

# **University of Texas System Police**



## **Field Training Program**

### **Manual**

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# **CHAPTER 1 INTRODUCTION AND PROGRAM OVERVIEW**

## **FIELD TRAINING PROGRAM**

### **INTRODUCTION**

The University of Texas Police Field Training Program is an approach to the field training of Police Officers based on a system of formal, standardized and structured teaching and evaluation. The demands placed on Police Officers in today's society require them to gain a vast amount of knowledge. To be effective, and safe, they must learn and be able to relate that knowledge to field situations. The learning process, which begins in the classroom at the Police Academy, will continue to be integrated with practical field instruction. The result will be a Police Officer who has been thoroughly trained and who is confident and efficient.

The Field Training Program is a vital part of the total selection process of a Police Officer. Only when the pre-employment selection process, the academy training, and field training are based on fair and equitable standards is the system valid. The demand for a standardized field-training program is clear and necessary if it is to be a part of the selection process. The courts, community groups, and the Police Officers themselves have and will challenge an inadequate or faulty system. The Field Training Program is designed to meet these challenges.

The Program requires three groups of people to combine their efforts to ensure its success. The Police Officers, the Field Training Officers, and the FTO Supervisor.

The Police Officer, being the primary target of the Field Training Program, undergoes sixteen (16) weeks of field training. The objective of the program is to produce a Police Officer at the end of this sixteen-week period, which can function in a safe, skillful, and professional manner. Specific UT System Police component documentation checklists guide the Field Training Program.

The first phase is five (5) weeks long, beginning with two (2) days of orientation, during which the Police Officer is not evaluated. The second and third phases are five (5) weeks in duration. If necessary the Police Officer may be reassigned to an FTO for remedial training. In the event of remedial training that is not covered during that phase of training additional weeks of training can be added to the Field Training Program when necessary. The Police Officer then enters a one-week evaluation-only phase. After passing his evaluation, he/she is assigned to patrol to complete probation. Only after it has been demonstrated that the standards can be met is a Police Officer graduated from field training to full duty. Only after remedial training and documentation has been completed should the Police Officer not be able to meet the standards, termination may result. The documentation to support the Field Training Officer, Field Training Coordinator, and Agency should be complete and present to be capable to stand the test of validity.

The Field Training Officer is the coach, instructor, documenter, evaluator, and the key to the Program. The Field Training Officer will serve as the first line supervisor for the Police Officer. The training of the Police Officer will place a greater demand on the FTO. Therefore, the selection process of the FTO is also demanding. The process requires a Police Officer with a minimum two years of experience provide an application or an appraisal recommendation by their supervisor through the chain of command. The Chief of Police will review the application along with recommendations to finalize the selection process.

The Field Training Coordinator is a coach, documenter, motivator, and evaluator. Their interest and dedication are of paramount importance for the success of the program. Working closely with both the Police Officer and FTO, he observes, corrects, and guides both toward their goals. As an evaluator, he is in a position to measure both the Police Officer and FTO. He reviews, compiles, and monitors all Police Officer evaluations ensuring fairness and impartiality. Through frequent contact, he will be the synthesizing factor to relate the program objectives to the Police Officer and FTO. The Field Training Coordinator should also derive satisfaction from the knowledge that his efforts today dramatically affect the quality of our Agency in the future.

The combined efforts of all personnel who are a part of the Field Training Program are necessary to ensure its success. While only a few are directly involved, indirectly every member of the Agency will benefit to some degree. The success of the Field Training Program will be evident for years to come through the professional Police Officers developed by The University of Texas System Police.

## **INDOCTRINATION TO TRAINING**

The Police Officer's first few days in the Field Training Program are the most critical from the standpoint of learning and development. It is during this period that important attitude and behavior patterns are established. During the first days of training, the Police Officer forms permanent attitudes. This is also the time when the Police Officer learns what is expected during training and during their career. The Police Officers expect to be challenged, and they expect to be properly trained by superiors. Any comments superiors make about them or about their performance will likely be taken very seriously. They will be very concerned about meeting the requirements of the Training Program, and following the instructions provided by the FTO. They all want to succeed.

Even though a Police Officer should be expected to conform to the training regimen, the FTO should realize that there are natural forces that work on the Police Officer that make their first days in training more difficult than they would otherwise be as well as decrease the quality of their performance. The new Police Officer is faced with starting a new job, or for the Police Officer, who comes from another shift; is faced with starting a new situation. To compound the situation, many new Police Officers are starting their first real jobs. They do not have prior work experience to guide their behavior and performance. They do not know what to expect either.

The FTO's should remember how they felt when they began training and will better appreciate the Police Officer's predicament. The Police Officer's problems and fears can be allayed by the simple application of a little understanding by the FTO. The Police Officer should not be pampered, but should be treated in a realistic, understanding manner.

During the initial orientation process, the FTO should also establish a friendly, open, and professional rapport with the Police Officer. Development and learning come through effective communication. Rapport is important to communication because people are not likely to share their ideas, questions, or feelings unless they feel their listener is open or sympathetic to their conversation.

The FTO should also convey a positive attitude that the Police Officer can succeed in the Field Training Program. A Police Officer needs to know that the FTO wants them to succeed and that the FTO will help them to succeed. Everyone needs to know that they have a chance of success.

It is particularly important that an FTO maintain a positive and objective attitude when a Police Officer is received who has not performed well with another FTO. The new FTO should give the Police Officer every opportunity to succeed. The FTO should not be prejudiced based on prior performance or rumors. He should base all judgments on independent observations, not on another's comments. It is entirely possible that the change of FTO's and the application of a positive attitude or reinforcement by the new FTO may in itself be sufficient to elicit acceptable performance from the Police Officer. The emphasis should be put on developing a viable, competent Police Officer.

Sufficient flexibility has been designed into the Field Training Program so that individual needs of the Police Officer and the overall needs of the Agency can both be met. It is imperative the Field Training Coordinator and the FTO to work within acceptable limits and apply an individual training approach to each Police Officer so that they can fully develop during training. Again, the atmosphere should be one in which the Police Officer has the maximum opportunity to succeed.

The FTO should use training methods that are conducive to producing a successful Police Officer. This latter point cannot be overemphasized. All too often, ineffective or counterproductive stress-training methods are used. The use of loud profanity, table pounding, or humiliation tactics should not be relied upon. These methods do not contribute to good learning, nor do they place the Police Officer in a proper state of mind. They have no place in the daily training routine. Instead, an FTO should seek to reinforce the positive attributes or accomplishments, rather than to constantly downgrade the weaknesses.

Remember that people respond much more quickly to a positive statement than to a negative one. Above all, within the limits of good judgment, an FTO should use good, realistic, and established training methods that are conducive to the Police Officer's needs and development as a patrol officer.

In summary, the FTO should recognize that the first few days of training are critical. The FTO must apply an effective orientation process that adequately takes into account the very real and natural forces that serve to lessen a Police Officer's performance. The FTO Team should work to create a positive learning environment that suits the individual characteristics and development of the Police Officer. Above all, the FTO Team should use a selection of good, reliable, and acceptable training techniques that are the most conducive to producing a viable, competent Police Officer with a professional orientation.

## **CHAPTER 2 SELECTION PROCESS**

### **FIELD TRAINING OFFICER INTRODUCTION**

The Field Training Officer must have the combined skills of an experienced Police Officer and a patient teacher/coach. He must be a leader and a “Role Model” not only for the Police Officer but his peers as well. The FTO’s job is particularly difficult because he will be required to supervise the Police Officer, but temper this supervisory image with empathy for the new employee. Motivation and innovation are two other character traits that the FTO should possess and pass on to the Police Officer. With these responsibilities in mind, one can see why the selection process is vital and must cover numerous aspects of the Police Officer’s past and present career as well as their attitudes and expectations for the future.

The following pages of this chapter outline and explain the selection process of a Field Training Officer. Adherence to this process coupled with dedication and determination by those involved in it will ensure the appointment of only the most qualified personnel to the position of Field Training Officer.

#### **MINIMUM REQUIREMENTS**

The following requirements must be met before the FTO is permitted to train a Police Officer:

- A. Two years of service with the University of Texas System Police as a commissioned officer. Officers with less than two years can be considered if the needs of the Agency warrant the selection.
- B. Must be recommended by their chain of command.
- C. FTO applicants meeting the requirements will be interviewed by the Field Training Coordinator or a person designated by the Chief.
- D. Applicants selected to become FTOs must successfully complete an approved FTO training program prior to assignment.

#### **FTO SELECTION PROCESS**

- A. Selection of Field Training Officers will be based on the best officers available for the assignment and those that represent the true mission and values of the agency.
- B. Nominations for Field Training Officer will be accepted from individual officers or agency supervisors.
- C. Selection criteria may, but is not limited to, previous performance evaluations, activity levels, complaints and commendations as well as advanced training and formal education.

- D. A selection board chaired by the Field Training Coordinator, a Patrol Supervisor, and a person designated by the Chief will interview potential candidates and make a recommendation based on the best interests of the agency.
- E. The Chief of Police will appoint Field Training Officers based upon stated criteria and the recommendations of his/her staff to include the Field Training Coordinator.

**REMOVAL / WITHDRAWAL FROM PROGRAM**

- A. Officers who fail to perform satisfactorily in the FTO position will be removed from the program by the Chief of Police through recommendation of the Field Training Coordinator.
- B. Officers who want to withdraw from the FTO program should submit a memorandum to the Field Training Coordinator indicating their desire to withdraw. The memorandum will be forwarded to the Chief of Police.



**CHAPTER 3**  
**MANAGEMENT OF THE FIELD TRAINING PROGRAM**

**FIELD TRAINING PROGRAM**  
**INTRODUCTION**

Management of the Field Training Program requires the cooperative effort of all members of the Patrol Division.

The Police Officer will be assigned to the Patrol Division to continue training which began at the Police Academy. The Field Training Program (FTP) is the next step in training that is designed to provide each Police Officer the necessary instruction and guidance to meet the standards of the Agency. The Academy prepares the Police Officers through classroom instructions and simulation exercises. The FTP will complement and build on this preparation through field instructions. The Police Officer and all supervisors should view field training as part of the total selection process of becoming a University of Texas System Police Officer.

The management of the Field Training Program as discussed in this chapter is intended to guide and aid in coordination of the program. One objective of the program is to standardize the field training of all Police Officers and develop consistency throughout the program. Only by employing guidelines set out in this chapter can the objectives be achieved.

**POLICE OFFICER ORIENTATION (By the FTO Coordinator on first day of Field Training)**

- A. The orientation should include, but is not limited to, the following:
  - 1. The philosophies of the Agency should be conveyed.
  - 2. The FTO's role and responsibilities in relation to the Police Officer and the program
  - 3. Steps the Police Officer may take to resolve conflicts or receive assistance to problems encountered during training.
  - 4. He should be informed again of the reporting time to his assigned duty station, and what rotation schedule he will follow.
  - 5. The Patrol Supervisor should add to this orientation, items that are of importance to his shift.
  
- B. During the orientation, the orientation form contained in the Police Officer Training Manual will be completed and signed. The form will remain in the manual and be a part of the Training File. (See DP#55)

**POLICE OFFICER PHASE ROTATION**

- A. The Police Officers will be assigned to a FTO by the FTO Supervisor.
  
- B. Each Graduate from the Police Academy will rotate through the following schedule:
  - 1. Orientation      One (1) week    FTO Coordinator
  - 2. Phase I          Four (4) weeks      FTO 1
  - 3. Phase II         Five (5) weeks      FTO 2
  - 4. Phase III        Five (5) weeks      FTO 3
  - 5. Phase IV         One (1) week    FTO Coordinator
  
- C. A Lateral Police Officer may rotate through the following schedule:
  - 1. Orientation      One (1) week    FTO Coordinator
  - 2. Phase I          Three (3) weeks      FTO 1
  - 3. Phase II         Three (2) weeks      FTO 2

4. Phase III Three (2) weeks FTO 3
  5. Phase IV One (1) week FTO Coordinator
- D. The Lateral Police Officer must complete all assigned tasks that are included in the standard Field Training Program. No deletions can occur due to prior experience.
- E. A remedial training assignment approved by the FTO Coordinator may be made with any FTO.
- F. Should a Police Officer require intensive remedial training, he may be removed at any point in Phase I through II for a period not to exceed four weeks. The Daily Observation Report will reflect which phase the Police Officer is in. (DP #56)

## **CHAPTER 4 PROGRAM OPERATING PROCEDURES**

### **FIELD TRAINING PROGRAM**

#### **PROGRAM STRUCTURE AND DURATION**

The Police Officer will be introduced to the Field Training Program following graduation from a Police Academy. If the Police Officer is a lateral hire they will begin the program upon the completion of a two week orientation at the Police Academy. Actual field training with an FTO will begin as soon as possible taking into account the Police Officer's need to have a full pay period. The Program will then continue for approximately sixteen (16) weeks. Lateral Police Officers may complete the program in less time, no less than 9 weeks.

The Field Training Program is divided into four periods, which will be known as "phases." At the inception of Phase IV, the Police Officer transfers back to the Field Training Coordinator for an "Evaluation Only" phase, unless a transfer or serious problem prevents their return.

In the following paragraphs, the four phases are identified and explained:

#### Orientation

The first five days of the Field Training Program is known as an "Orientation Period." During this interval, the Police Officer will not be evaluated by the FTO or the Field Training Coordinator.

#### Phase I

At any time during field training, the FTO may clear "one-man, with a Police Officer observer," to ensure that adequate cover is assigned to calls for service. This option is important to the FTO until they can adequately assess the capabilities of their assigned Police Officer. The Police Officer trains in Phase I with the first FTO for four calendar weeks.

#### Phase II

During the final weeks of Phase I, the Police Officer will be informed of their training assignment for Phase II. It will be the responsibility of the Police Officer to contact their next duty assignment supervisor to determine their days off and the date to report for duty.

The FTO and Field Training Coordinator should ensure that the Police Officer has had adequate exposure and is progressing satisfactorily before they are allowed to complete Phase II. The Police Officer must receive a rating of four (4) or better in all rating categories on the Phase II End-of-Phase Evaluation report in order to proceed into Phase III

During Phase II, it is a logical place to remove the Police Officer from the Program schedule and inject them into remedial training if they are demonstrating a deficiency that must be overcome before Program completion. In fact, this must be done if the Police Officer would not receive the

required evaluation of all four in all categories on the Phase II End-of-Phase Evaluation Report. Phase II is five calendar weeks in duration.

### Phase III

Phase III is the last phase during which the Police Officer will receive intensive training from the FTO. Phase III is five weeks long. The Police Officer should be given more responsibility for handing calls start to finish during this period.

During this period, the Police Officer should complete the Problem Based Learning Exercise and complete the evaluation of the exercises using the Prescriptive Training Example to guide the FTO's evaluation of the exercises. The Neighborhood Portfolio Exercise Assessment Rubric is used to measure the FTO's performance through these exercises. See Appendix A.

The Neighborhood Portfolio Exercise Evaluation (NPE) Rubric should be used to evaluate the Police Officer's community activities engagement performance. See Appendix B.

### Phase IV

The final time period in the program is Phase IV, the "Evaluation only" phase. During Phase IV, the Police Officer is assigned to the Field Training Coordinator, or their designee. Phase IV begins in the sixteenth week in the FTO Program and is one calendar week in length.

In Phase IV, the Police Officer will be expected to perform almost entirely on their own. The Field Training Coordinator will be along merely as an observer and evaluator but shall at all times maintain override discretionary control: i.e., they should intervene when necessary to preserve safety, the integrity of the Agency, or prevent irreversible error on the part of the Police Officer. Otherwise, the Field Training Coordinator should allow the Police Officer considerable leeway and encourage initiative and independent action. To adequately assess the Police Officer, the Field Training Coordinator may clear "one-man with an FTO Observer" to allow the Police Officer to function in a "one-man" status.

## **ABBREVIATED PROGRAM AND REQUIREMENTS FOR ACCEPTENCE**

To be eligible for participation in the University of Texas System Police abbreviated program, the Police Officer will have been a certified Peace Officer immediately prior to being hired and working as a Peace Officer in a job with duties similar to those of a University of Texas System Police Officer for at least two years. The Police Officer will start the Abbreviated Training Program, which will be an Orientation week, Three weeks in Phase 1, two weeks in Phase 2, two weeks in Phase 3, and one week in Phase 4, for a total of nine weeks.

If at the end of Phase I the Police Officer is not scoring "4" or better on all categories of the DOR, the Police Officer will be removed from the Abbreviated Training Program. After the Police Officer completes any remedial training they will commence the normal 16 week training cycle. During the Abbreviated Training Program the Police Officer can be allowed two weeks of IRT. If that time is insufficient the Police Officer will commence with the 16-week training program at the appropriate point in the training cycle.

## POLICE OFFICER SCHEDULING

This program is built on a foundation of consistency and standardization. The program cannot set a specific policy on how many FTO's a Police Officer should work with. There are too many variable factors involved to establish a strict guideline. The FTO Coordinator has the primary responsibility for scheduling of the Police Officer, through the respective Patrol Supervisors, to an FTO and should plan ahead, using good judgment as their primary objective.

The FTO Coordinator must keep in mind that there is no problem in the FTO's taking leave time that is due them. However, the supervisor granting the leave should ensure that the Police Officer is not "bounced" from one relief FTO to another. As a general rule, supervisors granting leave of two or more days should schedule the Police Officer with a single relief FTO, if possible. If need be, the Police Officer's days off can be adjusted to meet this goal.

Police Officer leave time (other than scheduled holidays) should be kept to an absolute minimum. It is important that the Police Officer receive as much practical field exposure as possible during this training cycle. The Police Officer should be granted leave time (compensatory days and vacation) only when it is in the best interest of the Police Officer and the Agency. Only necessary training courses will be scheduled during the program as to not take time from field exposure.

## THE CONCEPT OF TRAINING

Before the Field Training Officer can begin to evaluate the Police Officer's performance, the FTO must establish their goals for the training of the Police Officer. Training is stressful, not only for the student, but for the teacher as well. Without a solid foundation to build upon, the transfer of experience and knowledge can become a taxing responsibility. The FTO's goals should boil down to two basic points:

- Teach the Police Officer how to apply the theory he has learned in the academic setting to the real world; and
- Teach the Police Officer how to be a good researcher, (i.e., where or who do they go to obtain information).

First, the FTO should realize that the hardest thing for a Police Officer to learn might well be the ability to make a decision and then act on it. Laws, rules, and policies are necessary to function in a civilized world, but they cannot account for every possible situation where people are involved. The FTO must be able to pass their experience, good judgment, and decision making ability onto the Police Officer.

Second, most individuals have a limited capacity to memorize and retain data. Memorization of information should be limited to areas of safety and repetitious work tasks. The agency provides all officers with copies of our Policies, Texas Penal Code, SOP, etc. The Police Officer should have a working knowledge of all policies and procedures used by both UT System Police and their respective Police component. The Police Officer should be taught areas of expertise each unit has within the agency. In other words, teach the Police Officer how to find information as well as developing memorization skills.

On-the-job training is difficult because it takes so much more patience to allow the student to perform the task. Not only does it take longer to accomplish the task, but at times can threaten the nerves or even safety of the trainer. Therefore, it is clear that the FTO must have the dedication, commitment, and pride to mold the finest officers possible for the agency.

## THE EVALUATION PROCESS

### INTRODUCTION

Each Police Officer's progress as they proceed through the Field Training Program, is recorded through written evaluations. The evaluation process is equally as important as the training process, and, as such, has been given great attention.

Evaluations have many purposes, the obvious one being to record a Police Officer's progress; but there are others as well. Evaluations are excellent tools for informing the Police Officer of their performance level at a given point in time. They are also efficient devices for identifying training needs and documenting training efforts. In a word, evaluation represents feedback.

Collectively, over the duration of the program, evaluations tell a story, both categorically and chronologically. They tell of a Police Officer's success and failures, digressions and improvements, and of the attempts to manage each of these occurrences. They chronicle skill and efforts of the FTO as well. Evaluations are critical in the career of each new officer and should be treated as such. Honest and objective evaluations of Police Officers shall be a prime consideration of all members of this program.

Under this program, only the performance of the Police Officer, that the FTO can note through their five (5) senses can be rated and thus documented. Performance noted outside the FTO's personal knowledge zone must be documented by those individuals involved. This documentation may be in a memorandum format or on a "Narrative Comments" continuation form, where an FTO or Supervisor observes the performance.

Each Police Officer will be evaluated over a number of categories. These categories cover as much as each aspect of the police environment and responsibilities as can be expected. The University of Texas System Police has selected twenty-five categories as the basis for evaluating a Police Officer's performance while they are in the Field Training Program. These criteria which have formed the basis for Police Officer evaluation in police agencies throughout the nation are found on the University of Texas System Police' "Observation Report." (See DP#56)

To ensure that the "Observation Report" and each rating of a Police Officer will be equally standard throughout the Agency, Standardized Evaluation Guidelines have been established (See Chapter 5). The Standardized Evaluation Guidelines are actually behavioral anchors.

They provide a definition of unacceptable, acceptable, and superior levels of performance for each of the twenty-five categories. The standards set out in the "Guidelines" must be applied to all Police Officers regardless of their experience level or other incidental factors. By the strict application of the behavioral definitions contained in the "Guidelines", the rating of any given Police Officer's performance by one FTO should match that of any other FTO. With this approach to evaluation, one may be assured that ratings through the program are impartial, objective, uniform, and therefore, valid.



A. Evaluation Frequency

While the Police Officer is in training with an FTO, the ultimate responsibility for evaluating a Police Officer's performance lies with the FTO.

Field Training Officers complete a daily evaluation on each Police Officer. The form used for this purpose is the "Observation Report." The "Observation Report" is a dual-purpose form in that it can be used for daily evaluations and end-of-phase evaluations by the FTO. This form must be completed at the end of each shift and not left, except for extraordinary circumstances, to a later time. This provides an opportunity for the Police Officer to ask questions that they failed to ask earlier in the day and also serves to reinforce instructions and critiques that were given during or after each incident.

Daily Observation Reports (DOR's) are completed each day that the Police Officer works in the Field Training Program beginning with day one in Phase I and continuing through the last day of Phase IV. (See Form DP#56).

During the Orientation Phase a DOR will be completed by the FTO Coordinator to show what was completed during that day of orientation. A notation, "Orientation Day" should be made of the form.

Additionally, the FTO is responsible for submitting a D.O.R. for any absences other than regularly scheduled days off. The purpose of this is to document continuity and progression of the Police Officer through the schedule. A "Narrative Comments" continuation form is also available that can be utilized with any program forms (See Form DP#57).

The second type of evaluation done by the FTO is the "End-of-Phase" (E.O.P.) evaluation. Submitted on the "Daily Observation Report" (D.O.R.) form, the "End-of-Phase" is a summation of the Police Officer's performance during the phase.

While produced on the same form, there is a distinct difference and purpose in the D.O.R. and E.O.P. reports. The D.O.R. is intended to be an objective appraisal of the Police Officer's performance for a specific day's work. The appraisal must be based on specific factual performance experienced by the FTO and Police Officer.

The E.O.P. is intended to be more of a cumulative appraisal, covering the overall performance of the Police Officer during that phase. This appraisal will assess the overall performance, capabilities, and remediation to date. As a general rule, the FTO should address the strengths and weaknesses in narrative form.

The Field Training Coordinator is responsible for completing a weekly evaluation for the Police Officer while the Police Officer is in training with an FTO. This weekly evaluation is submitted on the "Weekly Observation Report" and is a collection of the sergeant's personal, first-hand observations of the Police Officer's performance (See Form DP#58). These first-hand observations may involve personal interaction with the FTO and Police Officer in resolving a deficiency. The Coordinator is not required to actually

"observe a deficient performance" before addressing the item in their report. The main purpose of this report is that the first-line supervisor acknowledges the Police Officer's assignment, notes any personal interaction with the FTO and/or Police Officer, and makes a weekly overall assessment of the Police Officer's performance. The "Weekly Observation Report" will be submitted at the end of each training week. A training week is a full work week, regardless of the days off of the Police Officer, the FTO, or the Coordinator.

#### PROBATIONARY OFFICER EVALUATION (After FTO Program)

Following the release of the Police Officer from the FTO Program, the assigned Patrol Sergeant will complete monthly observation reports and an end of probation report (using the monthly form) on the probationary officer (See Form DP#59). This form of evaluation will be based on, but not limited to, the Sergeant's personal, first-hand observations of the Police Officer's performance. The first-hand observations may involve personal interaction with the Police Officer in their response to training or resolving a deficiency. The Sergeant is not required to actually "observe a deficient performance" before addressing the item in their report. The Sergeant will use the appropriate categories of the Standard Evaluation Guidelines to complete the report. The first monthly Observation Report will be submitted one month from the date the Police Officer was released from Phase IV of the program. The monthly report will be submitted monthly until two weeks prior to Police Officer completing the probationary period. These reports will be kept with the Police Officer's personnel file.

#### B. Flow of Evaluation Forms

After reviewing the Daily Observation Report with the FTO, the Police Officer will transpose the grades into the column on the far-left side of the front page. Any categories noted "Not Observed" will also be noted in this column. The Police Officer will then sign the appropriate block on the back of the Daily Observation Report and any continuation pages. In signing the Daily Observation Report (or End-of-Phase Report), the Police Officer is signifying that they have read and reviewed the report only. The Police Officer may not refuse to sign the report based on a disagreement in perception of performance with their FTO. Any disagreement with the FTO as it relates to factual circumstances that cannot be resolved will be brought to the FTO Coordinator.

The FTO will check the form for completeness and then forward the DOR to the FTO Coordinator. The FTO Coordinator will present his completed Weekly Observation Report and University of Texas System Police Observation Report (DOR) to the Police Officer with any explanation and/or counseling.

As with the D.O.R., the Police Officer will review the form and sign. The FTO Coordinator will forward the Weekly Observation Report with the DOR's to the designated authority.

The FTO's "End-of-Phase" reports, after being completed and signed, will receive a review through the chain of command up to the Chief, and then be filed in the Police Officer's personnel file.

#### PROBATIONARY OFFICER (After FTO Program)

The assigned Patrol Sergeant will present the completed Monthly Observation Report and the End of Probation Report to the Police Officer with any necessary explanations and/or counseling. The reports will receive a review through the chain of command up to the Division Commander and will then be filed in the Police Officer's personnel file.

#### TWELVE (12)MONTH PROBATIONARY PERIOD

A person appointed to a beginning position in the police agency must serve a probationary period of twelve (12) months beginning on that person's date of commissioning as a UT System Police Officer.

### POLICE OFFICER PERFORMANCE DOCUMENTATION

#### SCALE VALUE APPLICATION

Perhaps the most difficult task facing the Field Training Officer is the application of a numerical rating that represents the behavior they are evaluating. The FTO's dilemma usually involves his rating philosophy versus another's and the question of whom is right. The following explanations should clarify the issues and ease the concerns of the FTO and the Police Officer being rated.

The rating scale uses a numerical scale of "1 to 7". While this may seem to be rather broad, there is a specific reason for its use, over a "1 to 5" scale. First, under the "1 to 7", it is apparent that a "4" is the median range score. Therefore, we must define a "4" as a base to work from. A "4", under the Field Training Program, is defined as the "minimal acceptable level of performance." In other words, for a specific task, an officer is able to perform and complete the function independently in an acceptable manner. Notice the key word here is "independently." The FTO must realize that any hints or guidance given the Police Officer means the Police Officer did not complete the task "independently", no matter how successful he was. During the initial stages of training, the FTO must show the Police Officer how to do it and then let the Police Officer do it. But if our ultimate goal is for the Police Officer to work alone, then our "cut-off" grade must be "Is the Police Officer capable of taking this specific task and completing it with no assistance?"

If we understand the definition of a "4", then the next step is to define the two extremes of performance. A "1" is fairly easily defined since it denotes a clear inability to perform the task. A "1" therefore, indicates a "performance not acceptable by program standards as set out in the Standardized Evaluation Guidelines." Any one or a combination of these unacceptable performance definitions should result in the Police Officer being assigned a grade of "1."

At the opposite end of the scale is an individual's ability to perform at the superior or exceptional level. While the grade of "7" is the most agreeable to use, it is also the most easily abused. In defining a grade of "7", or superior performance, the FTO must note that in most of the definitions, the word "always" or "all" the time is used. The FTO must ask "has the Police Officer performed this task flawlessly and with absolutely NO assistance during this rating period?"

In most cases where the grade of "7" is misused, it is because the FTO confuses "superior performance" with a "superior attitude." Keep in mind "Attitude toward Police Work" is a separate category and can give credit to the Police Officer when it is deserved. It should be noted that few officers are capable of "7" performance, but this should not be viewed as a negative aspect of the program. Instead, the FTO should view the "7" as a goal for the Police Officer to strive for and attempt to improve. A "7" should be given to the exceptional Police Officer, for exceptional performance.

The FTO needs to understand the extreme of the rating scale and the minimal acceptable levels that do not fall into any of the above three categories. As noted above, we utilized a scale of "1 to 7" instead of "1 to 5." The primary reason being that grades "2 and 3" and "5 and 6" give us much more flexibility in defining "performance capabilities." Under a "1 to 5" scale, if a Police Officer is not performing at the minimum acceptable level (a "3"), but the Police Officer's performance is clearly not unacceptable (a "1"), then the only grade left is a "2". However, a valid question for review is, "Is the Police Officer's performance capability closer to minimum or unacceptable levels?" Under a "1 to 7" scale, a "3", while not meeting the minimum standards, is very close or capable of, reaching them. At the same time, a "2", while not meeting unacceptable standards, is very close or capable of, reaching them. At the same time, a "2", while not meeting unacceptable standards, is very close to becoming so if this level of performance continues. At the opposite end of the scale, it should be clear how to apply the grade of "5 and 6." In applying a grade of "5", the FTO indicates that while the Police Officer's current performance capabilities are above minimum standards, the Police Officer is closer to minimum standards than superior standards. Obviously a grade of "6" indicates that the Police Officer is closer to superior than minimum standards.

In scale value application, the first principle that must be accepted by all is that each of us has different perceptions on nearly everything in the life experience. While a standardization of ratings is an acute necessity, an attempt to standardize perceptions is doomed to failure at the start. For example, FTO "A", based on prior negative experience of his own, sees a Police Officer's exposure of his weapon to a suspect as worth a "1" rating (Officer Safety) while FTO "B" may see the same behavior as worth a "3". Should the Police Officer or we really be concerned? Our answer is "No!" as long as both officers see the performance as "Unacceptable" under the guideline quoted.

A lack of standardization ensues when one FTO sees the performance of an Unacceptable (Scale values 1, 2, or 3) and the other sees the same behavior as "Acceptable," (scale values 4, 5, 6, or 7). In summary then, we have no difficulty accepting differences in officers' perceptions unless these perceptual differences vary between Unacceptable and Acceptable ratings for the same behavior.

The second principle that is important to grasp is the value assigned to performance wherein remedial efforts have been undertaken and the Police Officer is not responding to training. A trainee who performs at a less than acceptable level might be assigned 1, 2, or 3 for that task. The FTO is under an obligation to remediate the mistake and assess the Police Officer's performance when next he has the opportunity to do so. If the FTO has utilized retraining procedures and the Police Officer continues to fail, a reduction in scale value might seem initially, to be the appropriate step. However, if the Police Officer's performance has remained essentially the same, (while admittedly below acceptable standards), we should document that the Police Officer is NOT RESPONDING TO TRAINING (N.R.T.).

The N.R.T. section of the Daily Observation Report form allows the FTO to report continued failure and the failure on the part of the Police Officer to improve, all the while maintaining the integrity of the rating first given.

An N.R.T. is an indication, then, of a problem that has occurred in the past; that has been the object of appropriate remedial effort; and the remedial effort has not produced the desired result. A rating of N.R.T. might be likened to waiving a "red flag" in that the Police Officer is in danger of failing the Field Training Program unless performance improves in that particular area. (See Chapter 7, "Remediation").

In summary, do not evaluate the Police Officer against the average Police Officer or against a Police Officer in the same class or with the same amount of experience. Instead, evaluate the Police Officer based on his ability to function and perform the task in an acceptable and independent manner.

### Narrative Support for Performance Scale

While the Performance Scale defines overall capabilities of the Police Officer, different circumstances may well mitigate or enhance the specific grade. This is why the FTO's specific evaluation of the day's performance is so critical. A narrative overview supports and clarifies the FTO's numerical evaluation.

Under program guidelines, narrative comments are required for grades of "1, 6, 7, and NRT." It should be noted, however, that comments on any behavioral aspects of the Police Officer are encouraged. The FTO is required to comment on the most acceptable performance(s) of the day (phase) and improvements needed for the day (phase).

During Phase I, it is expected that the Police Officer will make more mistakes and his performance will be less polished. Therefore, it is reasonable for the Police Officer to earn more "2's" and "3's" during this period. Obviously a grade of "1", while significant, would not be as critical in the category of Orientation or Self-initiated Field Activity as a grade of "1" in the category of Officer Safety would indicate. It is important for the FTO to realize that narrative support for the overall evaluation should not only clarify positive and negative performance, but also should indicate steps necessary to improve.

During Phase II, grades of "2 and 3", while not requiring comments, begin to indicate significant weaknesses. The FTO is encouraged to document these weaknesses and to give the Police Officer, specific steps to improve. The FTO at this point must also give serious consideration to Intensive Remedial Training in areas where no improvement is seen. Documented support of the numerical evaluation makes this step much easier to justify. By the end of Phase II, the Police Officer should have all "4"s before being passed on to Phase III.

A thorough narrative should include, but not be limited to, the following components: Specific, concise sentences, call for service numbers, ticket numbers, locations and times. If the narrative is involved, the FTO should make a brief statement of strengths and weaknesses in the indicated sections and then expand on the needed areas under additional comments. It is suggested that the FTO indicate the specific performance category number(s) before each specific narrative statement; in other words make it easy for the reviewer to relate the narrative comments back to the specific grades on the observation reports. In addition, this ensures that the FTO's narrative comments are consistent with the performance grades given.

In summary, the narrative component of the Observation Report is a critical aspect that compliments and supplements the performance grades. The program does not expect "great author" capabilities, just clear, factual support for the grades given the Police Officer.

#### FIELD TRAINING PROGRAM CRITIQUE

The purpose of the Field Training Program Critique is to solicit from the Police Officer information, which may be used to improve the Field Training Program, (See Form DP#60). It consists of a series of program-related questions, and a comment page for inclusion of any additional information or comments the officer may wish to make.

The critique will be completed during an interview with the Field Training Coordinator. The interview will be held within 60 days after successful completion of the full sixteen week or abbreviated Field Training Program.

During the interview, the Field Training Coordinator will note and forward to the immediate supervisor any information regarding alleged improprieties by a Field Training Officer. It will be the responsibility of the FTO's Supervisor to take any action this information deems necessary.

The Field Training Coordinator will analyze the completed critiques. Serious consideration will be given to comments, which will assist them in improving the Field Training Program.

A copy of the completed critique will be maintained in the file of each Field Training Officer to which the Police Officer was assigned. Field Training Officers may request to review the critiques in the presence of the Field Training Coordinator.

**CHAPTER 5**  
**STANDARD EVALUATION GUIDELINES**

**(1) DRIVING SKILLS: NORMAL CONDITIONS**

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Continually violates Traffic Code (speed, traffic signals, etc.); involved in chargeable accident or vehicle damage; lacks dexterity and coordination during vehicle operation. |
| 4 | Acceptable:   | Ability to maintain control of vehicle while being alert to activity outside of vehicle. Practices good defensive driving techniques.   |
| 7 | Superior:     | Sets good example of lawful, courteous driving while exhibiting good manipulative skill required of police officer (i.e., operate Radio, utilize hot sheet).                    |

**(2) DRIVING SKILLS: STRESS CONDITIONS**

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Involved in accident(s). Overuses red lights and siren. Excessive and unnecessary speed. Fails to slow for intersections and loses control on corners. |
| 4 | Acceptable:   | Maintains control of vehicle. Evaluates driving situation and reacts properly. (I.e., proper speed for conditions)                                     |
| 7 | Superior:     | High degree of reflex ability and competence in driving skills.  |

**(3) ORIENTATION/RESPONSE TIME TO CALLS:**

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Becomes disoriented when responding to stressful situations. Is unable to relate his/her location to his/her destination. Is unable to use a map under stress. Is unable to determine directions of the compass during stressful tactical situations. |
| 4 | Acceptable:   | Reasonably aware of his/her location. Is able to utilize a map effectively under stressful conditions. Demonstrates good sense of direction in tactical situations.   |
| 7 | Superior:     | Always responds quickly to stressful calls by the most appropriate route. Does not have to refer to a map. Rarely disoriented during tactical situations.   |

**(4) FIELD PERFORMANCE: STRESS CONDITIONS**

Evaluates the Police Officer's ability to perform in moderate and high stress situations.

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Becomes emotional, is panic-stricken, can't function, holds back, loses temper or displays cowardice. Over reacts.   |
| 4 | Acceptable:   | Maintains calm and self-control in most situations, determines proper course of action and takes it. Does not allow the situation to further deteriorate.                        |
| 7 | Superior:     | Maintains calm and self-control even in the most extreme situations. Quickly restores control in the situation and takes command. Determines best course of action and takes it. |

**(5) SELF-INITIATED FIELD ACTIVITY/OBSERVATION SKILLS:**

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Fails to observe, or avoids activity. Does not follow up on situations requiring police attention, rationalizes suspicious circumstances and does not investigate.  |
| 4 | Acceptable:   | Observes, recognizes, and identifies suspected criminal activity or situations requiring police attentions. Makes cases and arrests from routine activity, while on vehicle or foot patrol.   |
| 7 | Superior:     | Catalogs, maintains, and uses information issued at briefings and other sources for reasonable cause to stop vehicles and persons, and makes subsequent good quality arrests. Provides good police service by observing and recognizing non-criminal situations and providing assistance, either while on vehicle or foot patrol. |

**(6) OFFICER SAFETY:**

Evaluates the Police Officer's ability to perform police tasks without injuring self or others exposing self or others to unnecessary danger/risk.

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Fails to follow accepted safety procedures or to exercise officer safety, i.e.: |
|   | A)            | Exposes weapons to suspect (baton, handgun, etc.).                              |
|   | B)            | Fails to keep gun hand free during enforcement situations.                      |
|   | C)            | Stands in front of violator's car door.   |
|   | D)            | Fails to control suspect's movement.  |
|   | E)            | Does not keep suspect/violator in sight.  |
|   | F)            | Fails to use illumination when necessary or uses it improperly.                 |



- G) Fails to advise dispatcher when leaving police vehicle.
- H) Fails to maintain good physical condition.
- I) Fails to utilize or maintain personal safety equipment.
- J) Does not anticipate potentially dangerous situations.
- K) Stands too close to passing vehicular traffic.
- L) Is careless with gun and other weapons.
- M) Stands in front of doors when knocking.
- N) Makes poor choice of which weapon to use and when to use it.
- O) Fails to cover other officers.
- P) Stands between police and violator's vehicle on car stop.
- Q) Fails to search police vehicle prior to duty and after transporting suspect.

4 Acceptable: Follows accepted safety procedures. Understands and applies them.

7 Superior: Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines the best position for self and partner. Is not overconfident. Is in good physical condition.

**(7) CONTROL OF CONFLICT: VERBAL SKILLS**

1 Unacceptable: Improper voice inflection; i.e., too soft, too loud, confused voice command or indecisive; poor officer bearing.

4 Acceptable: Speaks with authority in a calm, clear voice.

7 Superior: Always gives appearance of complete command through voice tone and bearing.

**(8) CONTROL OF CONFLICT: PHYSICAL SKILLS**

1 Unacceptable: Physically weak or uses too little or too much force for given situation. Unable to use proper restraining holds.

4 Acceptable: Maintains control without excessive force. Properly applies restraining holds.

7 Superior: Always prepared to use necessary force. Excellent knowledge of and shows the ability to use restraining holds.

**(9) RADIO: COMPREHENSION/USAGE**

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Misinterprets communication codes, definitions or fails to use radio in accordance with set policy; fails or refuses to improve. Repeatedly misses his/her call sign and is unaware of radio traffic on adjoining beats. Frequently has to ask Dispatcher to repeat transmission or does not comprehend message. |
| 4 | Acceptable:   | Copies most radio transmission directed to him/her and is generally aware of adjoining beat traffic. Uses proper procedures with clear, concise, and complete transmissions. Has good working knowledge of radio codes.  |
| 7 | Superior:     | Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated. Uses communication codes with ease in all receiving and sending situations.   |

**(10) ROUTINE FORMS: ACCURACY/COMPLETENESS**

Evaluates Police Officer's ability to properly utilize agency forms necessary to job accomplishment.

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Is unaware that a form must be completed and/or is unable to complete proper form for the given situation. Forms are incomplete, inaccurate, or improperly used. |
| 4 | Acceptable:   | Knows the commonly used forms and understands their use. Completes them with reasonable accuracy and thoroughness.   |
| 7 | Superior:     | Consistently makes accurate form selection and rapidly completes detailed forms without assistance. Displays high degree of accuracy.                            |

**(11) REPORT WRITING: ORGANIZATION/DETAIL**

Evaluates the Police Officer's ability to prepare reports that accurately reflect the situation and in a detailed, organized manner.

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Unable to organize information and to reduce it to writing. Leaves out pertinent details in report. Report is inaccurate. Reports are illegible. Reports contain excessive number of misspelled words. Sentence structure or word usage is improper or incomplete. |
|---|---------------|--|

- |   |             |   |
|---|-------------|---|
| 4 | Acceptable: | Completes reports, organizing information in a logical manner. Reports contain the required information and details. Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not impair an understanding of the report. |
| 7 | Superior:   | Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred. Reports are very neat and legible. Contain no spelling or grammar errors.   |

**(12) REPORT WRITING: APPROPRIATE TIME USED**

Evaluates the Police Officer's efficiency relative to the amount of time taken to write a report.

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Requires an excessive amount of time to complete a report. Takes three or more times the amount of time a non-probationary officer would take to complete the report. |
| 4 | Acceptable:   | Completes reports within a reasonable amount of time.   |
| 7 | Superior:     | Completes reports very quickly, as quickly as that of a skilled, veteran officer does.  |

**(13) FIELD PERFORMANCE: NON-STRESS**

Evaluates Police Officer's ability to perform routine, non-stress police activities.

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | When confronted with a routine task, becomes confused and disoriented. Does not/cannot complete task. Takes wrong course of action. Avoids taking action. |
| 4 | Acceptable:   | Properly assesses routine situations. Determines appropriate action and takes same.   |
| 7 | Superior:     | Properly assesses situations including unusual or complex ones. Determines appropriate course of action and takes same.                                   |

**(14) INVESTIGATIVE SKILLS:**

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

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately diagnose offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or booking evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect scene. |
| 4 | Acceptable:   | Follows proper investigator procedure in all but most difficult/unusual cases. Is generally accurate in diagnosis of nature of offense committed. Collects, tags, logs, and books evidence properly. Connects evidence with suspect when apparent.  |
| 7 | Superior:     | Always follows proper investigator procedure, and always accurate in diagnosis of offense committed. Connects evidence with suspect even when not apparent. Has an "evidence technician" collection and ID skill. Recognizes "readable" fingerprints when available.  |

**(15) INTERVIEW/INTERROGATION SKILLS:**

Evaluates Police Officer's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper procedure.

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warning.                 |
| 4 | Acceptable:   | Generally uses proper questioning techniques. Elicits most available information and records it. Establishes proper rapport with most victims/witnesses. Controls the interrogation of most suspects and generally conducts a proper Miranda Warning. |
| 7 | Superior:     | Always uses proper questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations. Always gives a proper Miranda warning.                 |

**(16) PROBLEM SOLVING/DECISION MAKING:**

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Acts without thought or is indecisive. Relies on others to make his/her decisions.   |
| 4 | Acceptable:   | Is able to reason out problems and relate what he/she was taught. Has good perception and ability to make his/her own decisions. |
| 7 | Superior:     | Excellent ability to foresee problems and arrive at sound decisions.   |

**(17) AGENCY POLICIES/PROCEDURES:**

Evaluation of the Police Officer's knowledge of the agency's policies and procedures and the ability to apply this knowledge under field conditions:

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | When tested verbally or in writing, the Probationary Officer scores 20% or less. When applied in the field, the officer shows little or no knowledge of agency policy or fails to use the appropriate procedure when it applies. |
| 4 | Acceptable:   | When tested verbally or in writing, the Probationary Officer scores at least 70%. When applied in the field, the officer shows a familiarity with the most commonly used policies and procedures.                                |
| 7 | Superior:     | When tested verbally or in writing, the Probationary Officer scores 100%. When applied in the field, the officer is familiar with all the policies and procedures and uses the appropriate one when needed.                      |

**(18) PENAL CODE, CODE OF CRIMINAL PROCEDURE, AND CAMPUS REGULATIONS :**

Evaluation of the Police Officer's knowledge of the criminal statues, and ability to apply that knowledge in the field:

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | When tested verbally or in writing, the Police Officer scores 20% or less. When applied in the field, the officer does not know the basic elements of a crime when encountered or makes mistakes that would indicate lack of that knowledge necessary to conduct a successful investigation and write a good report. |
|---|---------------|--|

- |   |             |  |
|---|-------------|--|
| 4 | Acceptable: | When tested verbally or in writing the Police Officer scores at least 70%. When applied in the field, the officer recognizes commonly encountered criminal offenses and knows what actions are necessary to make the case capable of successful prosecution. |
| 7 | Superior:   | When tested verbally or in writing the Police Officer scores 100%. When applied in the field, the officer displays an outstanding knowledge of the codes and applies this knowledge while in both normal and unusual criminal situations.                    |

**(19) TRANSPORTATION CODE:**

Evaluation of the Police Officer's knowledge and ability to apply the traffic laws of the State to field enforcement:

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | When tested verbally or in writing, the Probationary Officer scores 20% or less. When applied in the field, the officer shows a poor working knowledge of the traffic code and its practical application.                       |
| 4 | Acceptable:   | When tested verbally or in writing, the Probationary Officer scores at least 70%. When applied in the field, the officer shows a good working knowledge of the traffic laws and can apply the correct statute to the situation. |
| 7 | Superior:     | When tested verbally or in writing, the Probationary Officer scores 100%. When applied in the field, the officer demonstrates an unusually acute knowledge of even the most seldom used vehicle code statutes.                  |

**(20) ACCEPTANCE OF FEEDBACK/FOLLOWING INSTRUCTIONS:**

Evaluation of the Police Officer's acceptance of constructive criticism and instruction and how the officer uses the information and instructions provided to improve performance.

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Rationalizes mistakes, denies that errors were made, is argumentative, refuses to do or does not attempt to make corrections. Considers criticism a personal attack. |
| 4 | Acceptable:   | Accepts criticism and instructions in a positive manner and applies the information to make correction in performance.   |
| 7 | Superior:     | Actively solicits criticism and instructions in order to improve performance. Instructions do not have to be repeated  |

**(21) ATTITUDE TOWARDS POLICING**

Evaluation of the Police Officer's attitude toward new career in terms of personal motivation, goals, acceptance or responsibility and career objectives:

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Sees career as only a job; uses position to boost ego; abuses authority; shows little dedication to the principles of professionalism.  |
| 4 | Acceptable:   | Demonstrates an active interest in the new career and takes the new responsibility seriously.   |
| 7 | Superior:     | Utilizes off-duty time to further professional knowledge and expertise; solicits assistance from others to broaden knowledge of the work. Maintains high ideals in terms of professional responsibilities of the job. |

**(22) RELATIONSHIP WITH PUBLIC IN GENERAL:**

Evaluation of the Police Officer's ability to interact with the general public including victims as well as suspects.

- |   |               |   |
|---|---------------|---|
| 1 | Unacceptable: | Abrupt, belligerent, overbearing, arrogant, and uninterested. Overlooks or avoids the service aspects of the job.   |
| 4 | Acceptable:   | Courteous, friendly, and empathetic. Communicates in professional and unbiased manner. Service-minded.  |
| 7 | Superior:     | At ease with public contact. Quick to establish rapport and leaves people with a feeling that the officer was interested in serving them. Remains objective at all times. |

**(23) RELATIONSHIP WITH ETHNIC GROUPS:**

Evaluates the Police Officer's Ability to Interact with members of ethnic or racial groups other than his own, in an appropriate, efficient manner.

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Is hostile or overly sympathetic. Is prejudicial, subjective and biased. Treats member in this grouping differently than members of his own ethnic or racial group would be treated.                           |
| 4 | Acceptable:   | Is at ease with members of other ethnic/racial groups. Serves their needs objectively and with concern. Does not feel threatened within their presence.  |
| 7 | Superior:     | Understands the various cultural differences and uses this understanding to competently resolve situations and problems. Is totally objective and communicates in a manner that furthers mutual understanding. |

**(24) RELATIONSHIP WITH OTHER OFFICERS AND SUPERVISORS:**

Evaluates the Police Officer's ability to effectively interact with other agency members of various ranks and in various capacities.

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Patronizes FTO/Superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and sarcastic. Resists instructions. Considers self-superior. Belittles others. Is not a "team" player. |
| 4 | Acceptable:   | Adheres to the chain of command and accepts role in the organization. Good peer and FTO relationships and is accepted as a group member. Shows proper respect to supervisors.                                    |
| 7 | Superior:     | Is at ease in contact with all, including superiors. Understands superiors' responsibilities, respects and supports their position. Peer group leader. Actively assists others.                                  |



(25) **GENERAL APPEARANCE:**

Evaluates physical appearance, dress, and demeanor.

- |   |               |  |
|---|---------------|--|
| 1 | Unacceptable: | Overweight, dirty shoes or wrinkled uniform. Uniform fits poorly or is improperly worn. Hair in need of grooming and/or in violation of agency regulation. Dirty weapon, equipment. Equipment missing or inoperative. Offensive body odor or breath. |
| 4 | Acceptable:   | Uniform neat, clean. Uniform fits and is worn properly. Weapon, leather, equipment is clean and operative. Hair within regulations, shoes are shined.  |
| 7 | Superior:     | Uniform neat, clean, and tailored. Leather and shoes are highly shined. Equipment maintained in excellent condition.   |

## **CHAPTER 6 REMEDIAL TRAINING**

### **FIELD TRAINING PROGRAM**

#### **REMEDICATION OF PERFORMANCE**

Remedial training is the name given to additional and/or repetitive instruction in an area or areas where skill is weak. Most of this remedial training can be handled on a day-to-day basis by the FTO.

FTO's should be cognizant of the usefulness of remedial training and should be quick to provide additional and innovative instruction when needed. The FTO must also realize that there are instructional resources available other than his own teaching talents. With the cooperation of their Patrol Sergeant, the FTO should, if needed, draw on sources from outside the agency as well as those within, to achieve the desired result, a proficient and knowledgeable Police Officer. Written tests and homework assignments also should not be forgotten as tools to facilitate remedial training.

The Field Training Program emphasizes four (4) specific steps in training and correcting deficiencies of the Police Officer. The first obvious step is that the Police Officer must be given initial - basic instruction, in other words, "showing him how to do it." While the FTO is obligated to interact with the Police Officer as a mature adult, the FTO cannot assume anything and must ensure the Police Officer has been given reasonable exposure to each task.

The term "reasonable exposure" then becomes the key factor. The FTO must divide each performance task into two (2) categories: Simple tasks and complex tasks. Telling time, work schedules, and bringing the appropriate equipment to work are examples of simple tasks. Major felony investigations, traffic stops, and domestic disturbances are examples of complex tasks. Obviously the FTO will give less reasonable exposure to a simple task and more to a complex task. At this point, only the performance grade and supporting narrative will be utilized.

Once the FTO has given the Police Officer reasonable exposure to the task and the Police Officer still experiences difficulty in performing the task in an acceptable manner, the FTO must move to the second training step. "Basic Daily Remediation" of a weak skill or performance ensures that the Police Officer has had the deficiency brought to his attention. This remediation may range from several minutes of verbal counseling, to a specific homework assignment, or to several hours of special assignment working on the deficiency. The performance grade will still be noted and a specific supporting narrative now becomes essential.

In addition, the total number of minutes (or hours) provided for the specific training should be entered in the space provided at the bottom of the D.O.R. Also, the FTO must explain the type of remedial training in the "Comments" section. This documentation should be labeled "Remedial Training," describe the specific problem; define what the solution to the deficiency is, and what specific action was taken. Reasonable "Initial Training," based on task difficulty, is a prerequisite for Basic Daily Remediation.

In some cases, the Police Officer will not respond to this initial remediation in a manner that will bring his performance up to an acceptable level. When the FTO believes that the Police Officer has had a reasonable amount of Initial and Basic Remedial Training, based on the task difficulty, and still is not performing at a satisfactory level, the FTO will move to the third step of remediation. The "Not Responding to Training" (NRT) block, as noted earlier, is an indication that the problem has occurred in the past; that is, has been the object of appropriate remedial effort; and the remedial effort has not produced the desired results. Remediation efforts in this step will remain somewhat similar to that in Basic Daily Remediation. These efforts will now become more specific and intensified. However, the FTO will document this failure to respond to Basic Remediation by marking the appropriate "NRT" box in the D.O.R. form. The FTO will also continue to record the appropriate performance grade, document the Police Officer's performance in the narrative section, and note the number of minutes (or hours) of remedial training required. Reasonable Basic Daily Remediation, based on task difficulty, is a prerequisite for checking the "Not Responding to Training" block.

Up to this point, the remediation of the Police Officer's deficiencies has been done as a part of the officer's normal training progression. In some cases, however, a deficiency is so pronounced that the Police Officer must be removed from the program so that specific attention can be given to the weakness. A pattern of failures to respond to remedial training (NRT) is a prerequisite for consideration of "Intensive Remedial Training."

Whenever the need to remove the Police Officer from his normal training schedule for intensive remediation is recognized, a written "Request for Intensive Remedial Training" will be made to be FTO Coordinator through the chain of command, (See Forms DP#61 and DP#62). When the Police Officer completes their intensive remedial training program, he will be placed back into the program schedule for completion of field training.

The FTO Coordinator will, therefore, be required to extend the Police Officer's training schedule by the number of days/weeks in the remedial program.

FTO's, FTO Team Supervisors, and the FTO Coordinator must answer yes to all of the following questions before injecting a Police Officer into an intensive remedial program:

1. Is there a specific, identifiable problem?
2. Is the Police Officer's deficiency one that can be corrected or cured with additional instruction? (Some deficiencies are character traits or learning disabilities that cannot be corrected and termination is the only option).
3. Can we hope to correct this deficiency or teach this skill within a reasonable time period, one to four weeks?
4. Have there been basic daily remedial training and NRT's without adequate improvements?

To facilitate intensive remedial training, the Police Officer may be assigned to any FTO or other qualified instructor that will best accomplish the goal. The FTO or instructor to whom the Police Officer is assigned may or may not have previously trained him. It is suggested, however, that consideration be given to assigning the Police Officer to an FTO that is not in the officer's normal rotation. This allows for a separate opinion of the Police Officer's performance and capabilities. In addition, the Police Officer may be assigned outside of Patrol. During an Intensive Remedial Training Program, the Police Officer will continue to receive D.O.R.'s from the FTO and/or Coordinator. The FTO will indicate this status by noting the appropriate number in the "Phase" block and noting "I.R.T." in the week block. Should this Intensive Remedial Training be for more than one (1) week, note it as such by "I.R.T." - Wk 1", "I.R.T. - Wk 2", etc.

If the Police Officer remains on the same watch or is assigned outside the Patrol Division for the I.R.T., then the Coordinator's Weekly Report and review of each week's D.O.R.'s will be completed by the Patrol Supervisor requesting the training. Should the Police Officer be assigned to another watch in the same division, the FTO Coordinator will be responsible for the above report and review.

As a general rule, the Police Officer will not pass or fail Intensive Remediation. The purpose of this training is to correct and resolve a problem. It is still the responsibility of the regularly assigned FTO to evaluate the Police Officer's performance in the normal training process.

Only if an excessive safety deficiency or major violation of policy comes to light, would the Police Officer be considered for termination during Intensive Remedial Training.

In summary, this program is built on a foundation of training and remediating Police Officer performance. The FTO is obligated to remediate deficiencies whenever possible. The FTO should consider the monetary and time investment in getting the Police Officer to this point. The Field Training Program recognizes that in some cases, a personality trait or character flaw may exist that will have a negative impact on the Police Officer's performance and cannot be remediated. In some very isolated cases, remediation of the Police Officer may not be feasible beyond the "Not Responding to Training" stage. However, in the vast majority of situation, application of sound professional principles and thorough documentation of the Police Officer's performance will accomplish our goals as an instructor and teacher.

## REMEDIAL TRAINING TECHNIQUES

### INTRODUCTION

Clarifying and correcting a Police Officer's deficiencies is probably the most critical and yet most challenging aspect of an FTO's responsibility. As previously noted in Chapter 5, this training program is broken up into four (4) phases. Three (3) of the phases are for training purposes. The final phase is for evaluation purposes only.

While the FTO will have overall goals for training of the Police Officer, each phase should also have specific goals to achieve. During Phase I, the FTO should attempt to initiate the Police Officer to basic police functions. As a result of this initial exposure, the FTO should, by the end of this phase, be able to identify specific strengths and weaknesses of the Police Officer.

The Phase II FTO should review the Phase I accomplishments and deficiencies. The primary goal of the FTOs during Phase II and III should be to correct all of the routine Police Officer deficiencies that are easily identifiable. The most common deficiencies a Police Officer will exhibit are in the areas of Geography, Report Writing, Decision Making, Public Contact-Interview Skills, and Radio Usage. Also, Phase III should be utilized for "Polishing and Refining" the existing skills of the Police Officer. Any significant deficiencies should be completely resolved, generally, by the middle of this phase. Should the Police Officer need to be placed in Intensive Remedial Training, this will allow sufficient time to correct and then appraise the performance. The last few weeks of this phase should be used to acclimate the Police Officer to work as a solo officer. This will smooth the transition into Phase IV.

### TYPICAL TRAINING PROBLEMS

Most veteran Field Training Officers will identify four primary areas as being stumbling blocks to most Police Officers. Below are some suggested approaches to be utilized in correcting a Police Officer's unacceptable performance.

### GEOGRAPHY AND ORIENTATION

The most common weakness a Police Officer will exhibit will be in this area. The FTO must be reasonable and realistic in his expectations of the Police Officer. Initially, the Police Officer should be expected to know where he is a majority of the time, know where he is going to, and be able to use a map to get from "Point A to Point B." A Police Officer cannot possibly know the area in which they are assigned as well as his FTO does. The FTO's primary responsibility is to teach principles and fundamentals of geography and orientation skills. The primary question is not whether the Police Officer took the fastest route, but whether the Police Officer took a route that got you there in a reasonable amount of time, based on his experience and capabilities.

A Police Officer should be expected to know at least the following fundamentals:

1. How to utilize compass directions.
2. Base lines for dividing north/south and east/west block numbers.
3. Major north/south and east/west streets.
4. Block numbers at major intersections.
5. How to read and use a map.

Should the Police Officer experience difficulty, the following may be helpful in improving their performance:

1. Use of major landmarks.
2. Use of the sun.
3. Memorizing major streets.
4. Homework assignments using blank maps, with major streets, noting block numbers at intersections.
5. Have the Police Officer highlight street names and cross reference in the index section of the map for streets in your area.
6. Highlight major streets initially, then mark each street as the Police Officer encounters them on call. Also consider having the Police Officer highlight street names on a map, as a homework assignment.
7. Have the Police Officer verbally drive you from "Point A to Point B."
8. Make practice runs by giving the Police Officer several locations and having him drive you to them.
9. The Police Officer should be allowed to drive at least half of each shift. This allows him to not only interact with orientation skills, but stress and observation skills. The only exception to this should be during the first few weeks of training or if specific problems exist and there is documentation to support not driving.
10. Written and verbal tests covering material learned to date.

The above list is obviously not all-inclusive, but represents some tried and proven techniques. Any approach that the FTO can use that works is valid.

## REPORT WRITING

An individual's ability to relate in writing, what he has done, observed, or needs, is probably the most important attribute of a Police Officer. This skill is, in most cases, also the most difficult to remediate where a major deficiency exists.

If the FTO notes an obvious deficiency in this area, the FTO should review the Police Officer's training to date and then establish answers to the following question:

1. Has the Police Officer received reasonable exposure and hands on application of the skills needed?
2. Does the Police Officer have any obvious learning disabilities?
3. Is the Police Officer having difficulty applying laws and policies to the situation, or can the Police Officer simply not express himself in writing?
4. Does the problem appear to relate to an organizational deficiency or educational deficiency?

In other words, if the Police Officer cannot "spell", do they know that fact? Is the Police Officer too lazy to look the word up, or does he not realize the difference? The former can be remediated; the latter will be difficult to deal with.

Specific documented answers to the above questions should at least give the FTO a direction to work from. The FTO program recognizes that some deficiencies in this area may well be beyond the training and expertise of the FTO. In some cases, resources outside the agency may be sufficient to resolve the problem. In a few isolated situations, however, we must realize that the problem cannot be resolved in a reasonable and timely manner.

If the Police Officer does experience problems in the area of Report Writing, the following may be helpful in improving their performance:

1. Have the Police Officer carry a pocket dictionary at all times.
2. Have them write all reports.
3. Assign the Police Officer to the Records Section for an appropriate period to observe and review the composition of incoming reports.
4. Have the Police Officer "verbalize" the incident, with what action(s) he took or recommends taking, before ever attempting to reduce the incident to writing. Keep in mind that if the Police Officer does not understand what transpired mentally; he will not be capable of relating the incident in writing.
5. Have the Police Officer establish a consistent pattern of obtaining information in a specific chronological order.

6. Does the Police Officer understand and can they apply the concept of "Who, What, When, Where, Why, and How?" (I.e., Who did What to Whom? Who saw it happen? When, Where, Why, and How did it happen?)
7. Make sure the Police Officer understands the relationship between the complainant and suspect(s). This item may not prove the case, but may clarify the incident.
8. When a problem in this area begins to surface, make copies of some of the initial report efforts. Include on those copies appropriate corrections, indicating the amount of time it took to produce an acceptable report. If a serious deficiency exists, begin including a more comprehensive sample in your documentation, with appropriate corrections. This method helps clearly establish a pattern of improvement or digression.

This list is also not all-inclusive, but does address some proven techniques. The FTO is encouraged to try any method that gets the job done and still remains within the policies of the program and agency.

### DECISION MAKING

As noted earlier, one of the major goals for the FTO to meet is to teach the Police Officer how to make a decision. This is a critical skill for any police officer to possess. Yet it is a skill that cannot be learned by reading a book or watching a video presentation. Decision making must be learned, for the most part, the same way you learned to ride a bicycle, "You get on and you fall off a few times."

The most difficult task for the FTO will be to "just let the Police Officer do it." Given the FTO's experience level he can deal with the majority of situations in an expeditious fashion; however this does little to enhance the Police Officer's skills. The FTO should hold the Police Officer responsible for decisions that progressively become more complex, relative to the Police Officer's experience.

The most important aspect of "Decision Making" for an FTO to teach the Police Officer is, "Why did you make that decision and what policies or laws did you use to make it?" The FTO must realize that the Police Officer may well take the appropriate action, but did he do it for the appropriate reason? The FTO should utilize every possible opportunity to interact with the Police Officer and assess the trainee's ability to apply the correct theory, to a realistic situation, in a practical manner. This may well involve complimenting the Police Officer for a job well done, but asking in a low-key manner, "Why did you decide to handle it that way?" In some instances, the Police Officer may just note that "it was the right thing to do." Make sure that each decision and each action is based on clear policy or legal guidelines. Also, ensure that the Police Officer knows how far he can vary from these guidelines and why.



Remediation of this skill is much more difficult since you are dealing with a performance that is based, in part, on pre-learned behavior. Depending on the nature of the deficiency, the FTO must first be sure to document and define the weakness. Initial remediation will center on redefining the Police Officer's responsibilities and clarifying relevant policies and regulations. It may be wise for the FTO to volunteer for calls, when possible, that relate the Police Officer's deficiency. For instance, volunteering for family violence calls where the Police Officer is having problems taking control and deciding what to do in a stress situation.

More specific remediation may require special assignment time in which the Police Officer will respond only to the type calls or incidents that give him a specific opportunity to practice these skills. If the deficiency shows a lack of reasonable improvement, and appropriate remediation has been exercised and documented, then the Police Officer may need to move into Intensive Remediation.

During this specialized training, the Police Officer should, when possible, be placed with a different FTO. An FTO should be selected that has a background in this type problem and the maturity to make some critical judgment decisions, relevant to the Police Officer. In assigning the Police Officer to this remediation, a watch and beat with sufficient activity may also be a consideration.

As noted earlier, the Police Officer will not pass or fail this remediation. The Police Officer should be given the opportunity to return to his regularly assigned FTO and demonstrate whether or not he can perform at an acceptable level. The important factor in utilizing another FTO for Intensive Remediation is the additional opinion and appraisal of the Police Officer's performance and capabilities.

Also noted earlier, decision-making skills are a critical and required attribute for a Police Officer to possess. A major deficiency here may well affect the Police Officer's career potential. This area is also probably the hardest to evaluate since the FTO's communication, perception, and interaction skills will have a bearing on the Police Officer's learning and capability. The FTO should remember that specific and detailed documentation is absolutely mandatory in this category.

## RADIO USAGE

Police radio communication skills seem to be a consistent weakness for most Police Officers, at least during the early stages of training. Most deficiencies revolve around the following:

1. An inability to acknowledge and comprehend dispatcher's comments, as they relate to the Police Officer's element and elements in the surrounding area.
2. An inability to transmit brief, concise, and logical data to the dispatcher and other field elements.
3. An inability to apply agency policies as they relate to radio communication skills, i.e., proper data sequence, use of mark-outs, etc.

Remediation of this skill will correspond, at least in part, to the personality and processing skills of the Police Officer. The FTO should first be aware that the Police Officer has a great deal of data and experience to absorb, in a short period of time. The FTO can, as a general rule, carry on a conversation, observe outside activity, drive the patrol vehicle, and still be aware of relevant radio transmissions. The Police Officer has yet to develop and sharpen this skill. Some Police Officers will acclimate quickly; others will develop at a slower pace.

If the Police Officer develops problems in this area, after a reasonable amount of exposure, the FTO should answer the following questions:

1. Has the Police Officer been shown the proper techniques to use?
2. Has the Police Officer had the opportunity to practice those techniques and has this been documented?
3. Has the FTO addressed the specific deficiency of the Police Officer?

The FTO's remediation of this deficiency should include at least some of the following techniques:

1. Have the Police Officer practice radio transmissions with the FTO during routine patrol.
2. Have the Police Officer advise the FTO of radio traffic that affects surrounding beats.
3. Ensure the Police Officer knows to ask the dispatcher to repeat any transmissions not understood.
4. Send the Police Officer to the Communications Division for an appropriate amount of time. This will allow the Police Officer to interact personally with the dispatcher and relate to how the data is processed from that end.
5. Have the Police Officer organize his thoughts before making a transmission. Where possible, say it out loud before transmitting the message.
6. Ensure the Police Officer knows key phrases and data to note and copy down when interacting with the dispatcher.
7. Have the Police Officer check suspects, vehicles, and property on the radio.

A deficiency in Radio Usage, while somewhat common, is one area that can be remediated, in most cases, with some simple techniques and a little extra effort. It is possible that Radio Usage could develop into a major deficiency, but most likely the Police Officer would be experiencing difficulty in other notable areas.

## CONCLUSION

Only a sample of the consistent deficiencies experienced by Police Officers has been addressed in this section. The purpose is to expose the FTO to "Remediation Progression and Procedures." The reader should have noted at this point that initial training and documentation are the key factors. The FTO can instruct, interact, and counsel with the Police Officer at length, relative to the displayed deficiency. Without the appropriate documentation, however, the FTO's efforts are for all intents and purposes, meaningless.

## **CHAPTER 7 TERMINATION PROCEDURES**

### **FIELD TRAINING PROGRAM**

#### **CONSIDERATION OF TERMINATION**

The goal of the Field Training Program is to produce a fully trained, competent Police Officer, and the program expects all Police Officers to be successful. Unfortunately, some are not and regardless of the efforts by the personnel involved in the program, some do not reach the level of competence required. Police Officers sometimes realize their expectations of law enforcement were false ones. Other Police Officers cannot perform multiple tasks. Still others are unable to deal with the stress present in the job. There are many reasons, but the fact is that some people do not make it, and therefore, must be terminated.

Termination is stressful, not only for the Police Officer, but for the program personnel as well. Despite this, in some cases, termination is not only necessary but obligatory. If a Police Officer is not progressing in the program and it has been determined that progress to a satisfactory level is not possible, termination is the only logical step.

Field Training Officers often hope to "save" new employees who are failing, and this is laudable but not always fruitful. Personnel should never give up on a Police Officer who has the slightest chance of success, but must be realistic with those who do not. Organizationally, the retention of an employee who is not capable of performing the job would place the Agency and the Police Officer in an untenable position. Not only would liability be ever present, but also such a decision would cost the Agency economically and in terms of efficiency. By coming to grips with a Police Officer's failure, the stress experienced by the Police Officer will be reduced and the transition to another career will be eased.

The Police Officer is, of course, subject to the same rules and regulations that govern all University of Texas Police Officers, and should they violate a criminal statute or Agency policy, they will be held accountable as prescribed in the policies. Otherwise, Police Officer terminations will be handled as follows:

#### **WHEN TERMINATION MAY OCCUR**

In all cases where possible, the Police Officer should be given the benefit of training through the first three phases before a termination recommendation is considered. However, the Police Officer may be terminated at any point in the Program if:

1. He is a threat to his safety or the safety of others; or
2. He repeatedly brings discredit or embarrassment to the Agency; or
3. He cannot perform basic tasks necessary to allow him to proceed in the Program.

## THE DECISION TO TERMINATE

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

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

Once the FTO, and FTO Coordinator have reviewed these questions, and they decide that termination is the only feasible option, the Chief will be notified. The Chief of Police will then cause a meeting to be held at which the following personnel are in attendance:

1. All FTO's who have trained the Police Officer.
2. The FTO Coordinator.
3. All Patrol Supervisors involved in the Police Officer's training.
4. The Patrol Commander

The purpose of this meeting is to discuss the Police Officer's performance and to ensure that the Police Officer has been given every chance to succeed. If at the conclusion of this meeting, the general consensus is still to discharge the Police Officer, termination recommendation will be made.

### NOTIFICATION OF THE POLICE OFFICER

As soon as possible after the meeting, the FTO Coordinator will notify the Police Officer of the impending termination.

At the time of the Police Officer's notification, he should be reassigned from patrol duties or given leave until his discharge. The Police Officer should not be allowed to perform normal field duties. He is under too much stress and presents a liability to himself, others and the Agency.

## THE TERMINATION PACKAGE

The current FTO Coordinator will be responsible for compiling a Termination Package and forwarding it through the chain of command to the Chief of Police. The Termination Package will consist of:

1. A report from each FTO that has trained the Police Officer,
2. A cover report from the FTO Coordinator,
3. The Police Officer's Police Officer Guide,
4. A copy of all FTO related reports, and
5. Associated administrative letters and memorandums.

A discussion of each component of the packet may assist in its preparation.

1. The FTO Report: These reports will be in memorandum form and will detail the progress and performance of the Police Officer. As a general rule, these memorandums should be entitled, "Field Training Performance of Police Officer \_\_\_\_\_." This will allow each FTO to prepare the documentation based on his own perception of performance.

The memoranda may be written in chronological order or category-by-category, but must contain documentation to support all claims. The FTO's documentation should contain, but is not limited to the following:

- a. An initial notation of what phase, week numbers, and dates the FTO worked with the Police Officer.
- b. The total number of days the FTO worked with the Police Officer.
- c. A description of incidents the Police Officer was exposed to, accomplishments and difficulties encountered, and any remediation initiated. This documentation should be supported by dates, times, locations, and service numbers, where appropriate.
- d. An assessment of the Police Officers potential as a Peace Officer.
- e. A specific recommendation for retention or dismissal as an employee. As a general rule, only the primary and any Intensive Remediation FTO's should make this recommendation. Any Relief FTO's that make this recommendation should do so at the discretion of the FTO Coordinator.

2. The FTO Coordinator Cover Memorandum: This memo should briefly summarize the FTO's memo and contain a specific recommendation for retention or dismissal as an employee. This document should also contain:
  - a. An overall assessment of the Police Officer's performance to date,
  - b. The Police Officer's ability or lacks of ability, to benefit from further remediation.
  - c. The Police Officer's overall potential to perform the duties of a Peace Officer.
3. The Police Officer's Police Officer Guide: This should be printed and presented at the termination meeting.
4. A Copy of All FTO Related Reports: A copy of each should be found for review:
  - a. All D.O.R.'S
  - b. All Weekly Reports
  - c. All End-of-Phase Reports
5. Associated Administrative Letters and Memorandums: An original of each of the following should be included in this package:
  - a. A memo addressed to the Chief of Police, noting a review by the FTO Coordinator, of relevant documents (See Example 7-1).
  - b. A memo addressed to the Chief of Police, recommending the status of rehire for the Police Officer (See Example 7-2).

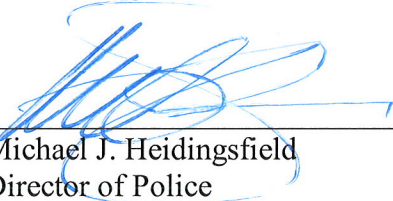
As the Termination Package goes up through the chain of command, each officer in the chain shall note his/her concurrence on the Coordinator's memo or attach a memo explaining non-concurrence.

## TERMINATION

The Chief of Police will make the final decision to terminate the Police Officer. Once he has reached this decision, the chain of command will be notified and the Police Officer will be scheduled to report to the FTO Coordinator's Office. The Office of the Director of Police shall be notified immediately.

The FTO Coordinator will advise the Police Officer of the Chief of Police's decision and of the Agency's intent to discharge him. As a matter of policy, a Police Officer may discuss the termination recommendation with anyone in the chain of command up to the level of FTO Coordinator. If the Police Officer expresses a desire to do so, the appropriate appointments will be made. Otherwise, or at the conclusion of these appointments, the Police Officer will be terminated. Should the Police Officer choose to resign after the decision to terminate has been made, the Termination Package will be completed and maintained for future reference.

A Police Officer's training file is confidential and shall be reviewed only by persons connected with the Program or by persons having a "need to know." Others desiring a review of any file shall first secure approval from the Chief of Police. Agencies conducting background checks on former employees will be directed to the Chief for information. Access to a Police Officer's training file will be granted only in accordance with the Agency's guidelines for release of confidential information.



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Michael J. Heidingsfield  
Director of Police



## **APPENDIX A PROBLEM BASED LEARNING EXERCISES**

### **AN INTRODUCTION TO PROBLEM-BASED LEARNING EXERCISES**

Problem-based learning is a method of teaching that presents trainees with a real-life, ill-structured problem that has no easy solution. Some of the benefits of problem-based learning (PBL) include an opportunity for problem solving according to individual learning styles and the development of critical thinking skills. The learning takes place while you work through the problem.

The primary goal of Problem-Based Learning Exercises (PBLEs) is to further the trainee's knowledge in an important topic area so that they can enhance their skills as a police officer. A secondary goal is to build "learning activity packages" into our in-house training program so that future trainees will have access to these materials.

Once presented with a Problem-Based Learning Exercise (PBLE), the Police Officer will follow these steps to work through the problem. These steps are to be documented in the trainee's project and this documentation should be stored somewhere in the beginning pages of the project.

#### **IDEAS**

List initial ideas for addressing the problem. You later revisit these ideas to determine their validity in light of new information you gain during the process.

#### **FACTS**

Identify what you know about the problem. What are the known facts from the problem statement? (Note, this is not what you already know about the topic, but what facts do you actually pull out from the problem statement.)

#### **KNOWN ISSUES**

What do you need to know (learn) to address the problem? At this point you begin to seek information from available resources. Once you start to pick up information, you often need to revise your ideas list.

#### **ACTION PLAN**

Develop an action plan based on your research. What form will your project take? What will you need to do to get your project underway? What is your time estimate and how will you manage your time?

**EVALUATION**

You will be evaluated on both the product and the process using the PBLE rubric. The evaluation rubric is attached. To be rated successful in completing this project you are not allowed to attain a score of "not achieved" in any of the task categories. A "not achieved" rating in a category will require that the project be returned to you to raise the score to achieved or above in those categories. On the "Timeline" task, getting a "not achieved" score cannot be remediated, therefore this may negatively reflect in the score on the Officer's evaluation.

## PBLE EVALUATION RUBRIC

<b>TASK</b>	<b>NOT ACHIEVED</b>	<b>ACHIEVED</b>	<b>SUPERIOR</b>	<b>EXEMPLARY</b>
<b>TIMELINE</b>	Project not turned in or turned in late	Project turned in on time but revisions needed	Project turned in on time, no revisions needed	Project turned in early, no revisions needed
<b>ORGANIZATION OF PROJECT</b>	Project unorganized and not easy to follow	Project shows some organization, fairly easy to follow, work could flow more smoothly	Project shows good organization and flows well	Project very well organized and flows smoothly
<b>GRAMMAR AND SPELLING</b>	Written material has numerous spelling, grammatical, and structural errors	Written material has spelling, grammar, and structural errors	Written material turned in with few spelling, grammar, and structural errors	Written material turned in with minimal spelling, grammar, and structural errors
<b>COMPETENCY ON TOPIC(S)</b>	Does not demonstrate competency on project topic(s)	Demonstrates average competency on project topic(s)	Demonstrates high level of competency on project topic(s)	Demonstrates excellent level of competency on project topic(s)
<b>RESEARCH</b>	Failed to use more than one source to complete the project; source not quoted appropriately	Used more than one source to complete the project; quoting of sources not consistent	Used a variety of sources to complete the project; most sources quoted appropriately	Used a wide variety of sources to complete the project; all sources quoted appropriately
<b>CREATIVITY AND PRESENTATION</b>	Project lacked a creative or imaginative approach, bland presentation	Project showed some creativity and imagination; presentation was good	Project was original; presentation was high-quality	Project is a very creative model that others could use; presentation was stimulating



# PROBLEM BASED LEARNING EXERCISE

## VEHICLE STOP



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 passers by have stopped to watch the event. Upon request the driver produces identification, but the passengers are argumentative and refuse to identify themselves.

You must present to your police training officer (FTO) two or more possible outcomes for this problem-based learning exercise. In responding to this challenge, it is recommended that you consider several sources for your research:

- Interview current trainers, co-workers and supervisors on their perspectives.
- Agency and/or Component policies & procedures.
- The internet.
- Any material from our training program or outside courses.
- Books, articles, or other media.

This exercise is due \_\_\_\_\_. This is a mandatory exercise and will be included in your training file as well as documented in a future evaluation. You should do this work on-duty. Your supervisor(s)/trainer(s) will be advised that you are assigned this project. While you may wish to do some of this at home, and you are certainly welcome to, we don't at this time have the ability to pay overtime for this assignment. You are free to prepare any "hand-outs" or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. At least a portion of your presentation must be in electronic format. Be as creative as you desire. If you have any other ideas feel free to contact the Training Coordinator or Training Manager.

Be sure to quote your sources. If you interview someone, give their name, position, and affiliation. If you use the internet or some other form of written source, be sure and include the web-site or book name, magazine article, etc. If you have researched using a video, give the name of the video.

You will be evaluated on both the process and your final product using a tool called a rubric. A copy of the evaluation rubric is attached to this PBLE.



## PROBLEM BASED LEARNING EXERCISE DISORDERLY AT BAR RADIO CALL



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.

You must present to your police training officer (FTO) two or more possible outcomes for this problem-based learning exercise. In responding to this challenge, it is recommended that you consider several sources for your research:

- Interview current trainers, co-workers and supervisors on their perspectives.
- Agency and/or Component policies & procedures.
- The internet.
- Any material from our training program or outside courses.
- Books, articles, or other media.

This exercise is due \_\_\_\_\_. This is a mandatory exercise and will be included in your training file as well as documented in a future evaluation. You should do this work on-duty. Your supervisor(s)/trainer(s) will be advised that you are assigned this project. While you may wish to do some of this at home, and you are certainly welcome to, we don't at this time have the ability to pay overtime for this assignment. You are free to prepare any "hand-outs" or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. At least a portion of your presentation must be in electronic format. Be as creative as you desire. If you have any other ideas feel free to contact the Training Coordinator or Training Manager.

Be sure to quote your sources. If you interview someone, give their name, position, and affiliation. If you use the internet or some other form of written source, be sure and include the web-site or book name, magazine article, etc. If you have researched using a video, give the name of the video.

You will be evaluated on both the process and your final product using a tool called a rubric. A copy of the evaluation rubric is attached to this PBLE.



## PROBLEM BASED LEARNING EXERCISE DISORDERLY YOUTHS IN PARK



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.

You must present to your police training officer (FTO) two or more possible outcomes for this problem-based learning exercise. In responding to this challenge, it is recommended that you consider several sources for your research:

- Interview current trainers, co-workers and supervisors on their perspectives.
- Agency and/or Component policies & procedures.
- The internet.
- Any material from our training program or outside courses.
- Books, articles, or other media.

This exercise is due \_\_\_\_\_. This is a mandatory exercise and will be included in your training file as well as documented in a future evaluation. You should do this work on-duty. Your supervisor(s)/trainer(s) will be advised that you are assigned this project. While you may wish to do some of this at home, and you are certainly welcome to, we don't at this time have the ability to pay overtime for this assignment. You are free to prepare any "hand-outs" or training material any way you would like, including electronically, by using Word, Powerpoint or other computer programs. At least a portion of your presentation must be in electronic format. Be as creative as you desire. If you have any other ideas feel free to contact the Training Coordinator or Training Manager.

Be sure to quote your sources. If you interview someone, give their name, position, and affiliation. If you use the internet or some other form of written source, be sure and include the web-site or book name, magazine article, etc. If you have researched using a video, give the name of the video.

You will be evaluated on both the process and your final product using a tool called a rubric. A copy of the evaluation rubric is attached to this PBLE.



## PROBLEM BASED LEARNING EXERCISE DOMESTIC DISPUTE



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.

You must present to your police training officer (FTO) two or more possible outcomes for this problem-based learning exercise. In responding to this challenge, it is recommended that you consider several sources for your research:

- Interview current trainers, co-workers and supervisors on their perspectives.
- Agency and/or Component policies & procedures.
- The internet.
- Any material from our training program or outside courses.
- Books, articles, or other media.

This exercise is due \_\_\_\_\_. This is a mandatory exercise and will be included in your training file as well as documented in a future evaluation. You should do this work on-duty. Your supervisor(s)/trainer(s) will be advised that you are assigned this project. While you may wish to do some of this at home, and you are certainly welcome to, we don't at this time have the ability to pay overtime for this assignment. You are free to prepare any "hand-outs" or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. At least a portion of your presentation must be in electronic format. Be as creative as you desire. If you have any other ideas feel free to contact the Training Coordinator or Training Manager.

Be sure to quote your sources. If you interview someone, give their name, position, and affiliation. If you use the internet or some other form of written source, be sure and include the web-site or book name, magazine article, etc. If you have researched using a video, give the name of the video.

You will be evaluated on both the process and your final product using a tool called a rubric. A copy of the evaluation rubric is attached to this PBLE.



# PROBLEM BASED LEARNING EXERCISE

## ACTIVE SHOOTER



While on patrol you receive the following call:

"Copy call, shots fired, XXX Hall. Reporting Person states that one or more subjects are shooting randomly at persons inside of the building, unknown exact location. Approximately 1,000 people occupy the location. Reporting person states that they heard two large explosions in the basement of the location. Several students are injured and the suspect(s) are still at the location." What do you do? What do you need to be aware of in Active Shooter incidents? What liability do you have in regard to ensuring safety of those on scene at such an incident? How can you lessen this liability? Should you even concern yourself with liability?

In responding to this challenge, it is recommended that you consider several sources for your research:

- Interview current trainers, co-workers and supervisors on their perspectives. Has anyone in the agency attended any school violence, workplace violence training or "active shooter" training?
- Interview of law enforcement field unit(s) focusing on active shooter training they may have had. Consider agency Active Shooter instructors as well for an interview.
- The internet (sites on public safety communications training). Research other school shootings, workplace violence incidents, or training focusing on active shooters.
- Any material from our training program or outside courses.
- Books, articles, or other media.

This exercise is due \_\_\_\_\_. It is a mandatory exercise and will be included in your training file as well as documented in a future evaluation. You should do this work on-duty. Your supervisor(s)/trainer(s) will be advised that you are assigned this project. While you may wish to do some of this at home, and you are certainly welcome to, we don't at this time have the ability to pay overtime for this assignment. You are free to prepare any "hand-outs" or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. At least a portion of your presentation must be in electronic format. Be as creative as you desire. If you have any other ideas feel free to contact the Police Training Coordinator or Police Training Manager.

Be sure to quote your sources. If you interview someone, give their name, position, and affiliation. If you use the internet or some other form of written source, be sure and include the web-site or book name, magazine article, etc. If you have researched using a video, give the name of the video.

You will be evaluated on both the process and your final product using a tool called a rubric. A copy of the evaluation rubric is attached to this PBLE.



## **APPENDIX B PRESCRIPTIVE TRAINING EXAMPLE**

### **TRAINING PRESCRIPTION FOR OFFICER SMITH**

#### **TRAINING DEFICIENCIES**

Throughout training phases “c” and “d” of the training program, Officer Smith has had difficulties with some aspects of officer safety. Officer Smith has continually driven his police car in front of addresses when responding to calls for service. Officer Smith also is showing difficulties multitasking in dealing with suspects. When Officer 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 and it is a concern for Officer Smith.

Officer Smith is still unable to demonstrate his legal authority as a police officer. When we have an arrest situation, Officer Smith becomes confused with the legal procedures of making an arrest. Officer Smith also has difficulties applying Terry v. Ohio to subject stops on the street. Officer Smith needs to become more aware of his legal authority while working as a police officer.

The last competency Officer Smith is having difficulty with is Self-Awareness. Officer Smith becomes frustrated with his performance. When I point out his deficiencies, Officer Smith makes excuses about why he performed in a substandard manner. At one point, while discussing an officer safety issue, Officer Smith became argumentative. Officer Smith needs to become more self-aware of his body language and his reactions to feedback.

#### **TRAINING PLAN**

Officer Smith and I discussed all of the above listed issues. Officer Smith is aware of the issues and is willing to work on them.

Officer 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 Officer Smith utilize officer safety practices. We will use simunitions during the scenarios. Officer Smith will participate in the scenarios using both suspect and officer roles. Officer Smith is able to discuss and define proper officer safety practices; his difficulty is with applying officer safety practices to street situations.

Officer Smith and I discussed the issues regarding legal authority. At the conclusion of the discussion, it appeared that officer Smith lacks baseline knowledge in legal authority. Officer Smith agrees with the assessment. Officer Smith plans to review his academy course material regarding legal authority. This should include: the definitions of probable cause, reasonable suspicion, peace officer authority to make misdemeanor and felony arrest, and Terry v. Ohio. Officer Smith will then design two ill-structured problems that encompass the research.

Officer Smith and I discussed self-awareness. I asked him about his course on emotional Intelligence from the academy. Officer Smith had very little knowledge about the course. Officer 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 and he needs to balance his role in the organization. Officer Smith said he will review the “Emotional Competence Framework” material he received in the academy. He will then prepare a written report on how good emotional intelligence can help him complete the FTO process and what affects it can have on his professional career.

We are requesting two weeks to complete the prescription training the knowledge will be applied to a variety of field activities. The following performance outcomes will be achieved:

**PERFORMANCE OUTCOMES**

1. Officer Smith will describe officer safety, the concepts of cover and concealment, and tactical awareness during field activities.
2. Officer Smith will demonstrate officer safety tactics while involved in field activities.
3. Officer Smith will define five instances where he can use police powers to detain or arrest a person.
4. Officer Smith will demonstrate how to conduct a “Terry Stop” while on patrol.
5. Officer Smith will define the five components of emotional intelligence.
6. Officer Smith will apply the five components of emotional intelligence while working as a police officer.

## APPENDIX C

### NEIGHBORHOOD PORTFOLIO EVALUATION (NPE) RUBRIC

NEIGHBORHOOD PORTFOLIO EXERCISE ASSESSMENT RUBRIC				
Task	Not Achieved	Achieved	Superior	Exemplary
<p><b>1. Timeline</b></p> <p>Due at the conclusion of each neighborhood event.</p>	<p>Project not turned in or turned in late</p>	<p>Project turned in on time but revisions needed</p>	<p>Project turned in on time; no revisions needed</p>	<p>Project turned in early; no revisions needed</p>
<p><b>2. Research Community</b></p> <p>Develop information about the community including (but not limited to) demographics, culture, crime trends, residents, and businesses.</p>	<p>Does not develop any information about the community</p> <p>Does not contact any residents, business owners or community leaders</p>	<p>Develops accurate information about the community</p> <p>Contacts at least 1 resident, 1 business owner and 1 community leader</p>	<p>Develops a thorough understanding of the community</p> <p>Contacts at least 3 residents, 3 business owners and 1 community leader</p>	<p>Develops a thorough understanding of the community; analyzes issues, and evaluates law enforcement response</p> <p>Contacts several residents, business owners and community leaders, and establishes an ongoing working relationship with them</p>
<p><b>3. Deliver a presentation to designated group</b></p> <p>Deliver your findings, solutions, actions, and results in a presentation not to exceed 30 minutes in duration.</p>	<p>Makes no presentation to designated group</p> <p>Presentation does not conform to the 30-minute time limit</p> <p>Presents superficial, cursory treatment of information</p> <p>Made disorganized presentation, used inappropriate language, was difficult to hear or understand</p>	<p>Makes an oral presentation to designated group</p> <p>Presentation prepared and conforms to the 30-minute time limit</p> <p>Demonstrates knowledge and comprehension of the community researched</p> <p>Presented organized, relevant information in a clear and concise manner; language and presentation format were appropriate for audience</p>	<p>Supplements the oral presentation with original (not cut and paste) handout material</p> <p>Excellent presentation conforming to the 30-minute time limit</p> <p>Demonstrates comprehension of community issues and analysis of research</p> <p>Presented information clearly, making the subject matter interesting for the target audience, using practiced public speaking skills</p>	<p>Presentation makes excellent use of multimedia, appeals to a variety of learning styles</p> <p>Outstanding presentation conforming to the 30-minute time limit</p> <p>Presents research synthesized with competencies learned in training program with evaluation of information, issues and responses</p> <p>Presented project in a clear and concise manner; delivers a memorable message with information that others can use to their benefit; introduces contacts that they can develop for themselves and resources that they can access for their own problem-solving efforts</p>

## NEIGHBORHOOD PORTFOLIO EXERCISE ASSESSMENT RUBRIC

Task	Not Achieved	Achieved	Superior	Exemplary
<p><b>4. Prepare a written report about your research</b></p> <p>Include your findings, contacts, community issues, any actions, suggestions, or recommendations</p>	<p>Does not complete a written report</p> <p>Report has numerous spelling and grammatical errors</p> <p>Report does not address the task</p> <p>Report has no relevant information</p>	<p>Complete report</p> <p>Report is well written with very few spelling and grammatical errors</p> <p>Report describes the community and details trainee’s observations and contacts</p> <p>Report contains relevant information</p>	<p>Computer written report with professional appearance</p> <p>Excellent report – well crafted structurally and grammatically and containing fewer than three spelling or grammatical errors</p> <p>Report provides detailed information about the community and includes analysis of concerns and issues</p> <p>Report contains interesting and relevant information, beneficial to peers</p>	<p>Computer written report with outstanding professional appearance</p> <p>Outstanding report – well crafted structurally, containing no grammatical or spelling errors</p> <p>Report provides detailed information about the community, analysis of issues, and evaluation of law enforcement response</p> <p>Report contains relevant and interesting information, beneficial to the agency or community at large</p>
<p><b>5. Self Awareness</b></p> <p>Identify what you learned about yourself; improve your personal skills and service to the community through effective EI techniques</p>	<p>No self-awareness regarding interpersonal relationships; negative personal impact on the community members; no self confidence in relation to communicating with community members while developing this portfolio</p> <p>Limited self-management skills demonstrated when dealing with the public; exhibits frustration, anger, impatience with members of the public and/or coworkers in developing contacts for the NPE</p>	<p>Demonstrates knowledge of self-awareness issues; accurate self-assessment regarding personal relationships; positive personal impact on community members; demonstrated self-confidence in communicating with community members while developing this portfolio</p> <p>Demonstrates knowledge of self-management skills; transparency, adaptability, initiative; maintains professional demeanor; demonstrates patience and compassion in developing public contacts for the NPE</p>	<p>Analyzes and applies effective self-awareness skills through journaling, peer feedback, introspection; positive personal impact on community and coworkers; accurate sense of self and self-confidence; synthesizes communication skills learned in the training program while developing the NPE</p> <p>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</p>	<p>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 the NPE</p> <p>Evaluates and improves self-management skills; improves transparency, adaptability, and initiative; leaves a memorable and positive impression on members of the public and co-workers in developing contacts for the NPE</p>

## NEIGHBORHOOD PORTFOLIO EXERCISE ASSESSMENT RUBRIC

Task	Not Achieved	Achieved	Superior	Exemplary
<p><b>5. Self Awareness (Continued)</b></p> <p>Identify what you learned about yourself; improve your personal skills and service to the community through effective EI techniques</p>	<p>Limited social awareness; no sense of empathy; poor sense of “service;” misinterprets body language or conversation when developing the NPE</p> <p>Limited relationship management; unable to motivate others; difficulty in developing lasting relationships with members of the public; stifles creativity of others when developing the NPE</p>	<p>Demonstrates knowledge of social awareness skills; demonstrates empathetic behavior; demonstrates comprehension of sense of “service;” recognizes body language cues when developing the NPE</p> <p>Demonstrates knowledge of relationship management; demonstrates effective conflict resolution, effective communication, teamwork and collaboration in developing the NPE</p>	<p>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</p> <p>Analyzes and applies effective relationship management through leadership, effective communication, conflict resolution, teamwork and collaboration in developing the NPE</p>	<p>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</p> <p>Evaluates and improves relationship management skills learned through leadership, effective communication, conflict resolution, teamwork and collaboration; inspires creativity in others while developing the NPE</p>

**APPENDIX D**  
**Forms**



**UNIVERSITY OF TEXAS SYSTEM POLICE  
FIELD TRAINING PROGRAM  
ORIENTATION FORM**



1. The Field Training Officer is your immediate "supervisor". You will follow his/her directions/orders at all times during any police incident. He/she is responsible. If you have any questions regarding the actions he/she has you take, discuss them with the Field Training Officer when the incident has been brought to a conclusion.
2. If at any time you and the Field Training Officer do not agree and cannot resolve the dispute, both will report to the Field Training Coordinator.
3. Maintenance of the Field Training Guide is your responsibility.
4. It is your responsibility to know at all times if you are or are not making satisfactory progress in your training. The Field Training Officer will be keeping documentation on a daily basis of your progress, strengths and/or weaknesses.

Reporting Date:        Time

SIGNED: Police Officer \_\_\_\_\_

I have explained the above items to Police Officer

SIGNED: Field Training Supervisor \_\_\_\_\_

Date:



**THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM  
\* DAILY OBSERVATION REPORT \***



DAILY (5 Daily DORs/Week)

PHASE/WEEK: \_\_\_\_\_

SHIFT: \_\_\_\_\_

PROBATIONARY OFFICER: \_\_\_\_\_ FTO: \_\_\_\_\_

DATE: \_\_\_\_\_

DISTRICT: \_\_\_\_\_ Assignment or Reason for No Evaluation: \_\_\_\_\_

**RATING INSTRUCTIONS:** Rate observed behavior on the scale below using the numerical value definitions contained in the **standardized evaluation guidelines**. You **must** comment on the **most** and **least acceptable** performance of the day or week. Specific comments are required for all ratings below "3", above "6" and "N.R.T." (Not Responding to Training). Check the "N.O." (Not Observed) box if a category is not observed. Check "N.R.T." box if the Probationary Officer fails to respond to training.

Rating Scale:	<b>Unacceptable</b> ↓			<b>Acceptable</b> ↓			<b>Superior</b> ↓
	1	2	3	4	5	6	7

<b>PERFORMANCE TASKS</b>	<b>RATING</b>	<b>N.O.</b>	<b>N.R.T.</b>
1. Driving Skills		<input type="checkbox"/>	<input type="checkbox"/>
2. Orientation/Response Time to Calls		<input type="checkbox"/>	<input type="checkbox"/>
3. Field Performance		<input type="checkbox"/>	<input type="checkbox"/>
4. Self-Initiated Field Activity		<input type="checkbox"/>	<input type="checkbox"/>
5. Officer Safety		<input type="checkbox"/>	<input type="checkbox"/>
6. Verbal Control		<input type="checkbox"/>	<input type="checkbox"/>
7. Physical Contact		<input type="checkbox"/>	<input type="checkbox"/>
8. Radio: Comprehension/Usage		<input type="checkbox"/>	<input type="checkbox"/>
9. Routine Forms: Accuracy Completeness		<input type="checkbox"/>	<input type="checkbox"/>
10. Report Writing: Organization and Detail		<input type="checkbox"/>	<input type="checkbox"/>
11. Report Writing: Appropriate Time Used		<input type="checkbox"/>	<input type="checkbox"/>
12. Report Writing: Grammar/Spelling		<input type="checkbox"/>	<input type="checkbox"/>
13. Investigation Skills		<input type="checkbox"/>	<input type="checkbox"/>
14. Interview/Interrogation Skills		<input type="checkbox"/>	<input type="checkbox"/>
15. Problem Solving/Decision Making		<input type="checkbox"/>	<input type="checkbox"/>

**KNOWLEDGE**

16. Departmental Policies/Procedures		<input type="checkbox"/>	<input type="checkbox"/>
17. Penal Code, Code of Criminal Procedures, ABC Code		<input type="checkbox"/>	<input type="checkbox"/>
18. Transportation Code		<input type="checkbox"/>	<input type="checkbox"/>

**ATTITUDE**

19. Acceptance of Feedback		<input type="checkbox"/>	<input type="checkbox"/>
20. Attitude Toward Police Work		<input type="checkbox"/>	<input type="checkbox"/>
21. Relationship with Public in General		<input type="checkbox"/>	<input type="checkbox"/>
22. Relationship with Ethnic Groups		<input type="checkbox"/>	<input type="checkbox"/>
23. Relationship with Officers and Supervisors		<input type="checkbox"/>	<input type="checkbox"/>

**APPEARANCE**

24. General Appearance		<input type="checkbox"/>	<input type="checkbox"/>
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(PO enters rating number in left column)

MINUTES OF REMEDIAL TRAINING/PHASE EXTENSION TIME: \_\_\_\_\_ (Day to Day RT – Explain under Narrative Comments)



DATE: \_\_\_\_\_

**NARRATIVE COMMENTS**

(Use category numbers (1-24) to reference your narrative comments)

**Most Acceptable Performance:**

**Least Acceptable Performance:**

**Additional Comments:**

**Probationary Officer:** \_\_\_\_\_

**Field Training Officer:** \_\_\_\_\_

SEE ATTACHED SUPPLEMENT (IF BOX CHECKED)



**THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM  
CONTINUATION FORM**



PROGRAM  
\_\_\_\_\_ OF \_\_\_\_\_

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POLICE OFFICER'S NAME

FTO'S NAME

DATE

**NARRATIVE COMMENTS:**

**ADDITIONAL COMMENTS:**

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POLICE OFFICER SIGNATURE

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TRAINING OFFICER SIGNATURE



**THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM  
\* WEEKLY OBSERVATION REPORT \***



WEEKLY (1 Weekly/Week)

PHASE/WEEK: \_\_\_\_\_

PROBATIONARY OFFICER: \_\_\_\_\_ FTO: \_\_\_\_\_

SHIFT: \_\_\_\_\_

DISTRICT: \_\_\_\_\_ Assignment or Reason for No Evaluation: \_\_\_\_\_

DATE: \_\_\_\_\_

**RATING INSTRUCTIONS:** Rate observed behavior on the scale below using the numerical value definitions contained in the **standardized evaluation guidelines**. You **must** comment on the **most** and **least acceptable** performance of the day or week. Specific comments are required for all ratings below "3", above "6" and "N.R.T." (Not Responding to Training). Check the "N.O." (Not Observed) box if a category is not observed. Check "N.R.T." box if the Probationary Officer fails to respond to training.

Rating Scale:	<b>Unacceptable</b> ↓			<b>Acceptable</b> ↓			<b>Superior</b> ↓
	1	2	3	4	5	6	7

<b>PERFORMANCE TASKS</b>	<b>RATING</b>	<b>N.O.</b>	<b>N.R.T.</b>
1. Driving Skills		<input type="checkbox"/>	<input type="checkbox"/>
2. Orientation/Response Time to Calls		<input type="checkbox"/>	<input type="checkbox"/>
3. Field Performance		<input type="checkbox"/>	<input type="checkbox"/>
4. Self-Initiated Field Activity		<input type="checkbox"/>	<input type="checkbox"/>
5. Officer Safety		<input type="checkbox"/>	<input type="checkbox"/>
6. Verbal Control		<input type="checkbox"/>	<input type="checkbox"/>
7. Physical Contact		<input type="checkbox"/>	<input type="checkbox"/>
8. Radio: Comprehension/Usage		<input type="checkbox"/>	<input type="checkbox"/>
9. Routine Forms: Accuracy Completeness		<input type="checkbox"/>	<input type="checkbox"/>
10. Report Writing: Organization and Detail		<input type="checkbox"/>	<input type="checkbox"/>
11. Report Writing: Appropriate Time Used		<input type="checkbox"/>	<input type="checkbox"/>
12. Report Writing: Grammar/Spelling		<input type="checkbox"/>	<input type="checkbox"/>
13. Investigation Skills		<input type="checkbox"/>	<input type="checkbox"/>
14. Interview/Interrogation Skills		<input type="checkbox"/>	<input type="checkbox"/>
15. Problem Solving/Decision Making		<input type="checkbox"/>	<input type="checkbox"/>

**KNOWLEDGE**

16. Departmental Policies/Procedures		<input type="checkbox"/>	<input type="checkbox"/>
17. Penal Code, Code of Criminal Procedures, ABC Code		<input type="checkbox"/>	<input type="checkbox"/>
18. Transportation Code		<input type="checkbox"/>	<input type="checkbox"/>

**ATTITUDE**

19. Acceptance of Feedback		<input type="checkbox"/>	<input type="checkbox"/>
20. Attitude Toward Police Work		<input type="checkbox"/>	<input type="checkbox"/>
21. Relationship with Public in General		<input type="checkbox"/>	<input type="checkbox"/>
22. Relationship with Ethnic Groups		<input type="checkbox"/>	<input type="checkbox"/>
23. Relationship with Officers and Supervisors		<input type="checkbox"/>	<input type="checkbox"/>

**APPEARANCE**

24. General Appearance		<input type="checkbox"/>	<input type="checkbox"/>
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(PO enters rating number in left column)

MINUTES OF REMEDIAL TRAINING/PHASE EXTENSION TIME: \_\_\_\_\_ (Day to Day RT – Explain under Narrative Comments)

DATE: \_\_\_\_\_

**NARRATIVE COMMENTS**

(Use category numbers (1-24) to reference your narrative comments)

**Most Acceptable Performance for the Week:**

**Least Acceptable Performance for the Week:**

**FTO Review (list case numbers, citation numbers, or other items completed):**

**Shift Supervisor (PO weekly Interview / Signature):** \_\_\_\_\_

**Probationary Officer:** \_\_\_\_\_

**Field Training Officer:** \_\_\_\_\_

SEE ATTACHED SUPPLEMENT (IF BOX CHECKED)



**THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM  
\* END OF PHASE REPORT \***



END OF PHASE

PHASE/WEEK: \_\_\_\_\_

SHIFT: \_\_\_\_\_

PROBATIONARY OFFICER: \_\_\_\_\_ FTO: \_\_\_\_\_

DATE: \_\_\_\_\_

DISTRICT: \_\_\_\_\_ Assignment or Reason for No Evaluation: \_\_\_\_\_

**RATING INSTRUCTIONS:** Rate observed behavior on the scale below using the numerical value definitions contained in the **standardized evaluation guidelines**. You **must** comment on the **most** and **least acceptable** performance of the day or week. Specific comments are required for all ratings below "3", above "6" and "N.R.T." (Not Responding to Training). Check the "N.O." (Not Observed) box if a category is not observed. Check "N.R.T." box if the Probationary Officer fails to respond to training.

Rating Scale:	<b>Unacceptable</b> ↓		<b>Acceptable</b> ↓		<b>Superior</b> ↓
	1	2	3	4	5
		6	7		

<b>PERFORMANCE TASKS</b>	<b>RATING</b>	<b>N.O.</b>	<b>N.R.T.</b>
1. Driving Skills		<input type="checkbox"/>	<input type="checkbox"/>
2. Orientation/Response Time to Calls		<input type="checkbox"/>	<input type="checkbox"/>
3. Field Performance		<input type="checkbox"/>	<input type="checkbox"/>
4. Self-Initiated Field Activity		<input type="checkbox"/>	<input type="checkbox"/>
5. Officer Safety		<input type="checkbox"/>	<input type="checkbox"/>
6. Verbal Control		<input type="checkbox"/>	<input type="checkbox"/>
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9. Routine Forms: Accuracy Completeness		<input type="checkbox"/>	<input type="checkbox"/>
10. Report Writing: Organization and Detail		<input type="checkbox"/>	<input type="checkbox"/>
11. Report Writing: Appropriate Time Used		<input type="checkbox"/>	<input type="checkbox"/>
12. Report Writing: Grammar/Spelling		<input type="checkbox"/>	<input type="checkbox"/>
13. Investigation Skills		<input type="checkbox"/>	<input type="checkbox"/>
14. Interview/Interrogation Skills		<input type="checkbox"/>	<input type="checkbox"/>
15. Problem Solving/Decision Making		<input type="checkbox"/>	<input type="checkbox"/>

**KNOWLEDGE**

16. Departmental Policies/Procedures		<input type="checkbox"/>	<input type="checkbox"/>
17. Penal Code, Code of Criminal Procedures, ABC Code		<input type="checkbox"/>	<input type="checkbox"/>
18. Transportation Code		<input type="checkbox"/>	<input type="checkbox"/>

**ATTITUDE**

19. Acceptance of Feedback		<input type="checkbox"/>	<input type="checkbox"/>
20. Attitude Toward Police Work		<input type="checkbox"/>	<input type="checkbox"/>
21. Relationship with Public in General		<input type="checkbox"/>	<input type="checkbox"/>
22. Relationship with Ethnic Groups		<input type="checkbox"/>	<input type="checkbox"/>
23. Relationship with Officers and Supervisors		<input type="checkbox"/>	<input type="checkbox"/>

**APPEARANCE**

24. General Appearance		<input type="checkbox"/>	<input type="checkbox"/>
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(PO enters rating number in left column)

MINUTES OF REMEDIAL TRAINING/PHASE EXTENSION TIME: \_\_\_\_\_ (Day to Day RT – Explain under Narrative Comments)

DATE: \_\_\_\_\_

**NARRATIVE COMMENTS**

(Use category numbers (1-24) to reference your narrative comments)

**Categorical Progress made during Phase:**

- 1)
- 2)
- 3)

**Categorical "Needs for Improvement" during Phase:**

- 1)
- 2)
- 3)

**FTO Comments/Opinions of PO progress or needs for RT:**

- RECOMMEND P.O. CONTINUE TO NEXT PHASE
- DO NOT RECOMMEND P.O. CONTINUE TO NEXT PHASE

**Probationary Officer:** \_\_\_\_\_

**Field Training Officer:** \_\_\_\_\_

End of Phase Evaluation Review:

Comments:

Shift Sergeant: \_\_\_\_\_

Comments:

Patrol Command Staff: \_\_\_\_\_

- SEE ATTACHED SUPPLEMENT (IF BOX CHECKED)



**THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM  
FIELD TRAINING CRITIQUE**



NAME: \_\_\_\_\_ BADGE: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Is there anything in the FTO Program that you were not taught that you feel you should have been?
  
2. Can the Academy do anything different to prepare a Police Officer for entry into the Field Training Program? PLEASE BE SPECIFIC:
  
3. Do you have any suggestions for improvement in the FTO Program
  
4. Were you ever placed in an element with someone other than a Field Training Officer? Please explain.
  
5. Do you feel that after 15 weeks of Field Training, you can competently perform the duties of a University of Texas System Police Officer, or do you feel you need additional time?
  
6. How do you feel about your chosen career as a University of Texas System Police Officer?

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PLEASE CONTINUE OR ADD ADDITIONAL NARRATIVE ON THE "ADDITIONAL COMMENTS" SHEET.

NAME: \_\_\_\_\_ BADGE: \_\_\_\_\_ DATE: \_\_\_\_\_

ADDITIONAL COMMENTS:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_





**THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM  
REQUEST FOR INTENSIVE REMEDIAL TRAINING**



DATE:	
POLICE OFFICER:	
FIELD TRAINING OFFICER:	

DESCRIBE WEAKNESS OR DEFICIENCY:

DESCRIBE CORRECTIVE ACTIONS TAKEN TO DATE AND RESULTS:



**THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM  
REMEDIAL TRAINING PLAN**



DESCRIBE TRAINING PLAN TO BE FOLLOWED DURING EXTENSION:

FIELD TRAINING OFFICER: \_\_\_\_\_ DATE: \_\_\_\_\_

DO NOT CONCUR:  CONCUR:

\_\_\_\_\_  
FIELD TRAINING COORDINATOR

\_\_\_\_\_  
PATROL DIVISION COMMANDER



THE UNIVERSITY OF TEXAS SYSTEM POLICE DEPARTMENT  
FIELD TRAINING OFFICER PROGRAM



TO: \_\_\_\_\_, Chief of Police  
FROM \_\_\_\_\_, FTO Coordinator  
SUBJECT: **Termination: Police Officer -**  
DATE:

I have reviewed the letter to Officer \_\_\_\_\_ advising of his termination. It is in the correct form.

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FTO Coordinator