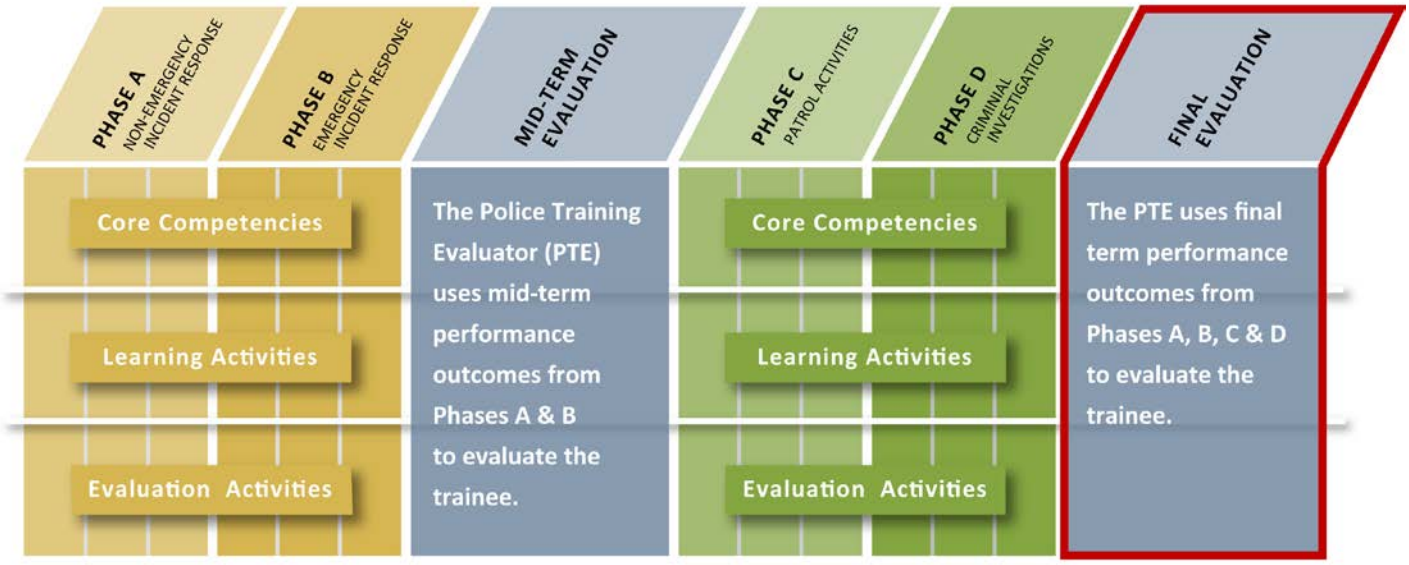
# Final Evaluation and Matrix Performance Outcomes

## Final Evaluation

The trainee transfers to a PTE to participate in the final evaluation to determine his/her progress before assuming a solo police assignment. **The learning matrix will guide the evaluation process.** The PTE will use the *Learning Matrix Outcomes* as a basis for the evaluation. The duration of the final phase evaluation is one to two weeks, depending on the agency. See Appendix J for Performance Outcomes for Phases A and B and Appendix K for Phases C and D.

Table 4.1

### EVALUATION CHART: FINAL




If the trainee does not successfully complete the final evaluation, he/she may be returned to a PTO for additional training as prescribed by the Board of Evaluators (BOE) or PTP staff. The BOE may also choose other remedies or actions as deemed necessary.

If the trainee successfully completes the final evaluation, he/she will be required to participate in a program exit interview with the BOE. This allows for a review of trainee progress, PTO performance, and effectiveness of the program. The trainee may presents the NPE before graduating.

## Matrix Performance Outcomes: All Phases

Adult learning principles dictate that adults must know the reason they need to learn a given subject. Police trainees throughout the training program use Performance Outcomes. These outcomes are designed as goals for police trainees to achieve during the training program. By using the information contained in the learning matrix and applying it in the daily activities, trainees will get a holistic approach to policing. Performance Outcomes are designed in three levels:

- Knowledge
- Application
- Evaluation

Performance Outcomes are NOT to be used as a checklist by police trainee evaluators. Instead, PTEs may consider having the trainee write a self-assessment of their strengths and weaknesses based on the Learning Matrix Core Competencies. This self-assessment can then be compared with the Performance Outcomes during the evaluation period. Police training evaluators will use the performance outcomes as a guide to assess the trainee's overall performance during the Final Evaluation period.

See Appendix J for Performance Outcome Goals for Phases A and B.

See Appendix K for Performance Outcome Goals for Phases C and D.

See Appendix F for Trainee Evaluation Report.

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A.2 PBLE #2– *Disorderly at Bar Radio Call*
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A.3 PBLE #3 – *Disorderly Youths in Park*
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A.4 PBLE #4 – *Domestic Dispute*
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*See Volume 2: Training Workbook for complete set of PBLEs (Exercises 1–4)*

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APPENDIX A

*SAMPLE FORM*

Phase A
Non-Emergency Incident Response

## PROBLEM-BASED LEARNING EXERCISE – GUIDELINE

**PBLE #1: Vehicle Stop**

| | | |
|---|---|---|
| **Trainee** | **Badge/ID** | **Report Date:** _____ |
| **PTO** | **Badge/ID** | ☐ **WRITTEN REPORT**<br>☐ **VERBAL REPORT** |

**INSTRUCTIONS TO TRAINEE:**

Use your learning matrix to answer questions 1–5 for your *written* or *verbal* report.

| Trainee Comments | PTO Comments |
|---|---|
| **1a.** What did you learn from this community problem? (Use specific examples and refer to the cells in the matrix.)<br>**1b.** Describe the core competencies that you developed during this exercise. | |
| **2a.** Did you initially formulate assumptions (ideas) that you later realized would not work? Explain.<br>**2b.** Could these assumptions be transferred to another problem? Where? | |

**Appendix A** *cont*

## PBLE GUIDELINE – *SAMPLE FORM*

**PBLE #1: VEHICLE STOP** **PBLE GUIDELINE: PHASE A**

| Trainee Comments | PTO Comments |
|---|---|
| **3a.** Identify important information or skills that you acquired during this problem-solving exercise.<br>**3b.** Explain why you chose these (e.g., to identify laws, contacts, or behaviors that you will use again). | |
| **4a.** Evaluate your own problem-solving process regarding the listing of known facts, finding answers to questions, and devising the action plan.<br>**4b.** Did you list all the facts?<br>**4c.** Did you ask the right questions? What questions would you ask now?<br>**4d.** Was your action plan realistic and achievable? | |
| **5a.** What competencies, skills, community contacts, and knowledge do you need to improve or develop more fully to deal with this type of problem in the future?<br>**5b.** Explain and indicate how you intend to improve or develop these? | |

APPENDIX A.1

# Phase A
## Non-Emergency Incident Response

## PROBLEM-BASED LEARNING EXERCISE

### PBLE #1: Vehicle Stop

**Weeks 2–4**

- ***You and your partner stop a car on a busy street with a great deal of pedestrian and vehicular traffic. You have stopped the car for speeding in a school zone. Upon stopping the vehicle, you notice the passengers in the rear seats strapping on their seatbelts. As you approach the vehicle, you note the windows are down and you hear agitated voices. All occupants of the vehicle are from the same minority ethnic group. The passenger in the front seat complains loudly to the others about racial profiling. At this point he has not yet seen you. Several passersby have stopped to watch the event. Upon request, the driver produces identification, but the passengers are argumentative and refuse to identify themselves.***

See Volume 2: Training Workbook: Phase A for complete PBLE instructions.

See Appendix C for Sample PBLE Completion Form. The Training Workbook contains completion forms for each exercise (1–4).

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APPENDIX A.2

# Phase B
## Emergency Incident Response

## PROBLEM-BASED LEARNING EXERCISE

### PBLE #2: Disorderly at Bar Radio Call

**Weeks 5–7**

- ***You are on solo patrol at 1:00 A.M. You receive a radio call from a bar owner on the opposite side of your patrol area. He reports that an extremely agitated person has destroyed property in the bar and driven off without paying. The owner believes the driver also struck another vehicle in the parking lot as he sped off. The bar owner reports the driver and one female passenger as occupants of the vehicle. You respond to the call and, while en route to the bar, you observe that the suspect's vehicle has struck another car and is stalled in the middle of the road. Both driver and passenger are still in the vehicle. Back-up officers are en route.***

See Volume 2: Training Workbook: Phase B for complete PBLE instructions.

See Appendix C for Sample PBLE Completion Form. The Training Workbook contains completion forms for each exercise (1–4).

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APPENDIX A.3

# Phase C
## Patrol Activities

## PROBLEM-BASED LEARNING EXERCISE

### PBLE #3: Disorderly Youths in Park

**Weeks 9–11**

- ***You are patrolling in your area and a woman near a park stops you. She reports that in the past several months she and several other residents have been having trouble with disorderly youths hanging around in the park. The park is surrounded on three sides by local residences with numerous walkway exits to surrounding streets. The local high school is situated directly opposite the park.***

  ***A records check indicates that neighbors and school officials have called the police about the youths in the park on numerous occasions. Police reports describing trespassing, burglaries, larceny, drug usage, and disorderly conduct have been filed over the past six months. These events occurred during both daytime and evening hours. Uniform and plainclothes police have responded in the past with little effect.***

See Volume 2: Training Workbook: Phase C for complete PBLE instructions.

See Appendix C for Sample PBLE Completion Form. The Training Workbook contains completion forms for each exercise (1–4).

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APPENDIX A.4

# Phase D
## Criminal Investigations

## PROBLEM-BASED LEARNING EXERCISE

### PBLE #4: Domestic Dispute

**Weeks 12–14**

- ***You are working with your partner on the afternoon shift when you receive a call regarding noise from a loud argument and crying children coming from an apartment in your patrol area. The neighbor who called in the complaint lives above the apartment where the disturbance is occurring. The dispatcher tells you that this is the fourth call of a similar nature in the past six weeks. No arrests were made at those calls, but the husband and the wife have both been cautioned regarding the consequences of domestic assault.***

  ***Upon arrival at the scene, you hear a child screaming inside and the sound of a struggle in progress. The husband answers the door and you see that both he and his wife have facial cuts. He moves into the kitchen and begins to yell at his wife. Each accuses the other of assault. Two children, aged five and three, are in the living room and both are crying. The apartment is dirty and there is garbage strewn throughout the apartment. As you are speaking to the wife, she advises you that she wants her husband arrested for assault. She also informs you that she would like him arrested for the marijuana he has in his drawer in the bedroom. The husband denies he has any drugs in the house.***

See Volume 2: Training Workbook: Phase D for complete PBLE instructions.

See Appendix C for Sample PBLE Completion Form. The Training Workbook contains completion forms for each exercise (1–4).

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APPENDIX B

Table A.1

## POLICE TRAINING PROGRAM (PTP) TIMELINE

| | INTEGRATION / ORIENTATION | PHASE A Non-Ememgency Incident Response | PHASE B Emergency Incident Response | MID-TERM EVAL | PHASE C Patrol Activities | PHASE D Criminial Investigations | FINAL EVALUATION |
|---|---|---|---|---|---|---|---|
| WEEK | 1 | 2 3 4 | 5 6 7 | 8 | 9 10 11 | 12 13 14 | 15 |
| TIME PERIOD | Minimum 1 Week | Minimum 3 Weeks | Minimum 3 Weeks | Minimum 1 Week | Minimum 3 Weeks | Minimum 3 Weeks | Minimum 1 Week |
| SUPERVISION | | PTO | PTO | PTE | PTO | PTO | PTE |
| LEARNING/EVALUATION ACTIVITIES | Trainee Orientation Period | Trainnee Journaling<br>PTO Training Progress Notes | Trainnee Journaling<br>PTO Training Progress Note | Trainnee Journaling<br>PTO Training Progress Notes | Trainnee Journaling<br>PTO Training Progress Note | Trainnee Journaling<br>PTO Training Progress Note | Trainnee Journaling<br>PTO Training Progress Notes |
| | | Learning Matrix Phase A<br>Focus Activities | Learning Matrix Phase B<br>Focus Activities | Learning Matrix Phases A&B | Learning Matrix Phase C<br>Focus Activities | Learning Matrix Phase D<br>Focus Activities | Learning Matrix Phases C&D |
| | | PBLE #1 | PBLE #2 | | PBLE #3 | PBLE #4 | |

Neighborhood Portfolio Exercise (NPE)

Normal Patrol Activities

NOTE: Click on specific activity for additional information. See Volume 2, Training Workbook, for specific Focus Activities and Problem-Based Learning Exercises (PBLEs).

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APPENDIX C
*SAMPLE FORM*

Phase A
Non-Emergency Incident Response

## PROBLEM-BASED LEARNING EXERCISE – COMPLETED

**PBLE #1: Vehicle Stop**

| Trainee | Badge/ID | PTO | Badge/ID |
|---|---|---|---|
| | | | |

**PRESENTATION FORMAT**

Officer/Deputy _____ completed this PBLE for this phase using one of the following format options:

☐ **VERBAL REPORT** ☐ **FORMAL PRESENTATION/DEMONSTRATION**

☐ **WRITTEN REPORT** ☐ **OTHER:** _____

**DOCUMENTATION** *(briefly describe form and location of documentation)*

The officer/deputy in training satisfactorily completed this exercise and solved his/her learning issues. This learning is documented as follows:

**SIGNATURES**

**Trainee** ▶ _____ **Date** _____

**PTO** ▶ _____ **Date** _____

| Print Full Name of PTP SAC | Badge/ID |
|---|---|
| | |

**PTP SAC** ▶ _____ **Date** _____

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APPENDIX D

# RUBRIC* ASSESSMENT FOR NEIGHBORHOOD PORTFOLIO EXERCISE (NPE)



| Task | Not Achieved** | Achieved | Superior | Exemplary |
|---|---|---|---|---|
| **1 RESEARCH AN ASSIGNED NEIGHBORHOOD**<br><br>*Develop information about a neighborhood, including, but not limited to:*<br>• *Demographics*<br>• *Culture*<br>• *Crime trends*<br>• *Residents*<br>• *Businesses* | • Does not develop any information about a neighborhood.<br>• Does not contact any residents, business owners, or community leaders.<br>• Does not develop or determine any assets or resources for community problem-solving. | • Develops accurate information about a neighborhood.<br>• Contacts at least two residents, two business owners, and one community leader.<br>• Determines appropriate assets and resources for community problem-solving. | • Develops a thorough understanding of the neighborhood.<br>• Contacts at least three residents, three business owners, and two community leaders.<br>• Applies assets and resources to solve community problems. | • Develops a thorough understanding of the neighborhood, analyzes issues, and evaluates police response.<br>• Contacts four or more residents and business owners and 3 or more community leaders; establishes an ongoing working relationship.<br>• Applies a variety of assets and resources to solve community problems; evaluates the results and modifies strategies for problem-solving. |
| **2 DELIVER A PRESENTATION TO THE BOARD OF EVALUATORS (BOE)**<br><br>*Deliver your findings, solutions, actions, and results in a presentation not to exceed 20 minutes in duration.* | • Does not make a presentation to the BOE.<br>• Presentation does not conform to the 20-minute time limit.<br>• Presents superficial or cursory information.<br>• Presentation was disorganized and was difficult to hear or understand. | • Makes an oral presentation to the BOE.<br>• Presentation prepared and conforms to the 20-minute time limit.<br>• Demonstrates knowledge and comprehension of the neighborhood researched.<br>• Presents organized relevant information in a clear and concise manner; language and presentation format are appropriate for audience. | • Supplements the oral presentation with original (not cut and paste) handout material.<br>• Excellent presentation conforming to the 20-minute time limit.<br>• Demonstrates comprehension of neighborhood issues and analysis of research.<br>• Presents information clearly, making the subject matter interesting for the target audience, using practiced public speaking skills. | • Presentation makes excellent use of multimedia; appeals to a variety of learning styles.<br>• Outstanding presentation conforming to the 20-minute time limit.<br>• Presents research synthesized with competencies learned in PTP with evaluation of information, issues, and responses.<br>• Presents project in a clear, concise manner; delivered a memorable message with information that fellow officers can use to their benefit; introduced contacts that can be developed and resources that they can access for their own problem-solving efforts. |

*Adapted from a document produced by the Richmond Police Department.

**NOTE: Receiving a "Not Achieved" mark in any area of the NPE assessment will result in a failing evaluation mark for the assignment.

APPENDIX D *cont*

## RUBRIC ASSESSMENT FOR NEIGHBORHOOD PORTFOLIO EXERCISE (NPE)



| Task | Not Achieved | Achieved | Superior | Exemplary |
|---|---|---|---|---|
| **3 PREPARE A TYPED REPORT ABOUT YOUR RESEARCH**<br><br>*Include your findings, contacts, neighborhood issues, actions, suggestions, or recommendations.*<br><br>*The report is due at the outset of the BOE meeting.* | • Does not complete a typed report, or report is not turned in on time.<br>• Report has numerous spelling and grammatical errors.<br>• Report does not address the task.<br>• Report does not outline trainee's suggestions, recommendations, or problem-solving actions.<br>• Report has no relevant information. | • Report submitted on time.<br>• Report is properly written with no more than two spelling or grammatical errors per page.<br>• Report describes the neighborhood and details trainee's observations and contacts.<br>• Report describes the trainee's suggestions and recommendations for problem-solving.<br>• Report contains relevant information. | • Report submitted on time.<br>• Report is well-crafted structurally and contains no more than one spelling or grammatical error.<br>• Report provides detailed information about the neighborhood and includes analysis of concerns and issues.<br>• Report articulates specific analysis and synthesis of problem-solving skills developed in PTO program.<br>• Report contains interesting and relevant information, beneficial to peers. | • Report contains relevant graphic data which supports research.<br>• Report is well crafted structurally, containing no grammatical or spelling errors.<br>• Report provides detailed information about the neighborhood, analysis of issues, and evaluation of police response.<br>• Report contains analysis, synthesis, and evaluation of trainee's problem-solving efforts.<br>• Report contains relevant and interesting information, beneficial to the department or community at large. |
| **4 EMOTIONAL INTELLIGENCE (EI) / SELF-AWARENESS**<br><br>*Identify what you learned about yourself.*<br><br>*Demonstrate your personal skills and service to the community through effective EI techniques.*<br><br>*Continues* | • No self-awareness regarding interpersonal relationships; negative personal impact on community members; no self-confidence in relation to communicating with community members while developing this portfolio; inability to be a part of the team. | • Demonstrates knowledge of self-awareness issues; accurate self-assessment regarding personal relation-ships; positive personal impact on community members; demonstrates self-confidence in communicating with community members while developing this portfolio. | • Analyzes and applies effective self-awareness skills through journaling, peer feedback, and introspection; positive personal impact on community and co-workers; accurate sense of self and self-confidence; synthesizes communication skills learned in PTO program while developing this portfolio. | • Evaluates and appropriately corrects responses to self-awareness issues learned through journaling, peer feedback, and introspection; consistent positive personal impact on public and coworkers; excellent sense of self and self-confidence in relation to communicating with community while developing this portfolio. |

APPENDIX D *cont*

## Rubric Assessment for Neighborhood Portfolio Exercise (NPE)



| Task | Not Achieved | Achieved | Superior | Exemplary |
|---|---|---|---|---|
| 4 *Continued* **EMOTIONAL INTELLIGENCE (EI) / SELF-AWARENESS**<br><br>*Identify what you learned about yourself.*<br><br>*Demonstrate your personal skills and service to the community through effective EI techniques.* | • Limited self-management skills demonstrated when dealing with the public; exhibits frustration, anger, impatience with members of the public and/or co-workers in developing contacts for the NPE; timid, non assertive, unwilling to engage subjects, suspects, or the general public.<br>• Limited social awareness; no sense of empathy; poor sense of service; misinterprets body language or conversation when developing the NPE; makes decisions without enough information.<br>• Limited relationship management; unable to motivate others; difficulty in developing positive relationships with members of the public; stifles creativity of others when developing this portfolio. | • Demonstrates knowledge of self-management skills (transparency, adaptability, initiative); maintains professional demeanor; demonstrates patience and compassion in developing public contacts for the NPE.<br>• Demonstrates knowledge of social awareness skills; demonstrates empathetic behavior; demonstrates comprehension of sense of service; recognizes body language cues when developing the NPE.<br>• Demonstrates know-ledge of relationship management; demonstrates effective conflict resolution, effective communication, teamwork, and collaboration in developing the NPE. | • Analyzes and applies effective self-management skills (transparency, adaptability, initiative); maintains professional demeanor; impacts the attitudes of others by demonstrating patience and compassion in developing public contacts for the NPE.<br>• Analyzes and applies effective social awareness skills; analyzes empathetic behavior and organizational awareness and concept of service; analyzes and applies body language and non-verbal cues when developing the NPE.<br>• Analyzes and applies effective relationship management through leadership, effective communication, conflict resolution, teamwork, and collaboration in developing the NPE. | • Evaluates and improves self-management skills; improves transparency, adaptability and initiative; leaves a memorable and positive impression on members of the public and coworkers in developing contacts for the NPE.<br>• Evaluates and improves social awareness skills learned through empathy and organizational awareness; evaluates sense of service; evaluates and modifies behavior based upon comprehension of body language and non-verbal cues in developing the NPE; willing to listen.<br>• Evaluates and improves relationship management skills learned through leadership, effective communication, conflict resolution, teamwork, and collaboration; inspires creativity in others while developing the NPE. |

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APPENDIX E
*SAMPLE FORM*

# PRESCRIPTIVE TRAINING REPORT

*(FOR TRAINEE SMITH)*

Page 1 of 3

| ☐ PHASE A | ☐ PHASE B | ☑ PHASE C | ☑ PHASE D | REPORT DATE |
|---|---|---|---|---|
| Non-Emergency Incident Response | Emergency Incident Response | Patrol Activities | Criminal Investigation | 06/17/2014 |

| Trainee (Full Name) | Badge/ID | PTO (Full Name) | Badge/ID |
|---|---|---|---|
| Robert C. Smith | 1365 | Michael Sanchez | 2930 |

## PART A. TRAINING DEFICIENCIES

*(Include areas of difficulty and/or specific core competencies which need improvement.)*

Throughout training phases C and D of the training program, Trainee Robert Smith has had difficulties in the following areas.

1. **Officer Safety (Core Competency 12)**
   - Trainee Smith has continually driven his patrol car in front of addresses when responding to calls for service.
   - Trainee Smith is also showing difficulties multitasking when dealing with suspects. When Trainee Smith is engaged with a suspect during a field activity, he will take his eyes off the suspect while conducting a want/warrants check. This has happened on three occasions.
2. **Legal Authority (CC 10)**
   - Trainee Smith is still unable to demonstrate his legal authority as a peace officer. When we have an arrest situation, Trainee Smith becomes confused with the legal procedures of making an arrest.
   - Trainee Smith also has difficulties applying *Terry v. Ohio* to subject stops on the street. Trainee Smith needs to become more aware of his legal authority while working as a peace officer.
3. **Self-Awareness/Self-Regulation (CC 15)**
   - The last competency Trainee Smith is having difficulty with is self-awareness. Trainee Smith becomes frustrated with his performance.
   - When I point out areas needing improvement, Trainee Smith makes excuses about why he performed in a substandard manner and will not accept responsibility for his own behavior. He blames something or someone else for his failures. At one point, while discussing an officer safety issue, Trainee Smith became argumentative.
   - Trainee Smith needs to become more self-aware of his body language and his reactions to feedback.

APPENDIX E *cont*

**PRESCRIPTIVE TRAINING REPORT** *(FOR TRAINEE SMITH) – SAMPLE FORM*

**Phase:** ☐ A ☐ B ☑ C ☑ D

**PRESCRIPTIVE TRAINING REPORT**



| Trainee (Full Name) | Badge/ID | PTO (Full Name) | Badge/ID |
|---|---|---|---|
| Robert C. Smith | 1365 | Michael Sanchez | 2930 |

**PART B. TRAINING PLAN**

*(Include trainee's willingness to accept assessment and recommended training. Describe overall training plan, schedule, training scenario(s), and any materials for review, and/or written reports.)*

Trainee Smith and I discussed all of the above listed issues. Trainee Smith is aware of the issues and is willing to work on them. We are requesting two weeks to complete the prescriptive training.

1. **Scenario Training**
   - Trainee Smith has requested to participate in some scenario training to work on the first issue of officer safety.
   - We will set up several scenarios that make Trainee Smith utilize officer safety practices. We will use Simunitions during the scenarios. Trainee Smith will participate in the scenarios in both suspect and officer/deputy roles.
   - Trainee Smith is able to discuss and define proper officer safety practices; his difficulty is with applying officer safety practices to street situations.
2. **Review Material**
   - Trainee Smith and I discussed the issues regarding legal authority. At the conclusion of the discussion, it appeared that Trainee Smith lacks baseline knowledge in legal authority.
   - Trainee Smith agrees with the assessment. Trainee Smith plans to review his academy course material regarding legal authority. This should include the definitions of probable cause, reasonable suspicion, peace officer's authority to make misdemeanor, and felony arrest (*Terry v. Ohio)*.
   - Trainee Smith will then design two ill-structured problems that encompass the research.
3. **Written Report:**
   - Trainee Smith and I discussed self-awareness. I asked him about his knowledge of Emotional Intelligence. Trainee Smith had very little knowledge about the subject. Trainee Smith states that he becomes frustrated with his performance and then has a difficult time communicating when the performance is assessed. I pointed out to him that his reactions are seen as abrupt and rude.
   - Trainee Smith said he will review the "Emotional Competence Framework" and the subject Command Presence and Officer Safety located in his academy workbook, Learning Domain (LD) 33. He will then prepare a written report on how good emotional intelligence can help him complete the program and what effects it can have on his professional career.
   - The written report will be presented on this date: **Thur, August 9, 2014**.

APPENDIX E *cont*

**PRESCRIPTIVE TRAINING REPORT** *(FOR TRAINEE SMITH) – SAMPLE FORM*

**Phase:** ☐ A ☐ B ☐ C ☐ D

## PRESCRIPTIVE TRAINING REPORT

Page 3 of 3

| Trainee (Full Name) | Badge/ID | PTO (Full Name) | Badge/ID |
|---|---|---|---|
| Robert C. Smith | 1365 | Michael Sanchez | 2930 |

### PART C. PERFORMANCE OUTCOMES

*(Explain specific goals and competencies which the trainee will need to demonstrate.)*

The following performance outcomes for **arrest and control**, **defensive tactics**, and **tactical communication** will be achieved for Trainee Smith.

1. Describe officer safety, the concepts of cover and concealment, and tactical awareness during field activities.
2. Demonstrate officer safety tactics while involved in field activities.
3. Define five instances where he can use police powers to detain or arrest a person.
4. Demonstrate how to conduct a "Terry Stop" while on patrol.
5. Define the five components of emotional intelligence.
6. Apply the five components of emotional intelligence while working as a peace officer.

### PART D. REQUIRED SIGNATURES

**Trainee** ▶ _____ **Date** _____

**PTO** ▶ _____ **Date** _____

**Print Full Name of PTP SAC:** Cheryl Galveston **Badge/ID:** 7634

**PTP SAC** ▶ _____ **Date** _____

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APPENDIX F
*SAMPLE FORM*

## POLICE TRAINING PROGRAM (PTP)
# TRAINEE EVALUATION REPORT
## MID-TERM / FINAL

Based on the Learning Matrix, the **Police Training Evaluator** (PTE) evaluates the trainee's performance for the training phases noted. The evaluation summary below reflects the PTE's observations over the entire evaluation period for each Core Competency (1–15). Detailed comments are provided on the following pages.

Page 1 of 4

| Trainee | Badge/ID | Evaluation Period | Report Date |
|---|---|---|---|
| | | From: To: | |

| PTE | Badge/ID | PTO | Badge/ID |
|---|---|---|---|
| | | | |

☐ **MID-TERM EVALUATION**
*Phase A: Non-Emergency Incident Response*
*Phase B: Emergency Incident Response*

☐ **FINAL EVALUATION**
*Review of Phases A and B*
*Phase C: Patrol Activities*
*Phase D: Criminal Investigations*

**EVALUATION SUMMARY**

☐ **TRAINEE SUCCESSFULLY COMPLETED ALL PHASES** ☐ **PRESCRIPTIVE TRAINING RECOMMENDED**

**Notes / Areas for Improvement:**

**EVALUATION REVIEWED AND SIGNED**

**Trainee** ▶ _____

**Police Training Officer (PTO)** ▶ _____

**Police Training Evaluator (PTE)** ▶ _____

APPENDIX F *cont*

## TRAINEE EVALUATION REPORT – *SAMPLE FORM*

### PTP: TRAINEE EVALUATION REPORT

Page 2 of 4

☐ MID-TERM EVALUATION

☐ FINAL EVALUATION

| Trainee | Badge/ID |
|---|---|
| | |

**PTE COMMENTS: CORE COMPETENCY ASSESSMENTS**

1. **Police Vehicle Operations**

2. **Conflict Resolution**

3. **Use of Force**

4. **Local Procedures**

5. **Report Writing**

Trainee Initials: _____ PTO Initials: _____

APPENDIX F *cont*

TRAINEE EVALUATION REPORT – *SAMPLE FORM*

## PTP: TRAINEE EVALUATION REPORT

Page 3 of 4

☐ MID-TERM EVALUATION

☐ FINAL EVALUATION

| Trainee | Badge/ID |
|---|---|
| | |

**PTE COMMENTS: CORE COMPETENCY ASSESSMENTS**

**6. Leadership**

**7. Problem-Solving Skills**

**8. Community-Specific Problems**

**9. Cultural Diversity and Special Needs Groups**

**10. Legal Authority**

Trainee Initials: _____ PTO Initials: _____

APPENDIX F *cont*

## TRAINEE EVALUATION REPORT – *SAMPLE FORM*

### PTP: TRAINEE EVALUATION REPORT

Page 4 of 4

☐ MID-TERM EVALUATION

☐ FINAL EVALUATION

| Trainee | Badge/ID |
|---|---|
| | |

**PTE COMMENTS: CORE COMPETENCY ASSESSMENTS**

**11. Individual Rights**

**12. Officer Safety**

**13. Communication Skills**

**14. Ethics**

**15. Lifestyle Stressors / Self-Awareness / Self-Regulation**

Trainee Initials: _____ PTO Initials: _____

APPENDIX F *cont*

## TRAINEE EVALUATION REPORT – *SUPPLEMENTAL PAGE*

### PTP: TRAINEE EVALUATION REPORT

Continuation Page ____ of ____

☐ MID-TERM EVALUATION

☐ FINAL EVALUATION

| Trainee | Badge/ID |
|---|---|
| | |

PTE COMMENTS: CORE COMPETENCY ASSESSMENTS *continued*

**Reference specific topic(s):**

Trainee Initials: _____ PTO Initials: _____

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APPENDIX G
*EXAMPLE 1*

# LEARNING ACTIVITY PACKAGES (LAPS)

## LAP #1: Problem-Based Learning (PBL)

### OVERVIEW

Educators often describe problem-based learning (PBL) as a method of teaching and learning that focuses on solving a problem. The foundations of police problem-based learning include a respect for adult learning styles, the need for relevance in what police officers are learning, and the achievement of outcomes from that learning that deal directly with significant issues in the police officer's life.

### The PBL Method

Instructors begin by presenting a problem to trainee that has real-life significance. "Real life" means that the problem is one that the trainee would normally encounter during the course of his/her duties. These problems may vary from serious community disorders to an on-going series of minor disturbances in a parking lot. These could include issues that would incorporate probable cause, detentions, consensual encounters, and arrests. The problems are "ill-structured", which means that they are not easily solved and they have a number of inherent issues that the learner must address to either solve or lessen the severity of the problem.

Once the trainee has spent some time looking over the problem, he/she presents a number of ideas about possible solutions. These ideas, right or wrong, become an important part of the learning process, so trainers and trainees should record them.

After speculating on possible solutions, the trainee then looks at the problem and considers all the known facts of that problem. This becomes a valuable problem-solving skill for the trainee as he/she learns to think critically and record all of the issues and facts before leaping to any conclusions.

### Gathering Information

After listing what he/she knows, the trainee then considers what learning issues he/she must research. The trainer should help during this part of the learning wherever possible, but not by giving answers. Remember, they don't know what they don't know! For example, if a trainee is working on a drug problem in a park, he/she may not have any knowledge regarding the use of local ordinances governing the park closing times or prohibited behaviors in addition to search and seizure laws and probable cause. Rather than giving them answers, the trainer simply indicates that this is an area of the law that the trainee may need to consider as part of the problem-solving strategy.

### Problem-Solving

After the trainee lists what he/she doesn't know and then goes about learning that information, both the trainer and the trainee should look at the trainee's original thoughts on how to solve the problems. Often, they discover that their first impulse or first conclusion was inadequate, insufficient, or incorrect.

At this point, armed with new knowledge, the trainee sets out an action plan to solve or lessen the severity of the problem. Following the plan's implementation and after a suitable time, both the trainee and the trainer evaluate the effectiveness of the plan.

*continues*

APPENDIX G *cont*

## LAP #1: PROBLEM-BASED LEARNING (PBL)

### OUTCOMES

This LAP discusses how police trainers and trainees use the PBL method during training. After completing this LAP, the trainee will be able to perform the following:

- Explain the benefits of problem-based learning.
- Describe the purpose of learning cohorts.
- Analyze ill-structured problems to determine if they are suitable for problem-solving.
- Evaluate the need for Emotional Intelligence (EI) which would include maturity, professional experience, and interpersonal skills while working with learning cohorts and other members of the community.

### COMPREHENSIVE QUESTIONS

- How can police trainers and trainees use PBL to work on small, medium, or large community projects?
- What problem-solving skills are essential elements of the PBL process?
- To what extent does the real-life problem involve the community?
- What makes an ill-structured problem? Are the problems given to the trainees during training easy to solve or do they require higher order thinking for resolution?
- How does problem-based learning accommodate a variety of learning styles and problem-solving abilities?
- During the "community learning process", what EI skills will a trainee require for successful team behavior?

### APPLICATION

Pick a chronic problem and apply the PBL process to help solve that problem. The stages of recording *ideas, known facts, learning issues, action plan,* and *evaluation* should follow sequentially. Discuss with your trainer how much time you estimate you need to complete each phase of the process and discuss your performance during each phase of the problem-solving. Reflect on whether your time estimates were accurate at the end of the PBL process.

### RESOURCES

- University of Delaware Problem-Based Learning: www.udel.edu/pbl
- Southern Illinois University School of Medicine/Department of Medical Education – Problem-Based Learning Initiative: www.pbli.org/pbl/pbl.htm
- Problem-Based Learning Faculty Institute, University of California, Irvine. "What is problem-Based Learning?" www.pbl.uci.edu/whatispbl.html
- Samford University Center for Problem-Based Learning: http://dlserver.samford.edu/edu/teacheredpbl.htm
- Classroom of the Future Teacher Pages on Problem-Based Learning: www.cotf.edu/ete/teacher/teacherout.html
- National Teaching and Learning Forum: www.ntlf.com
- Crux Consulting: www.cruxconsulting.net/
- Illinois Mathematics and Science Academy Center for Problem-Based Learning: http://pbln.imsa.edu/

APPENDIX G
*EXAMPLE 2*

# LEARNING ACTIVITY PACKAGES (LAPS)

## LAP #2: Problem-Oriented Policing (POP)

### OVERVIEW

Problem-oriented policing (POP), developed by Herman Goldstein (1979), is a comprehensive framework for improving law enforcement's capacity to perform job functions. POP seeks to shift from a reactive, instance-oriented stance to one that actively addresses problems that continually drain police resources. This framework encourages police to think differently about their purpose, arguing problem resolution is the true work of police and police should actively identify and address the root causes of problems in a community that lead to repeat calls for service.

A core concept of POP is comprehensive problem analysis. POP looks for the deepest underlying conditions that are amenable to intervention, balancing what is knowable with what is possible.

Problem analysis involves four in-depth phases, including: 1) fully describing the problem, 2) describing multiple and conflicting interests, 3) describing the nature and costs of harm resulting from the problem, and 4) taking inventory and critiquing current responses. Thorough problem analysis enables police to begin the problem-solving process by determining the level of police responsibility for addressing the problem, identifying and developing problem-solving strategies, and evaluating their solution's effectiveness.

While there are many measures of problem-solving success, the general objective of POP is to decrease the harm caused by patterns of chronic offensive behavior and to increase the range of police responses to crime. Comprehensive evaluations of problem-solving solutions are necessary to determine the value of the police response.

### OUTCOMES

This LAP discusses the concept of POP and the role of law enforcement in problem-solving in the community. After completion of this LAP, the trainee will be able to:

- Discuss key concepts of POP.
- Discuss the problem analysis and problem-solving processes.
- Identify and thoroughly analyze a problem in the community, developing a problem-oriented policing strategy to address root causes of the problem.
- Develop a plan to measure the success of the strategy.
- Determine who should be involved in the problem-solving process.

### COMPREHENSIVE QUESTIONS

- What is POP? What are the goals of this policing concept?
- What are the five operational strategies of policing?
- What are the problem-solving steps?
- What are the goals of each step?

*continues*

APPENDIX G *cont*

## LAP #2: PROBLEM-ORIENTED POLICING (POP)

### APPLICATION

Identify and analyze a chronic crime problem in your community, carefully addressing each element in the analysis phase. Work through the problem-solving process and develop a strategy for addressing the problem.

- How would you implement this strategy and measure its effectiveness?
- Who should you involve in this process?

### RESOURCES AND ADDITIONAL READING


- Scott, M. S. (October 2000). *Problem-Oriented Policing: Reflections on the First 20 Years*. Washington, DC: Office of Community-Oriented Policing Services (COPS Office): http://www.cops.usdoj.gov/files/RIC/Publications/e03011022.pdfh
- National Institute of Justice, Police Executive Research Forum, Office of Community-Oriented Policing (2000). *Excellence in Problem–Oriented Policing: The 2000 Herman Goldstein Award Winners* (NCJ No. 185279). www.ncjrs
- Office of Community-Oriented Policing (COPS Office). (April 1998). Problem-Solving Tips: A Guide to Reducing Crime and Disorder through Problem-solving Partnerships. *COPS Tips*. www.ncjrs.org or http://ww.cops.usdoj.gov/

APPENDIX G
*EXAMPLE 3*

# LEARNING ACTIVITY PACKAGES (LAPS)

## LAP #3: Community Policing

### OVERVIEW

Community-oriented policing is a policing philosophy based on collaborative partnerships between police and the community. While community-oriented policing strategies vary according to the needs and responses of the community involved, there are certain basic principles common to all community policing efforts. These basic principles include: 1) community partnership, and 2) problem-solving.

***Community Partnership:*** To develop the collaborative relationships necessary for community policing, police must establish and maintain mutual trust with the community. The idea behind this principle is that trust is built by increasing the positive daily interactions with community members. As patrol officers provide the majority of service needs for their community and become familiar with the daily working of the community and its members, trusting relationships will develop and enable collaborative problem-solving efforts to more effectively address crime and disorder.

***Problem-solving:*** Problem-solving is a valid and important policing function in the community. As police become familiar with community members, concerns, crime problems, and available resources, they will be more capable of identifying the root causes of community problems and applying effective solutions. As trusting relationships are developed, the community will want to take an active role in helping the police to identify the causes of crime problems, prioritize their concerns, and help develop solutions. Community trust will also facilitate cooperation from community members to provide information necessary for crime solving in the area.

In general, community policing requires the active participation of all facets of the community and seeks to involve the community in sharing the responsibility of crime prevention with the police. Using problem-solving techniques facilitates a process for identifying community concerns and developing potential solutions to improve police effectiveness and community relationships. Central to this philosophy is working with the community to identify and address their crime and disorder priorities.

### OUTCOMES

This LAP discusses the community-oriented policing approach and how this approach improves community relationships and police crime-solving ability. After completion of this LAP, the trainee will be able to:

- Explain the philosophy of community-oriented policing and describe the core elements of this approach.
- Discuss the benefits of community policing and cite successful applications of the community policing approach.
- Discuss how community-oriented policing activities build the relationships necessary to facilitate effective problem-solving.
- Identify community crime and disorder issues in their community that may be reduced by increasing community-policing activities.
- Develop a plan to incorporate community-oriented policing activities into daily policing and patrol routines.

*continues*

APPENDIX G *cont*

## LAP #3: COMMUNITY POLICING

### COMPREHENSIVE QUESTIONS

- Discuss the trends toward community policing over the past decade.
  - Why was this approach necessary
  - Why has this approach helped to reduce street crime?
- Discuss the philosophy of community-oriented policing. Specifically:
  - Why are community partnerships beneficial?
  - What are the law enforcement benefits of participating in community-oriented policing activities and developing these partnerships?
  - What are the community's benefits?
- How does community-oriented policing impact police crime-solving and crime prevention efforts in the community?

### APPLICATION

- Identify and list opportunities for community-oriented policing activities in your community. Include both opportunities for relationship building and problem-solving activities.
- Develop a plan to use the opportunities to incorporate community-oriented policing activities in your daily policing/patrol activities.
- Describe how you would identify key community concerns and initiate a problem-solving effort with your community members during these activities and interactions.

### RESOURCES AND ADDITIONAL READING

- Bureau of Justice Assistance (BJA) (1994). *Understanding Community Policing: A Framework for Action*. (NCJ No. 148457): www.communitypolicing.org/chap1fw.html
- National Institute of Justice (NIJ) (August 2001). The COPS program after four years—National evaluation *NIJ Research in Brief:* www.ojp.usdoj.gov/nij/pubs-sum/183643.htm
- National Institute of Justice (NIJ) (July 1996). Law enforcement in a time of community policing NIJ *Research in Brief:* www.ojp.usdoj.gov/nij/pubs-sum/184389.htm

APPENDIX G
*EXAMPLE 4*

# LEARNING ACTIVITY PACKAGES (LAPS)

## LAP #4: Field Interrogations – Stop and Frisk

### OVERVIEW

Field interrogations are an important responsibility of the patrol officer, especially in high crime areas. These procedures (often referred to as "stop and frisk" or "Terry stops") are one tool for evaluating suspicious circumstances or investigating situations where crime may be imminent. While stop and frisk is an important policing tool, the use of these procedures must be balanced with the citizen's rights as afforded by the Fourth Amendment. The Fourth Amendment states citizens have the right to be protected against unreasonable seizure (stop) and search (frisk).

In Terry v. Ohio (1968) the U.S. Supreme Court affirmed that patrol officers have a duty to investigate observed suspicious activity and an absolute right to protect themselves by frisking for weapons. The Supreme Court upheld the constitutionality of stop and frisk under specific guidelines. In general, these guidelines require two levels of suspicion for the officer: 1) to make a stop and 2) to frisk the suspect.

***For a Stop:*** An officer may stop someone on the street in situations where there is reasonable suspicion to believe that the individual may be engaged in criminal activity. A stop requires the officer to: 1) identify himself/herself as a police officer, and 2) make a reasonable inquiry as to the person's identity. **A stop does not automatically justify a frisk.**

***For a Frisk:*** If after stopping the suspect: 1) nothing in the initial stages of the encounter dispels the officer's reasonable fear for his own or others' safety, and 2) the officer has reasonable suspicion to believe the person is armed and presently dangerous, then the officer may conduct a search (frisk) for weapons only over the outer clothing of the suspect.

***Plain Feel Doctrine:*** In 1993, the Supreme Court expanded stop and frisk procedures to include the "plain feel" doctrine, meaning police officers can seize items detected during a frisk for weapons, as long as "plain feel" makes it "immediately apparent" that the item is contraband. Otherwise, objects may not be removed from a suspects clothing during a frisk.

### OUTCOMES

This LAP will enable the trainee to identify circumstances where field interrogations or "stop and frisks" are appropriate and constitutionally permissible. Following the completion of this LAP, the trainee will be able to:

- Discuss the balance between the Fourth Amendment's protection against unreasonable search and seizure and an officer's duty to ensure the safety of himself and others.
- Cite the requirements for stop and frisk as outlined in *Terry v. Ohio* (1968). Provide examples of circumstances that do and do not meet the requirements for a stop and frisk.
- Explain the "plain feel" doctrine and guidelines for seizing contraband during a frisk. Provide examples of situations in which items may or may not be seized from a suspect during a frisk.
- Determine when a frisk becomes a search incident to arrest.

*continues*

APPENDIX G *cont*

## LAP #4: FIELD INTERROGATIONS

### COMPREHENSIVE QUESTIONS

- What level of suspicion is necessary for a field interrogation or stop? When should a stop be concluded?
- What level of suspicion is necessary for a frisk? How would you test the circumstances to ensure the situation meets the correct level of suspicion?
- What did the Supreme Court determine permissible under the "plain feel" doctrine?
- When does a frisk become a search incident to arrest?
- Why is "stop and frisk" important to a police officer's responsibility to ensure public safety?
- What rights does the Fourth Amendment guarantee and why is it important to ensure these rights?
- How does "stop and frisk" impact police-citizen relations?

### APPLICATION

- Create a scenario in which you would stop and frisk a suspect.
- Articulate the reasons for your stop, what you would do during the stop, and what circumstances would require you to: 1) end the stop, and 2) frisk the suspect.
- According to the plain feel doctrine, what items may and may not be removed from the suspect's clothing during the frisk?

### RESOURCES AND ADDITIONAL READING

- FindLaw: U.S. Constitution: Fourth Amendment: http://caselaw.lp.findlaw.com/data/constitution/amendment04/ index.html
- FindLaw: Cases and Codes: *Terry v. Ohio*. http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?navby=case&court= us&vol=392&invol=1
- Stop and Frisk: http://members.tripod.com./~Methos_5000/stopfrisk.html, Terry *v. Ohio*, 392, U.S. 1 (1968).

APPENDIX G
*EXAMPLE 5*

# LEARNING ACTIVITY PACKAGES (LAPS)

## LAP #5: Custodial Interrogations – Miranda Warnings

### OVERVIEW

Custodial interrogations refer to the "questioning initiated by law enforcement officers after a person has been taken into custody." Due to the "inherently coercive environment"[1] of these interrogations, our legal system has continually challenged the validity of these confessions. To preserve the integrity of our justice system, citizens must be advised of their rights as guaranteed by the Fourth, Fifth, Sixth, and Fourteenth Amendments.

In *Miranda v. Arizona* (1966), the U.S. Supreme Court set standards for ensuring suspects are aware of these rights and that they are not violated during interrogation. The holding in *Miranda v. Arizona* requires "prior to interrogation, the person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has the right to an attorney, either retained or appointed." [2]

For a suspect's confession to be admissible in court, the confession must be made knowingly, voluntarily, and intelligently. Initially, a suspect may waive these rights, but can choose to invoke them at any time during interrogation to stop the questioning. Requiring police officers to read rights or "Miranda warnings" provides a procedural safeguard that ensures suspects are afforded every right guaranteed to them as citizens, and that the integrity of a confession made in a custodial interrogation be maintained during court proceedings.

Individual state or department policies may guide when and how Miranda warnings will be issued. Most commonly, Miranda warnings are issued after taking a suspect into custody and prior to formal questioning. Signed waivers may be required once a suspect has chosen to relinquish these rights. As a general rule, when questioning a suspect in custody about an incident that may result in incriminating statements, the police officer should inform the suspect of their rights.

### OUTCOMES

This LAP reviews the history of *Miranda v. Arizona* and subsequent U.S. Supreme Court case decisions relevant to custodial interrogations and confessions. After completing this package, trainees will be able to:

- Describe the importance of Miranda warnings in maintaining the integrity of a suspect's confession and ensuring a suspect's rights are not violated.
- Properly read Miranda warnings to a suspect.
- Identify how and when Miranda warnings should be issued, as outlined by the U.S. Supreme Court in *Miranda v. Arizona* and according to state statutes and/or department policy.
- Know what to do if a suspect invokes his/her rights.
- Determine when statements should be obtained in writing and when a signed waiver of rights should be obtained.

*continues*

[1] *Miranda v. Arizona*, 384 U.S. 436 (1966)
[2] Ibid

APPENDIX G *cont*

## LAP #5: CUSTODIAL INTERROGATIONS

### COMPREHENSIVE QUESTIONS

- What was the U.S. Supreme Court's decision in *Miranda v. Arizona?*
- What is the importance of reading a suspect their rights?
- Why is the *Miranda* decision important to you as a law enforcement officer? How does this impact you in carrying out your job responsibilities?
- What are your state/department guidelines regarding when Miranda warnings should be read?
- What should you do when a suspect invokes their rights? Waives their rights?
- When should you obtain a signed waiver of rights? Written statements or confessions?

### APPLICATION

- Obtain a copy of your department's guidelines for when and how a suspect should be read their rights and commit this to memory.
- Practice reading the Miranda warning.
- Create a scenario in which the suspect waives their rights. What should you do?
- Create a scenario in which the suspect invokes their rights. What should you do?

### RESOURCES AND ADDITIONAL READING

- Miranda *v.* Arizona, 384, U.S. 436 (1966).
- FindLaw: Cases and Codes: U.S. Constitution: http://caselaw.lp.findlaw.com/scripts/getcase.pl/navby=search&court=US&case=/us/384/436.html
- FindLaw: U.S. Constitution: Fifth Amendment: Annotations pg. 9 of 16: http://caselaw.lp.findlaw.com/data/constitution/amendment05/

APPENDIX H

# POST's Minimum Content Areas for Training Manuals

**IMPORTANT: PTP Supervisors/Administrators/Coordinators (PTP SACs) MUST ENSURE that the following required content is delivered to trainees throughout the agency's training program, and that trainees sufficiently demonstrate an understanding and/or practical application of the subject matter.**



| MINIMUM CONTENT AREA | NOTES / COMMENTS |
|---|---|
| **PTO Selection Process** | POST Basic Certificate, one-year patrol experience, POST-certified PTO course, agency-specific process (must be specified in training manual) |
| **Program Personnel Training** | PTO Update Course, Supervisor/Administrator/Coordinator (SAC) Course *(must be specified in training manual)* |
| **Minimum 15-Week PTO Program** | Refer to Volume 2: Training Workbook *(must be specified in training manual)* |
| **PTP Critique Form – PTO** | To be completed by Trainee (Appendix M) |
| **PTP Critique Form – Training Program** | To be completed by Trainee (Appendix N) |
| **PTO Completion Record / Competency Attestation Form** | Must be signed by Agency Head (Appendix I) |
| **Agency Orientation and Department Polices** | **Must be conducted PRIOR** to trainee assuming patrol duties with the training officer and includes: Firearms Qualification, Arrest and Control Techniques, Impact Weapon Qualification, Department Policies and General Orders, Support Services |
| **Officer Safety** | Contact and Cover, Officer Survival, EAP/Counseling, Critical Incident Debrief, Chaplaincy |
| **Ethics** | Ethical conduct as it pertains to law enforcement and sound ethical practices |
| **Use of Force** | Legal/Ethical Issues, Force Options |
| **Patrol Vehicle Operations** | Patrol Vehicle Inspections, Patrol Vehicle Operations Safety, Emergency Vehicle Operations/Pursuits, Vehicle Operations Liability |
| **"SAFE" DRIVING (Situation-Appropriate, Focused, and Educated Driving)** | • "**Situation-Appropriate**" driving refers to modifying one's driving for varied circumstances (e.g. routine patrol vs. code 3 driving, dry roadway vs. wet roadway, rural driving vs. driving through a school zone, daylight vs. night driving)<br>• "**Focused**" driving refers to the many concerns related to roadway position, officer distraction, equipment usage while driving, fatigue, driver capabilities, and multi-tasking<br>• "**Educated**" driving refers to initial and ongoing driver training, department policy, and the need for officers to continually apply SAFE driving knowledge and techniques as they carry out their duties<br>• PTOs, Supervisors, Managers, and the Agency Head shall ensure department policy is followed, and that **SAFE DRIVING** is practiced throughout the agency |
| **Tactical Seatbelt Removal** | If allowed per agency policy, tactical seatbelt removal is the technique of an officer removing his/her seatbelt as the patrol vehicle slows, just prior to safely coming to a complete stop, so that the officer can quickly exit the vehicle |

APPENDIX H *cont*

## POST'S MINIMUM CONTENT AREAS FOR TRAINING MANUALS



| MINIMUM CONTENT AREA | NOTES / COMMENTS |
|---|---|
| **Community Relations / Professional Demeanor** | Community Relations and Service, Professional Demeanor Communication, Cultural Diversity, Racial Profiling, Crime Prevention, Community Policing/POP |
| **Radio Communications** | Radio Communications, Information Systems/Telecommunications/GPS mapping |
| **Leadership** | Leadership Role, Ability, and Qualities |
| **California Codes and Laws** | Criminal Law, Laws of Arrest, Reasonable Suspicion and Probable Cause, Misdemeanor Arrests, Felony Arrests, Juvenile Law and Procedure, Additional Laws (ABC, Probation, Parole) |
| **Search and Seizure** | Search Concepts, Seizure Concepts, Warrants (Search Warrant Procedures, Arrest Warrant Procedures) |
| **Report Writing** | Field Notes, Notebook, Report Writing |
| **Control of Persons/ Prisoners/Mentally Ill** | Control and Searching of Persons, Handcuffing, Legal Responsibilities/ Requirements with Prisoners, Transportation of Prisoners, Booking Prisoners, Persons with Disabilities, Mental Illness (5150 W&I, Mental Health Facilities) |
| **Patrol Procedures** | Police Patrol Techniques, Pedestrian Stops, Searching Persons/Vehicles/ Buildings, Enforcement Stops, Felony/High-Risk Vehicle Stops (including placement of first, second, and subsequent police vehicles, air support, K-9 support), Handling Crimes in Progress (including response to scene, perimeters, use of air support, K-9 support), Domestic Violence, Hate Crimes, Gang Awareness, Missing Persons (Investigation and Amber Alert) |
| **Investigations / Evidence** | Interviewing; Interrogation (Miranda), Investigations, Evidence Collection/ Preservation (CSI, Crime Scene Technician, Investigator call-out when necessary), Subpoenas, Courtroom Testimony (Professionalism, Report Review, Penalties for Falsifying Reports, Penalties for Perjury) |
| **Tactical Communication / Conflict Resolution** | Tactical Communication, Handling Disputes (General), Civil Disputes (including Landlord-Tennant, Labor, Repossessions), Protests/Demonstrations (including First Amendment, Use of Force/Agency Policies, Dispersal Orders/Arrests), Crowd Control/Riots (including Command Post, Communication, Containment/Isolation/ Dispersal/Restoration of Order) |
| **Traffic** | Vehicle Code, Impounding/Storing of Vehicles , Vehicle Collisions, D.U.I. |
| **Self-Initiated Activity** | Vehicle/Pedestrian Stops, Directed Patrol, Arrests |

**ATTESTATION:** The above-listed content was delivered to the trainee throughout the course of the Police Training Program. The Trainee has successfully demonstrated an understanding and/or practical application of the subject matter.

| REQUIRED SIGNATURES | |
|---|---|
| **Trainee** ▶ | **PTE** ▶ |
| **PTO** ▶ | **PTP SAC** ▶ |

APPENDIX I

*SAMPLE FORM*

## POLICE TRAINING PROGRAM (PTP)

# COMPLETION RECORD / COMPETENCY ATTESTATION

| Trainee | Badge/ID | Evaluation Period | Report Date |
|---|---|---|---|
| | | From: To: | |
| **Police Training Evaluator (PTE)** | **Badge/ID** | **Police Training Officer (PTO)** | **Badge/ID** |
| | | | |

| Ph | Name of PTO or PTE and Badge/ID | Sector/Beat Assignment | Patrol Dates (inclusive) | |
|---|---|---|---|---|
| A | | | FROM | TO |
| B | | | FROM | TO |
| C | | | FROM | TO |
| D | | | FROM | TO |

I have been instructed in all items recorded in the **Police Training Program Guide**.

**Trainee Signature** ▶ **Date**

I certify that Officer/Deputy _____ has received the instruction outlined in the **Police Training Program Guide** and has performed competently in all performance outcomes. I also certify that all tests have been completed in a satisfactory manner.

I further certify that he/she is now prepared to work solo patrol duties.

**Primary PTO Signature** ▶ **Date**

**PTP SAC Signature** ▶ **Date**

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

**Agency Head Signature** ▶ **Date**

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APPENDIX J

## POLICE TRAINING PROGRAM

# MID-TERM PERFORMANCE OUTCOME GOALS – PHASES A & B

## PHASE A: NON-EMERGENCY INCIDENT RESPONSE

### A1 Police Vehicle Operation

*The trainee should be able to:*

1. Describe proper non-emergency police vehicle operations.
2. Demonstrate the proper use of a patrol vehicle during non-emergency operations.
3. Assess and explain police vehicle operation during non-emergency response.

### A2 Conflict Resolution

*The trainee should be able to:*

1. Identify the proper techniques to resolve conflicts in a non-emergency situation.
2. Recommend a resolution or solve conflicts in a non-emergency situation.
3. Assess and evaluate conflict resolution strategies in a non-emergency conflict.

### A3 Use of Force

*The trainee should be able to:*

1. Recognize use of force issues in a non-emergency situation.
2. Demonstrate proper use of force methods in all non-emergency situations.
3. Evaluate and explain the different aspects of the use of force alternatives

### A4 Local Procedures, Policies, and Ordinances

*The trainee should be able to:*

1. Identify and describe the different policies, laws, and department philosophies.
2. Properly apply all federal, state, and local laws, codes, policies, and philosophies to their specific assignment.
3. Evaluate and compare different procedures, policies, and laws that apply to the handling of non-emergency incidents.

### A5 Report Writing

*The trainee should be able to:*

1. Identify and collect pertinent information to complete the report writing process in a timely manner.
2. Properly complete all required forms and any other related information concerning the report writing process in a timely, grammatically correct manner.
3. Evaluate and explain the reasons for writing a clear, concise, and complete report, to include consideration for potential readers and applications.

*Phase A continues*

APPENDIX J *cont*

## PTP: MID-TERM PERFORMANCE OUTCOME GOALS – PHASES A & B

## PHASE A: NON-EMERGENCY INCIDENT RESPONSE *continued*

### A6 Leadership

*The trainee should be able to:*

1. Explain his/her leadership roles in the community and peer group.
2. Display leadership ability in non-emergency situations (i.e., command presence).
3. Explain why leadership is important in the scope of his/her duties.

### A7 Problem-Solving

*The trainee should be able to:*

1. Identify and define some problems encountered in a non-emergency situation.
2. Apply knowledge and demonstrate proper solutions to problems in non-emergency situations.
3. Explain and support his/her decisions while using the PBL process.

### A8 Community-Specific Problems

*The trainee should be able to:*

1. Identify some community-specific problems.
2. Demonstrate proficiency in creating partnerships and solving problems within his/her beat assignment.
3. Explain and support his/her decisions in dealing with community-specific problems.

### A9 Cultural Diversity and Special Needs Groups

*The trainee should be able to:*

1. Identify and describe a culturally diverse situation.
2. Demonstrate and apply his/her knowledge to effectively address diversity issues.
3. Explain and support his/her methods of appropriately dealing with different cultures.

### A10 Legal Authority

*The trainee should be able to:*

1. Identify appropriate use of legal authority in non-emergency situations.
2. Demonstrate his/her knowledge of legal authority in non-emergency situations.
3. Explain his/her decisions made during a non-emergency situation.

### A11 Individual Rights

*The trainee should be able to:*

1. Identify an individual's rights in any non-emergency situation.
2. Apply their knowledge in relation to an individual's rights and needs.
3. Evaluate the effectiveness if his/her actions regarding individual rights.

*Phase A continues*

APPENDIX J *cont*

## PTP: MID-TERM PERFORMANCE OUTCOME GOALS – PHASES A & B

## PHASE A: NON-EMERGENCY INCIDENT RESPONSE *continued*

### A12 Officer Safety

*The trainee should be able to:*

1. Identify when to apply officer safety tactics in non-emergency situations.
2. Demonstrate proper officer safety tactics at all times in non-emergency situations.
3. Evaluate his/her decisions concerning officer safety tactics in non-emergency situations.

### A13 Communications Skills

*The trainee should be able to:*

1. Identify proper radio procedures and interpersonal communication with the general public.
2. Consistently demonstrate proper radio usage and interpersonal communication.
3. Explain why proper radio usage and interpersonal communication is vital.

### A14 Ethics

*The trainee should be able to:*

1. Describe what his/her ethics are and how they align with the department's position on ethical behavior.
2. Discuss the ethical issues with accepting gratuities, abuse of power in his/her position, and other types of corruption.
3. Demonstrate ethical decision-making and behavior.
4. Discuss the proper procedure for reporting corruption.

### A15 Lifestyle Stressors, Self-Awareness, and Self-Regulation

*The trainee should be able to:*

1. Identify life stressors from on- and off-duty situations.
2. Demonstrate self-awareness and self-regulation.
3. Assess his/her ability to measure their personal lifestyle stressors.

*See next section for Phase B*

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APPENDIX J *cont*

## PTP: MID-TERM PERFORMANCE OUTCOME GOALS – PHASES A & B

## PHASE B: EMERGENCY INCIDENT RESPONSE

### B1 Police Vehicle Operation

*The trainee should be able to:*

1. Describe the safe and prudent operation of a patrol vehicle during an emergency response in accordance with department policy and state law.
2. Demonstrate the skills necessary to safely operate a patrol vehicle while responding to an emergency incident including:
   a. Geographical knowledge
   b. Most efficient/safest routes
   c. Vehicle position at the scene
3. Assess the needs of a given incident and decide what level of vehicle response is appropriate.

### B2 Conflict Resolution

*The trainee should be able to:*

1. Identify the available options concerning conflict resolution.
2. Demonstrate the ability to resolve conflicts in an emergency situation.
3. Evaluate and assess the effectiveness of his/her use of the conflict resolution resources available.

### B3 Use of Force

*The trainee should be able to:*

1. Describe the use-of-force options and reporting requirements.
2. Describe, apply, and demonstrate an appropriate use of force in a given emergency situation.
3. Evaluate his/her use of force and effectiveness after an emergency situation.

### B4 Local Procedures, Policies, and Ordinances

*The trainee should be able to:*

1. Identify the local procedures, policies, laws, and philosophies that affect emergency responses.
2. Apply the correct laws, policies, and procedures to an emergency response situation.
3. Select and compare different procedures, policies, and laws that apply to the handling of emergency incidents.

### B5 Report Writing

*The trainee should be able to:*

1. Describe the reporting requirements for a given emergency.
2. Demonstrate how to complete a selected report for an emergency.
3. Evaluate the effectiveness of his/her report writing skills related to emergency incidents.

*Phase B continues*

APPENDIX J *cont*

## PTP: MID-TERM PERFORMANCE OUTCOME GOALS – PHASES A & B

## PHASE B: EMERGENCY INCIDENT RESPONSE *continued*

### B6 Leadership

*The trainee should be able to:*

1. Identify the chain of command and describe the importance of proactive peer assistance. The trainee should be able to identify methods utilized to apply leadership skills, i.e., situational leadership, assisting citizens to solve their own problems.
2. Summarize the need for the chain of command, proactive peer assistance, and being available for calls for service.
3. Evaluate and explain the effectiveness of his/her leadership skills in resolving emergency incidents.

### B7 Problem-Solving Skills

*The trainee should be able to:*

1. Identify and define problems encountered in an emergency situation.
2. Apply knowledge and demonstrate proper solutions to problems in emergency situations.
3. Explain and support his/her decisions in the problem-solving process.

### B8 Community-Specific Problems

*The trainee should be able to:*

1. Identify and describe specific community problems in their assigned areas.
2. Explain and support his/her decisions when dealing with community-specific problems.
3. Assess current community problems and make recommendations for solutions using the PBL model in the process.

### B9 Cultural Diversity and Special Needs Groups

*The trainee should be able to:*

1. Identify the social, economic, and linguistic differences of cultural groups in his/her area.
2. Demonstrate the ability to assist without personal bias in an emergency situation.
3. Explain the consequences of demonstrating personal bias in an emergency situation.

### B10 Legal Authority

*The trainee should be able to:*

1. Identify his/her lawful authority within policy and statute in an emergency response.
2. Demonstrate lawful authority during emergency responses with regard to policies, procedures, and statutes.
3. Assess his/her use and effectiveness of available resources in an emergency situation.

*Phase B continues*

APPENDIX J *cont*

## PTP: MID-TERM PTO PERFORMANCE OUTCOME GOALS – PHASES A & B

## PHASE B: EMERGENCY INCIDENT RESPONSE *continued*

### B11 Individual Rights

*The trainee should be able to:*

1. Define individual rights in Constitutional law, Miranda, and implied consent with regards to persons in custody.
2. Demonstrate his/her knowledge of Constitutional rights, Miranda, and search and seizure in emergency situations.
3. Summarize his/her knowledge of individual rights explaining his/her knowledge as it pertains to all persons contacted during an emergency response.

### B12 Officer Safety

*The trainee should be able to:*

1. Describe and identify officer safety skills necessary during an emergency response.
2. Demonstrate officer safety skills during all emergency responses.
3. Assess his/her performance in officer safety during all emergency responses.

### B13 Communication Skills

*The trainee should be able to:*

1. Describe the many different communication skills used during an emergency response situation.
2. Demonstrate effective communication skills during an emergency response situation.
3. Assess his/her use of resources and effectiveness in an emergency response situation.

### B14 Ethics

*The trainee should be able to:*

1. Identify ethical behavior expected of a professional law enforcement officer in an emergency situation.
2. Demonstrate ethical behavior in emergency situations.
3. Assess the importance of ethical behavior so as to maintain the public trust in emergency situations.

### B15 Lifestyle Stressors/Self-Awareness/Self-Regulation

*The trainee should be able to:*

1. Identify what stressors affect his/her performance in emergency situations.
2. Apply self-awareness and self-regulation in emergency situations.
3. Assess his/her level of self-awareness and self-regulation in emergency situations and decide if his/her lifestyle stressors should be adjusted.

*See Appendix M for Phase C*

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APPENDIX K

## POLICE TRAINING OFFICER
# FINAL PERFORMANCE OUTCOME GOALS – PHASES C & D

## PHASE C: PATROL ACTIVITIES

### C1 Police Vehicle Operation

*The trainee should be able to:*

1. Show knowledge of his/her assigned beat and describe his/her responsibilities within specific geographic areas.
2. Demonstrate proper use and care of the Police Department's equipment.
3. Describe and recommend the appropriate enforcement actions to ensure public safety.

### C2 Conflict Resolution

*The trainee should be able to:*

1. Identify and apply various effective options concerning conflict resolution.
2. Demonstrate the ability to resolve conflicts in various situations.
3. Assess situations of conflict and recommend an appropriate course of action for resolution.

### C3 Use of Force

*The trainee should be able to:*

1. Describe the use-of-force alternatives and reporting requirements.
2. Apply and demonstrate the reasonable amount of force necessary to resolve a situation safely.
3. Assess and determine appropriate use-of-force techniques in given situations.

### C4 Local Procedures, Policies, Laws, and Philosophies

*The trainee should be able to:*

1. Identify, explain and describe the state, county, and municipal procedures, policies, laws, and philosophies that affect his/her patrol and enforcement activities.
2. Apply laws, policies, and procedures during enforcement activities.
3. Select and compare different procedures, policies, and laws that apply to the handling of patrol activities within their area of responsibility.

### C5 Report Writing

*The trainee should be able to:*

1. Accurately describe the reporting requirements for given activities.
2. Demonstrate the ability to effectively document patrol activities as required.
3. Accurately assess which patrol activities require documentation and evaluate the effectiveness of his/her report writing skills.

*Phase C continues*

APPENDIX K *cont*

## PTP – FINAL PERFORMANCE OUTCOME GOALS – PHASES C & D

### PHASE C: PATROL ACTIVITIES *continued*

**C6 Leadership**

*The trainee should be able to:*

1. Identify and describe the leadership attributes necessary to perform the duties of a police officer.
2. Demonstrate leadership principles when carrying out patrol activities.
3. Display and explain proper leadership qualities and ethics while on or off duty.

**C7 Problem-Solving**

*The trainee should be able to:*

1. Identify and define problems encountered during patrol activities.
2. Apply knowledge and demonstrate proper solutions to problems during patrol activities.
3. Using the PBL guidelines, analyze and explain solutions for current problems occurring in the beat.

**C8 Community-Specific Problems**

*The trainee should be able to:*

1. Identify and describe specific community problems in their assigned areas.
2. Apply specific course(s) of action to solve community-specific problems.
3. Recommend and support a course of action and evaluate its effectiveness in alleviating a specific problem.

**C9 Cultural Diversity and Special Needs Groups**

*The trainee should be able to:*

1. Identify different needs of various cultural and special needs groups in his/her area.
2. Relate and modify his/her actions, as well as demonstrate empathy, when dealing with cultural and special needs groups without bias.
3. Assess the different needs applicable to different cultural and special needs groups and explain the consequences of demonstrating personal bias during patrol activities.

**C10 Legal Authority**

*The trainee should be able to:*

1. Define legal authority as it applies to many different enforcement situations.
2. Demonstrate the different levels of his/her legal authority.
3. Assess the level of contact to determine if it falls within the legal guidelines of his/her authority.

**C11 Individual Rights**

*The trainee should be able to:*

1. Define and identify specific court cases, policies, and laws as they pertain to custodial and non-custodial contacts.
2. Demonstrate his/her ability to relate to, and apply, specific court cases, laws, and policies to custodial and non-custodial contacts.
3. Support his/her actions through established case law, statutory laws, and policies.

*Phase C continues*

APPENDIX K *cont*

## PTP: FINAL PERFORMANCE OUTCOME GOALS – PHASES C & D

## PHASE C: PATROL ACTIVITIES *continued*

### C12 Officer Safety

*The trainee should be able to:*

1. Describe his/her knowledge and understanding of appropriate officer safety techniques.
2. Demonstrate proper officer safety techniques in all patrol situations.
3. Continually assess and improve the effectiveness of his/her officer safety techniques.

### C13 Communications Skills

*The trainee should be able to:*

1. Define effective communication skills as they relate to the public, allied agencies, co-workers, and the communication center.
2. Apply the skills necessary to effectively communicate with those persons that he/she comes into contact with.
3. Measure the effectiveness of his/her communication skills and make appropriate modifications when needed.

### C14 Ethics

*The trainee should be able to:*

1. Define ethics as it pertains to law enforcement and his personal life.
2. Demonstrate sound ethical practices.
3. Assess his/her use of ethical practices.

### C15 Lifestyle Stressors, Self-Awareness, and Self-Regulation

*The trainee should be able to:*

1. Identify and examine methods to deal with stress as it relates to law enforcement, both on and off the job.
2. Identify and examine the potential impact of his/her personal values and beliefs on the handling of responsibilities.
3. Constantly assess his/her self-awareness and self-regulation in order to improve his/her effectiveness as a police officer.

*See next section for Phase D*

Intentionally Blank

APPENDIX K *cont*

## PTP: FINAL PERFORMANCE OUTCOME GOALS – PHASES C & D

## PHASE D: CRIMINAL INVESTIGATION

### D1 Police Vehicle Operation

*The trainee should be able to:*

1. Demonstrate the ability to operate a city vehicle in a safe manner.
2. Apply good judgment in the safe operation and decision of positioning his/her vehicle at a crime scene.
3. Assess his/her driving abilities and vehicle maintenance needs.

### D2 Conflict Resolution

*The trainee should be able to:*

1. Demonstrate the ability to resolve minor disputes in the community and in the workplace.
2. Apply past knowledge and past experience to resolve conflict.
3. Assess the severity of a conflict and select the appropriate course of action.

### D3 Use of Force

*The trainee should be able to:*

1. Define and describe the use of force options.
2. Demonstrate the proper technique(s) necessary to safely apprehend combative subjects.
3. Select the proper technique(s) to minimize the risk of injury to all involved.

### D4 Local Procedures, Policies, Laws, and Philosophies

*The trainee should be able to:*

1. Identify, define, and apply the most commonly used state, local, and federal laws as they pertain to crimes against persons.
2. Identify, define, and apply the most commonly used state, local, and federal laws that pertain to crimes against property.
3. Relate his/her own knowledge as it pertains to other investigative tools, crime scene investigations, detective call-outs, etc.

### D5 Report Writing

*The trainee should be able to:*

1. Describe how to construct reports in an objective, concise, and accurate manner.
2. Demonstrate his/her ability to select and then complete the appropriate reports for specific incidents.
3. Explain the importance of creating a factual and concise report.

### D6 Leadership

*The trainee should be able to:*

1. Exhibit a thorough knowledge of how to effectively communicate and deal with people.
2. Apply all available communication skills to provide direction for difficult situations.
3. Assess, decide, and demonstrate how to influence people in solving problems.

*Phase D continues*

APPENDIX K *cont*

## PTP: FINAL PERFORMANCE OUTCOME GOALS – PHASES C & D

## PHASE D: CRIMINAL INVESTIGATION *continued*

### D7 Problem-Solving

*The trainee should be able to:*

1. Maintain a working knowledge of Problem-Based Learning (PBL).
2. Use available information and apply reasonable ideas to solve each situation encountered.
3. Assess and select the best solution to any situation based on information at hand.

### D8 Community-Specific Problems

*The trainee should be able to:*

1. Identify and be familiar with high-crime areas and areas of volatility.
2. Apply and interpret facts relevant to community-based policing.
3. Analyze the data to be presented in the Neighborhood Portfolio Exercise (NPE).

### D9 Cultural Diversity and Special Needs Groups

*The trainee should be able to:*

1. Observe and monitor activities occurring in the local community to develop cultural awareness.
2. Interact with local agencies and community groups with special needs.
3. Recommend useful solutions to communication barriers with specific groups.

### D10 Legal Authority

*The trainee should be able to:*

1. Define legal authority as it applies to criminal investigations.
2. Use available information, concepts, and resources to maintain good working relationships with attorneys and judges.
3. Explain the limitations of his/her legal authority.

### D11 Individual Rights

*The trainee should be able to:*

1. Describe the Fourth amendment, search and seizure, Miranda, and all applicable constitutional rights as they pertain to criminal investigation.
2. Able to apply case law to criminal and civil situations.
3. Able to make choices based on reasonable argument, verify value of evidence, and recognize subjectivity.

### D12 Officer Safety

*The trainee should be able to:*

1. Describe his/her knowledge and understanding of appropriate officer safety techniques.
2. Demonstrate proper officer safety techniques in all criminal investigations.
3. Constantly assess and improve the effectiveness of his/her officer safety techniques.

*Phase D continues*

APPENDIX K *cont*

## PTP: FINAL PERFORMANCE OUTCOME GOALS – PHASES C & D

## PHASE D: CRIMINAL INVESTIGATION *continued*

### D13 Communications Skills

*The trainee should be able to:*

1. Explain elements of crimes being investigated.
2. Demonstrate effective use of the radio system, CAD-RMS, MDT's, voice-mail, and e-mail.
3. Explain the importance of presenting a professional demeanor with both the public and in court.

### D14 Ethics

*The trainee should be able to:*

1. Define abuse of power and excessive use of force.
2. Demonstrate the ability to recognize and report abusive and/or inappropriate behavior.
3. Evaluate and explain his/her ethical decision-making process.

### D15 Lifestyle Stressors, Self-Awareness, and Self-Regulation

*The trainee should be able to:*

1. Maintain a professional demeanor in all contacts.
2. Demonstrate effective time management of workload and maintain a healthy balance between work and personal life.
3. Assess his/her lifestyle and recognize his/her limitations.

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APPENDIX L

## POLICE TRAINING PROGRAM (PTP)

1. **POST PROGRAM APPLICATION FORM**
2. **POST APPROVAL CHECKLIST**

## POST e-forms:

- **POST-Approved Field Training Program (FTP)**
  ***or* Police Training Program (PTP) Application** – POST 2-229

- **POST Field Training Program (FTP)**
  ***or* Police Training Program (PTP) Approval Checklist** – POST 2-230

- **POST Forms** – www.post.ca.gov/forms

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APPENDIX M
*SAMPLE FORM*

## POLICE TRAINING PROGRAM (PTP)
# POLICE TRAINING OFFICER (PTO) CRITIQUE FORM

Page 1 of 3 Date: _____

| Trainee | Badge/ID | This Critique is for PTO | Badge/ID |
|---|---|---|---|
| | | | |

**This critique is CONFIDENTIAL and will only be reviewed by PTP administrative personnel.**

In an effort to ensure that each Police Training Officer (PTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the PTOs so they can use the information to enhance their teaching/training skills.

It is imperative that these questions be answered honestly and directly. The PTOs will benefit by knowing the impression they have made on you, their trainee.

Your responses in each category are important. Please take time to provide details in the narrative portions about why you rated the PTO as you did. The more information that you provide, the better the picture we will have of each PTO's level of skill and their continued suitability for the position.

The general content of the feedback (not your identity) will be relayed to the PTOs to assist with improving training methods.

---

1. **The Police Training Program's emphasis is on both training and evaluation. Assign percentages to the amount of effort your PTO exerted in each area. (The total will equal 100%.)**

   *Examples: Training = 50% / Evaluation = 50%, Training = 70% / Evaluation = 30%, etc.*

   Training: _____% Evaluation: _____%

2. **Indicate how you perceived your PTO related to you.**

   a) **I was just one of a number of recruits:**

   ☐ Always ☐ Often ☐ When appropriate ☐ Seldom ☐ Never

   b) **I was recognized as an individual:**

   ☐ Always ☐ Often ☐ When appropriate ☐ Seldom ☐ Never

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

   ☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

APPENDIX M *cont*

## PTO CRITIQUE FORM – *SAMPLE FORM*

### PTP: POLICE TRAINING OFFICER CRITIQUE FORM

Page 2 of 3

**4. The PTO was attentive to my needs, problems, or concerns.**

☐ Never ☐ Seldom ☐ When Appropriate ☐ Often ☐ Always

**5. Rate the PTO's knowledge of the training material covered.**

☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

**6. a) How would you describe the PTO's skill as a trainer?**

☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

**b) How would you describe the training methods (handouts, visual aids, scenarios, role-play, etc.)?**

☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

**7. Rate the PTO's ability to communicate with you.**

☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

**8. Rate the PTO's honesty, fairness, and objectivity in rating you.**

☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

**9. Describe the PTO's method(s) of critiquing your performance, whether verbally or in writing.**

☐ Too Negative/Critical ☐ Somewhat helpful ☐ Helpful ☐ Very Helpful/Positive

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

☐ Never ☐ Seldom ☐ Occasionally ☐ Often ☐ Always

**11. Identify the area(s) you consider to be the PTO's greatest strengths.**

*Examples: Training skills, officer safety tactics, knowledge of codes and laws, report writing, etc.*

**12. Identify the area(s) which you feel the PTO needs to improve.**

APPENDIX M *cont*

**PTO Critique Form** – *SAMPLE FORM*

**PTP: Police Training Officer Critique Form**



**13. Were there any conflicts with the PTO's training and your academy training?** ☐ Yes ☐ No

*If yes, please explain:*

**14. Did you experience any discrepancies between PTOs?** ☐ Yes ☐ No

*If yes, please explain:*

**15. Please use this space to provide any additional comments or suggestions.**

Trainee Signature ▶ Date

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APPENDIX N

*SAMPLE FORM*

## POLICE TRAINING PROGRAM (PTP)

# TRAINING PROGRAM CRITIQUE FORM

Page 1 of 4 Date: _____

| Trainee | Badge/ID | PTO | Badge/ID |
|---|---|---|---|
| | | | |

**This critique is CONFIDENTIAL and will only be reviewed by PTP administrative personnel.**

The Police Training Program (PTP) personnel are dedicated to providing new employees with an effective training experience. Below is a list of questions pertaining to the training you received while involved in the Police Training Program. The purpose of the form is to present objective feedback to program personnel to be used to improve and enhance the program's effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated. Once completed, please return the form to the PTP SAC.

YES NO

☐ ☐ 1. **Orientation:**

a) **Did the orientation process help you prepare for the Police Training Program?**

☐ ☐ b) **Did you understand the program's expectations of you?**

*Please comment:*

YES NO

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

*Please comment:*

YES NO

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

*Please comment:*

APPENDIX N *cont*

## TRAINING PROGRAM CRITIQUE FORM – *SAMPLE FORM*

**PTP: Training Program Critique Form**



YES ☐ NO ☐ 4. **Were there any areas of training you thought were ignored which should have been included or extended?**

*If so, which areas:*

YES ☐ NO ☐ 5. **Was the instruction and training provided by the PTOs generally consistent with one another?**

*Please comment:*

YES ☐ NO ☐ 6. **Do you think the evaluations in the Police Training Program (Journaling, CTR's, etc.) were necessary for your development as a police officer?**

*Please comment:*

YES ☐ NO ☐ 7. **Do you think program personnel were objective in making evaluations, judgments, and decisions about you?**

*Please comment:*

YES ☐ NO ☐ 8. **Do you think there was sufficient time available for special activities such as COPS projects or other beat activities?**

*Please comment:*

APPENDIX N *cont*

**TRAINING PROGRAM CRITIQUE FORM** – *SAMPLE FORM*

**PTP: Training Program Critique Form**

Page 4 of 4 3

YES NO 10. **Are there any changes that need to be made to improve the program?**

☐ ☐ *Please comment:*

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

Trainee Signature ▶ Date

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APPENDIX O
*SAMPLE FORM*

## POLICE TRAINING PROGRAM (PTP)
# AGENCY ORIENTATION / DEPARTMENT POLICIES

During the orientation period, the trainee shall be given an opportunity to become familiar with the specific training requirements of his/her agency. The trainee shall be scheduled for and successfully complete the following training prior to starting the uniformed patrol field training program.

Page 1 of 10

| **Trainee Name** (Last, First MI): | **Badge/ID:** |
|---|---|

## Section 1.0 QUALIFICATION

### 1.1 FIREARMS QUALIFICATION

| PTO Name – Badge/ID | Competency | Date | How Demonstrated? |
|---|---|---|---|
| | No.: | | |
| **Reference:** | | | |
| | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | |
| **Comments:** | | | |
| | | | |
| | | | |

### 1.2 ARREST & CONTROL TECHNIQUES QUALIFICATION

| PTO Name – Badge/ID | Competency | Date | How Demonstrated? |
|---|---|---|---|
| | No.: | | |
| **Reference:** | | | |
| | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | |
| **Comments:** | | | |
| | | | |
| | | | |

APPENDIX O *cont*

## AGENCY ORIENTATION/DEPARTMENT POLICIES – *SAMPLE FORM*

### PTP: AGENCY ORIENTATION/DEPARTMENT POLICIES



| **Trainee Name** (Last, First MI): | **Badge/ID:** |
|---|---|

### 1.3 IMPACT WEAPON QUALIFICATION

| PTO Name – Badge/ID | Competency | Date | How Demonstrated? |
|---|---|---|---|
| | No.: | | |
| **Reference:** | | | |
| | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | |
| **Comments:** | | | |

**Additional Comments for Section 1.0** *(refer to topic numbers)*

APPENDIX O *cont*

**AGENCY ORIENTATION/DEPARTMENT POLICIES** – *SAMPLE FORM*

**PTP: AGENCY ORIENTATION/DEPARTMENT POLICIES** Page 3 of 10

| **Trainee Name** (Last, First MI): | **Badge/ID:** |
|---|---|

## Section 2.0 AGENCY ORIENTATION

### 2.1 GENERAL KNOWLEDGE

Trainee will discuss his/her duties and obligations and demonstrate a working knowledge of the agency's:

A. Organization
B. Functions
C. Work schedule
D. Chain of command
E. Rules and regulations

| PTO Name – Badge/ID | Competency | Date | How Demonstrated? |
|---|---|---|---|
| | No.: | | |
| **Reference:** | | | |
| | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | |
| **Comments:** | | | |

### 2.2 AGENCY-SPECIFIC RULES AND REGULATIONS

Trainee shall review and briefly explain agency directives, rules, and regulations pertaining to:

A. Standard of conduct on and off duty (values, ethics, principles)
B. Rules governing outside employment
C. Regulations on carrying weapons off duty
D. Hours of all shifts and absence reporting requirements
E. Interaction with associated law enforcement agencies
F. News media release laws, rules, and regulations
G. Security of agency facilities
H. Any additional agency-specific directives, rules, and regulations

| | | | **Case/Report No.:** |
|---|---|---|---|
| **PTO Name – Badge/ID** | **Competency** | **Date** | **How Demonstrated?** |
| | No.: | | ☐ **1**–Field Perform ☐ **3**–Written Test ☐ **2**–Role Play ☐ **4**–Verbal Test |
| **Reference:** | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | ☐ **1** ☐ **2** ☐ **3** ☐ **4** |
| **Comments:** | | | |

APPENDIX O *cont*

## AGENCY ORIENTATION / DEPARTMENT POLICIES – *SAMPLE FORM*

### PTP: AGENCY ORIENTATION/DEPARTMENT POLICIES



| **Trainee Name** (Last, First MI): | **Badge/ID:** |
|---|---|

### 2.5 AUTHORIZED EQUIPMENT

Trainee shall know the operation of and agency policy regarding authorized equipment, including:

A. Personal equipment
B. Safety equipment
C. Agency equipment used by field officers

| | | | **Case/Report No.:** |
|---|---|---|---|
| **PTO Name – Badge/ID** | **Competency** | **Date** | **How Demonstrated?** |
| | No.: | | ☐ **1**–Field Perform ☐ **3**–Written Test<br>☐ **2**–Role Play ☐ **4**–Verbal Test |
| **Reference:** | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | ☐ **1** ☐ **2** ☐ **3** ☐ **4** |
| **Comments:** | | | |

### 2.6 UNAUTHORIZED EQUIPMENT

Trainee shall review and explain what constitutes unauthorized equipment:

| | | | **Case/Report No.:** |
|---|---|---|---|
| **PTO Name – Badge/ID** | **Competency** | **Date** | **How Demonstrated?** |
| | No.: | | ☐ **1**–Field Perform ☐ **3**–Written Test<br>☐ **2**–Role Play ☐ **4**–Verbal Test |
| **Reference:** | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | ☐ **1** ☐ **2** ☐ **3** ☐ **4** |
| **Comments:** | | | |

APPENDIX O *cont*

## AGENCY ORIENTATION / DEPARTMENT POLICIES – *SAMPLE FORM*

### PTP: AGENCY ORIENTATION/DEPARTMENT POLICIES

Page 5 of 10

| **Trainee Name** (Last, First MI): | **Badge/ID:** |
|---|---|

### 2.7 UNIFORMS AND EQUIPMENT DAMAGE

Trainee shall review and explain agency policy on uniforms and equipment damage.

| | | | **Case/Report No.:** |
|---|---|---|---|
| **PTO Name – Badge/ID** | **Competency** | **Date** | **How Demonstrated?** |
| | No.: | | ☐ **1**–Field Perform ☐ **3**–Written Test<br>☐ **2**–Role Play ☐ **4**–Verbal Test |
| **Reference:** | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | ☐ **1** ☐ **2** ☐ **3** ☐ **4** |
| **Comments:** | | | |

### 2.8 USE OF EQUIPMENT

Trainee shall demonstrate the procedures for obtaining and using the following items.

A. Vehicle
B. Hand-held radio
C. Firearms / Weapons
D. Ammunition
E. Special equipment (helmet, mace, gas mask, etc.)
F. Flares
G. Report forms

| | | | **Case/Report No.:** |
|---|---|---|---|
| **PTO Name – Badge/ID** | **Competency** | **Date** | **How Demonstrated?** |
| | No.: | | ☐ **1**–Field Perform ☐ **3**–Written Test<br>☐ **2**–Role Play ☐ **4**–Verbal Test |
| **Reference:** | | | |
| **PTO Name – Badge/ID** | **Remediated** | **Date** | **How Remediated?** |
| | ☐ Y ☐ N | | ☐ **1** ☐ **2** ☐ **3** ☐ **4** |
| **Comments:** | | | |

APPENDIX O *cont*

## AGENCY ORIENTATION / DEPARTMENT POLICIES – *SAMPLE FORM*

### PTP: AGENCY ORIENTATION/DEPARTMENT POLICIES



| **Trainee Name** (Last, First MI): | **Badge/ID #:** |
|---|---|

**Additional Comments for Section 2.0** *(refer to topic numbers)*

Below is a list of the remaining topics:

**Section 3.0 Community Orientation / Geographic Locations**

- 3.1 Agency Jurisdiction
- 3.2 Roadways
- 3.3 Assignments

**Section 4.0 Support Services**

- 4.1 Special Teams and Units
- 4.2 Federal, State, and Municipal Functions and Locations

End of Volume 1