

<p align="center"><b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b></p> <p align="center"><b>LESSON PLAN</b></p>		
<p><b>COURSE TITLE:</b> Field Training Officer Program Refresher</p> <p><b>LESSON TITLE:</b> Scenario Feedback</p>		
<p><b>New or Revised Course</b> <span style="float: right;"><b>[ ] New</b> <b>[X] Revised</b></span></p> <p><b>Prepared By:</b> Police Officer Tarsha Taru <span style="float: right;"><b>Date:</b> 11/01/2021</span></p> <p><b>Academic Director Approval:</b> Gary Cordner <span style="float: right;"><b>Date:</b></span></p>		
<b>PARAMETERS</b>	<p>Lesson hours: 1 ½ hours</p> <p>Class size: 20</p> <p>Space needs: Classroom</p>	<p><input type="checkbox"/> Entry-level</p> <p><input type="checkbox"/> Continuing Education</p> <p><input checked="" type="checkbox"/> Other</p>
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any)</p> <p>Attendees should have served as a certified FTO for at least one year. Before attending this course.</p>		
<p><b>LESSON HISTORY</b> (previous versions, titles if applicable) This lesson is intended to provide Certified FTOs practice with assessing and providing feedback to trainees during scenario-based training. This course is intended for the FTO refresher course.</p>		
<p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Given scenario-based training case studies, students will observe, evaluate, and provide constructive feedback to entry-level trainees per the criterion in scoring rubric.</li> <li>2. Given scenario-based training case studies, students will observe entry-level instructors providing feedback and discuss best assessment and feedback practices to the satisfaction of the facilitator.</li> </ol>	<p><b>ASSESSMENT TECHNIQUE</b></p> <ol style="list-style-type: none"> <li>1. Case Studies</li> <li>2. Case Studies</li> </ol>	

<p>3. Given a group activity, students will utilize the rubric to evaluate trainee performance and provide constructive feedback per the criterion.</p> <p>4. Through facilitated discussion, students will compare academy scenarios to field-based performance to the satisfaction of the facilitator.</p> <p>5. Through facilitated discussion, students will discuss step-by-step skill building from very basic and simple scenarios to more challenging ones to the satisfaction of the facilitator.</p>	<p>3. Group Activity</p> <p>4. Facilitated Discussion</p> <p>5. Facilitated Discussion</p>
<p style="text-align: center;"><b>COURSE DESCRIPTION</b></p> <p>This course focuses on evaluating trainees and providing constructive feedback per the criteria listed in the rubric. This course utilizes pre-recorded case studies of entry-level trainees engaging in live scenarios. In addition, there is a pre-recorded debriefing of an instructor providing feedback to trainees. Students will engage in discussions about best assessment and feedback practices.</p>	
<p style="text-align: center;"><b>MPCTC OBJECTIVES</b> (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>	
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <p><i>Scenario Feedback Lesson Plan</i>  <i>Scenario Feedback PowerPoint</i>  <i>Appendix A – Burglary Scenario Rubric</i>  <i>Appendix B – Burglary Scenario-Possible Responses</i></p>	
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> <p>Projector  Computer  <i>Appendix A – Burglary Scenario Rubric</i>  Chart Paper  Markers</p>	

<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <p><i>Appendix A – Burglary Scenario Rubric</i></p>
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Facilitated discussion, case studies, and group activity</p>
<p style="text-align: center;"><b>REFERENCES</b></p> <p><i>Entry-level scenario-based training lesson plans</i></p>
<p style="text-align: center;"><b>GENERAL COMMENTS</b></p> <p>The instructor should be a certified FTO with extensive knowledge and understanding of scenario-based training, as well as, evaluating and providing constructive feedback to entry level trainees.</p> <p>This course utilizes pre-recorded case studies of entry-level trainees engaging in live scenarios. In addition, there is a pre-recorded debriefing of an instructor providing feedback to trainees.</p>

### Lesson Plan Checklist (Part 1)


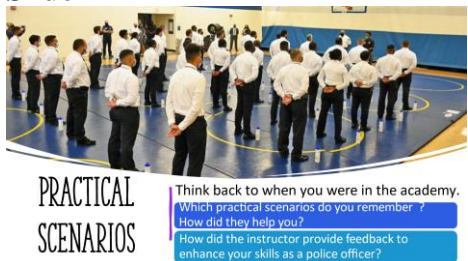
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
<b>Subject Matter Expert:</b> Officer Tarsha Taru	<b>Date:</b> 11/1/2021		
<b>Curriculum Specialist:</b> Dawn Peake  Danalee Potter	<b>Date:</b> 11/30/2021 2/25/2022 3/4/2022 3/23/2022		
<b>Reviewing Supervisor:</b> Sgt. Kara Gladden	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. Michael Brinn	<b>Date:</b>		

**COURSE TITLE:** Field Training Officer Program Refresher

**LESSON TITLE:** Scenario Feedback

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>I. ANTICIPATORY SET</b></p> <p><b>Slide 1</b></p> <p><b>SAY:</b> During this course, we will be reviewing basic entry-level scenarios. The scenarios that you will review today are what the training academy uses to assess training knowledge and performance.</p> <p>Scenarios are a good teaching tool and commonly used to transfer classroom knowledge to practical application. Your task of assessing trainees in the field is similar to E&amp;T's task of assessing POTs in scenarios during the police academy.</p>	<p><b>Time:</b> 5 minutes (Slides 1-2)</p> <p><b>Slide 1</b></p>  <p>Slide 1 features a dark blue background with a white rounded rectangle in the center. Inside the rectangle, the words "SCENARIO FEEDBACK" are written in a yellow, stylized font. Below this, in a smaller white font, is "Baltimore City Police Department".</p>
<p><b>Slide 2</b></p> <p><b>SAY:</b> Think back to when you were in the academy. With your group, take 2 minutes to discuss the following questions:</p> <ul style="list-style-type: none"><li>• Which practical scenarios do you remember?</li><li>• How did the scenarios help you?</li><li>• How did the instructor provide feedback to enhance your skills as a police officer?</li></ul> <p><b>SAY:</b> Let's have a few people share with the class.</p> <p><b>ASK:</b> Which practical scenarios do you remember?</p>	<p><b>Slide 2</b></p>  <p>Slide 2 features a photograph of police officers in white shirts and dark pants standing in a circle on a blue gymnasium floor. To the left of the photo, the words "PRACTICAL SCENARIOS" are written in a white, stylized font. To the right of the photo, there is a blue box with white text that reads: "Think back to when you were in the academy. Which practical scenarios do you remember? How did they help you? How did the instructor provide feedback to enhance your skills as a police officer?"</p> <p><i>The instructor should allow students to discuss in table groups for approximately 2 minutes.</i></p> <p><i>Once groups have discussed, the instructor should invite a few students to respond to each question for the class.</i></p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"><li>• Domestic violence</li><li>• Armed person</li><li>• Mobile Field Force</li><li>• Robbery</li></ul>



#### Slide 4

**SAY:** Scenario based learning uses interactive scenarios to...

- support learning strategies such as discussion and problem-solving.
- Provide trainees with feedback such as strengths and areas for improvement.

**EXPLAIN:** Entry-level trainees have several scenarios here at the academy in various areas of study such as law, report writing, de-escalation, and armed person. Generally, the way the training schedule is coordinated, scenarios are generally running twice a week.

If you went through the academy quite a while ago, it might have been true that scenarios were only used at the end. Now, scenarios are incorporated right from the beginning. Of course, initial scenarios are easier, less demanding. As the 30-week academy goes along, the scenarios become more complicated, challenging, and stressful.

#### Slide 4

##### PURPOSE OF SCENARIOS

##### Practical Scenarios...



#### Slide 5

**SAY:** Let's talk about constructive feedback and what a quality critique should include.

##### GROUP ACTIVITY

**SAY:** Using the chart paper provided to your group, create a list of what a quality critique should include. You have 3 minutes to work in your group. Be prepared to share.

**SAY:** Let's share what you recorded in your groups.

#### Slide 5

##### QUALITY FEEDBACK



Create a list of what a quality critique / constructive feedback should include.

*The instructor should assign groups of 4 and/or table groups. Allow about 3 minutes to record.*

*The instructor should have each group quickly share – 30 seconds or less.*

##### Possible Responses:

- Be positive and constructive
- Provide clarity
- Highlight the trainee's strengths and weaknesses



**SAY:** Here are some that you may have mentioned in your group.

**ASK:** How can the performance of past trainees impact or skew your ratings of a current trainee?

**ASK:** How can you avoid this?

**EXPLAIN:** Remember, we're not comparing the trainee to other trainees. We're rating the trainee based on their performance per an outlined criteria. Focus on their adherence to policy, tactics, knowledge of law, etc.

- Allow questions to be asked by the trainee

*Click to reveal additional desired responses on the slide.*



*The instructor should only reference the ones not mentioned by students.*

**Possible Responses:**

- Going from a struggling trainee to one who is average or above average could impact ratings because they are more proficient than the one before. The same goes for the opposite scenario – going from an above average trainee to one who is struggling.

**Desired Response:**

- It's critical to start each trainee with a clean slate.
- Avoid comparisons (*comparing one trainee to another*) and focus on the criteria.

## Slide 6

**SAY:** In this course, we are going to review pre-recorded case studies of entry-level BPD trainees engaging in practical scenarios. You will be tasked with evaluating the trainee and providing feedback addressing strengths, as well as recommendations for remediation. We will also view a pre-recorded debriefing between an instructor and a trainee.

Before we get started on the case studies, let's take a look at the scoring tool, or rubric, being utilized. You will be using this rubric to evaluate during this exercise. However, some of the categories that listed on this rubric are similar to what is listed on DOR (*Daily Observation Report*).

Some of the form similarities include:

- Radio Transmission
- Decision making
- Officer Safety
- Relationship / attitudes towards citizens

There are a few criteria which you are visually looking for and others where you need to listen in order to note whether it occurred or not.

The checklist contains basic skills that the trainee should demonstrate during the exercise. As you can see, there are quite a few criteria listed and each is evaluated as "Pass", "Fail", or "Marginal". For a passing rating, the trainee must be within policy, use proper tactics, and legally sound. A failing rating is usually indicative of you needing to intervene, take over, and/or poor enough to stop them. A marginal rating is given to trainees who could benefit from a review. While they didn't fail, their performance was borderline.

You will be both evaluating trainees by scoring on the rubric AND observing, simultaneously.

## Slide 6

### RUBRIC FOR SCENARIO A

Here is the rubric we are going to use to evaluate trainees.

There are a few criteria in which you are visually looking for and others where you need to listen in order to note whether it occurred or not.

Criteria	Look for	Listen for
1. Officer Safety		
2. Radio Transmission		
3. Decision making		
4. Relationship / attitudes towards citizens		
5. Legal		
6. Policy		
7. Tactics		
8. Overall Performance		

*The instructor should ensure students have a copy of the rubric shown on the slide.*

*The instructor should click once to reveal the "look for" purple circle and then click again to reveal the "listen for" purple circle on the slide.*

*Emphasize how students will be evaluating trainees by scoring on the rubric AND viewing, simultaneously.*

**EXPLAIN:** Familiarizing yourself with the scoring tool is critical for both yourself as the assessor and also for the trainee. The trainees will be activating their BWC, however, we will not be viewing it. When you are in the field with a trainee and you have doubts, there is always the chance to review BWC footage, however, for the purpose of this exercise, we will view the scenario once as if it were live.

**SAY:** Take a minute to review this rubric, independently.

**ASK:** Does anyone have any questions before we view the case study?

*The instructor should provide students with approximately 1 minute to review the rubric.*

*The instructor should answer questions students have regarding the rubric.*

### Slide 7

**SAY:** The scenario you will be observing is for a burglary in an apartment. Role-players and assessors are provided with this sheet outlining the specifics of the scenario.

As you can see, the tactics assessed are:

- Witness interview skills
- Communications
- BWC activation
- Report writing

Here's the specifics of the scenario before we observe:

*Call for a break-in at an apartment. Trainee arrives and homeowner is distraught. Homeowner reports that she came home from work and saw that the window was smashed to her apartment. Her possessions were thrown around her apartment. Her X-Box was stolen, along with some jewelry and other personal possessions. She has no idea who the suspect is and does not have a residential alarm system or cameras on the property.*

**SAY:** The trainee should identify the crime as Burglary 1st degree (*felony burglary*). The trainee should also collect the relevant details for a report and pull a CC#.

### Slide 7

## BURGLARY

### SCENARIO A: Apartment (Burglary)

**Personnel:** 1 role player (complainant)  
Tactics assessor

**Tactics Assessed:** Witness interview skills, communications, BWC, report writing

**SCENARIO:** Call for a break-in at an apartment. Trainee arrives and homeowner is distraught. Homeowner reports that she came home from work and saw that the window was smashed to her apartment. Her possessions were thrown around her apartment. Her X-Box was stolen, along with some jewelry and other personal possessions. She has no idea who the suspect is and does not have a residential alarm system or cameras on the property.

Trainee should identify the crime as Burglary 1st degree (felony burglary). Trainee should collect the relevant details for a report and pull a CC#.

### Slide 8 CASE STUDY: Scenario A

**SAY:** We are now going to view an actual pre-recorded scenario of entry-level BPD trainees engaging in a practical scenario of a burglary.

While viewing, complete your rubric independently. After viewing, you will work in groups to discuss the ratings each of you gave and develop constructive feedback in the comments section of the form.

Each group is responsible for completing the performance check and providing feedback in the comments section of the form.

While observing, please do not speak, raise your hand, or discuss with those around you. When observing scenarios, you must be alert.

**SAY:** Let's get started with the case study.

**SAY:** We're not going to discuss yet. Take 2 minutes to review what you scored and make any revisions/edits based on what you observed.

### Slide 8

CASE STUDY: SCENARIO A

**(Run time: 5 mins, 58 secs)**

*The instructor should emphasize that students will complete the rubric independently while observing. After viewing, students will then get into groups to discuss the ratings they gave and collaborate to develop constructive feedback in the comments section of the form.*

*Play the case study.*

*The instructor should provide 2 minutes for students to look over their ratings and make any revisions/edits.*

### Slide 9

#### GROUP ACTIVITY – T-Chart

**SAY:** We're now going to break into groups of 4. For the next 20 minutes, you and your group will discuss your observations, overall ratings, and generate constructive feedback in the comments section of the form. As you discuss, determine if anyone in the group rated a trainee as "failing" a criterion while others rated that same criterion as "passing". Engage in conversations about the reasons "why".

Create a T-Chart on your chart paper. The 1<sup>st</sup> column being any criteria discrepancies and the second column being your written feedback. Keep your written feedback to 5 sentences or less.

**Time: 20 minutes (Slide 9)**

### Slide 9

#### Group Activity

For the next 20 minutes, you and your group will discuss your observations and overall ratings.

As you discuss, determine if anyone in the group rated a trainee as "failing" a criterion while others rated that same criterion as "passing". Engage in conversations about the reasons "why".


As a group, you will generate constructive feedback in the comments section of the form.

Criteria	Discrepancy	Written Feedback
T-CHART		
Trainee 1		
Trainee 2		
Trainee 3		
Trainee 4		
Trainee 5		
Trainee 6		
Trainee 7		
Trainee 8		
Trainee 9		
Trainee 10		
Trainee 11		
Trainee 12		
Trainee 13		
Trainee 14		
Trainee 15		
Trainee 16		
Trainee 17		
Trainee 18		
Trainee 19		
Trainee 20		

*The instructor should assign students to groups of 4 and distribute chart paper and markers.*

*Example T-Chart:*

Criteria Discrepancy	Written Feedback

<p>Only 1 of you needs to write the constructive feedback. Be prepared to share.</p> <p>When you have 10 minutes left, I will remind you. At that time, you should move on to writing your constructive feedback in the comments if you haven't already done so.</p> <p><b>SAY:</b> Okay, time is up.</p>	<p><i>The instructor should note when there is 10 minutes left and remind students that they should be moving on to the constructive feedback section.</i></p> <p><i>As students are working in groups, the instructor should circulate around the room to both ask and answer questions and clear up any misconceptions as they arise.</i></p> <p><i>The instructor should provide time checks while students are working and assist with keeping students on track for timely completion.</i></p> <p><i>The instructor should stop students at 20 minutes. Depending on time, the instructor may choose to provide an additional 5 minutes, as needed.</i></p>
<p><b>Slide 10</b></p> <p><b>SAY:</b> Before each group shares out with the class, we are going to take a break.</p>	<p><b>Time:</b> 10 minutes</p> <p><b>Slide 10</b></p> <div data-bbox="974 1218 1412 1470">  <p><b>TAKE A BREAK</b></p> <p>When you return from break, each group will share their overall rating of the trainees and the constructive feedback.</p> </div> <p><i>The instructor should provide a 10-minute break.</i></p>

### Slide 11

**SAY:** We're now going to have each group share their overall rating and their group's constructive feedback to the trainees. Your group will have no more than 3 minutes to share with the class.

**SAY:** Let's start with Group 1.

**SAY:** Now the next group...

**SAY:** Great job, everyone!

**Time:** 30 minutes (Slides 11-14)

### Slide 11

#### RATING & CONSTRUCTIVE FEEDBACK

Did the trainees your group scored "pass"?

Which criteria, if any, did your group debate ratings?

What is your group's constructive feedback?

RATING & CONSTRUCTIVE FEEDBACK	
Criteria	Rating
Did the trainees your group scored "pass"?	
Which criteria, if any, did your group debate ratings?	
What is your group's constructive feedback?	

*The instructor should leave this slide up as a reference while students are sharing with the class.*

*Each group should be provided with no more than 3 minutes to share their rating and feedback with the class.*

*Continue until all groups have shared.*

#### Possible Responses:

- See Appendix B for possible responses and the discrepancy list below.

#### Instructor Notes:

*Throughout the discussion, the instructor should ask students to justify their rationales for ratings. The possible ratings/rationales are provided below for additional information.*

*As needed, the instructor should play back as proof, but emphasize that in the moment, you can't rewind or playback, so it's critical to pay close attention. The instructor should also emphasize viewing BWC footage, when possible, to confirm ratings.*

	<p><b>Areas of Possible Rating Discrepancies with Possible Rationales:</b></p> <ul style="list-style-type: none"> <li> <p>• <i>Proper Radio Use / Receives Call and calls 10-23 and 10-61 appropriately</i> <b>RATING:</b> F / M  <b>RATIONALE:</b> Trainee does call 10-23, but not 10-61.</p> </li> <li> <p>• <i>Activated BWC appropriately</i> <b>RATING:</b> F / P  <b>RATIONALE:</b> Trainee does not activate BWC. This should be a FAIL. Some FTO's may not notice whether the trainee did or did not. The instructor should point this out and replay scenario if proof is needed.</p> </li> <li> <p>• <i>Arrived with hands free and not distracted</i> <b>RATING:</b> F / M  <b>RATIONALE:</b> Primary had notes in hand entire time – safety concern. This should be a FAIL, however, some FTO's may note M and advise coaching to not carry notes as primary – have secondary take notes. Remind trainee that they can always view BWC.</p> </li> <li> <p>• <i>Determined whether an individual needs police/medical assistance and responds appropriately</i> <b>RATING:</b> F / M  <b>RATIONALE:</b> This should be rated M. The trainee actually did ask at the very end of the scenario. It is possible that FTO's may have missed this. The instructor should point this out and replay scenario if proof is needed.</p> </li> <li> <p>• <i>Obtained CC# before giving 309 Form</i></p> </li> </ul>
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**EXPLAIN:** Hopefully what you have realized is that assessing scenarios has a lot of moving pieces and there are quite a few criteria that you are looking/ listening for, and they can be easy to miss. Taking the time to reflect afterwards, independently, is crucial because once you start talking about what you observed with others, you may second guess yourself. Reflecting helps you to confirm why you rated a trainee the way you did and also brings about questions you may have.

**RATING:** F / M

**RATIONALE:** Either rating is possible, however, a passing rating is not acceptable. There is room for improvement.

- **Called 10-8 and 10-62 after they left the scene and obtained a CC# (if necessary) using proper oral code**

**RATING:** F / M

**RATIONALE:** Either rating is possible, however, a passing rating is not acceptable. There is room for improvement.

- **Determined value of items taken / Ser. #'s**

**RATING:** M / P

**RATIONALE:** This should be rated M. The trainee must ensure to get Ser. #'s.

- **Engaged in active listening**

**RATING:** M / P

**RATIONALE:** Either rating is possible, however, a failing rating is not acceptable. The instructor should note how this rating leans towards a more opinion-based rating. The instructor should point out how opinions can be detrimental in scoring.

- **Identified and attempted to interview witnesses**

**RATING:** F / M

**RATIONALE:** Either rating is possible, however, a passing rating is not acceptable. There is room for improvement.



**SAY:** As we experienced in this discussion, sometimes our rating does coincide with another officer's rating. This will happen, however, the difference between passing and failing is critical and one of the reasons for this training. This was an example of range-finding. It is critical to remove "opinions" as much as possible. Again, focus on the criteria, policy, and tactics when rating. Find opportunities for coaching, re-teaching, and practice for the trainee.

Also, as a reminder, when you are assessing trainees out in the field, you have BWC footage that you can review. With that extra resource, you'll be less likely to miss something, or mis-remember it.

**Slide 12**

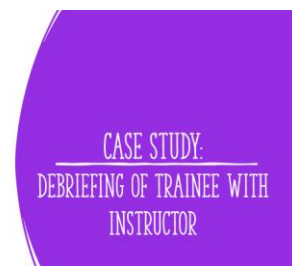
**CASE STUDY: Debriefing of Trainee w/ Instructor**

**SAY:** Now, let's take a look at the debriefing between the trainee and the instructor. Listen carefully to the constructive feedback provided by the instructor. Be prepared to discuss.

**ASK:** Overall, what did you notice?

**ASK:** How did the instructor focus on strengths?

**Slide 12**



**(Run time: 3 mins, 52 secs)**

**Possible Responses:**

- Didn't use foul language
- Began with positive
- Calm tone
- The instructor allowed the trainees to speak first with an overall guiding question of the call.
- Said, "Here are the things you all did well..."

**Possible Responses:**

- The instructor addressed positives first by saying, "Here are the things you all did well..." such as actively listening and being courteous.

**ASK:** How did the instructor address areas of need?

**Possible Responses:**

- Noted how the trainees knew to contact Crime Lab, however, they didn't use the correct 10-Code. This will reiterate for the trainee that they did the correct thing by contacting Crime Lab but need to work on proper 10-Code.
- Said to be sure to get details about every stolen item and how they did well with getting descriptions of the jewelry. The instructor noted why this is critical.
- Noted importance of establishing difference between commercial burglary and residential burglary when communicating on radio.
- Said to be sure to address concerns of victim by stating what was going to happen next, such as canvassing.
- Asked questions such as, "What would you have done next?"

**ASK:** How does asking questions such as "How would you have done \_\_\_ differently?" or "What would you do next?" beneficial when providing feedback?

**EXPLAIN:** Timely and specific feedback is critical for a trainee's growth and improvement. Not using foul language and/or being overly critical can be detrimental to progress. Think of it this way, if you're not speaking professionally to a trainee and yet attempting to give feedback, do you think they are actually able to truly hear what you have to say? Such behavior could also be continued by trainee on the street, which is not what we want. Trainees are more likely to be receptive when positives are addressed first. It's all about wording/phrasing. Trainees are used to being evaluated, so be sure to give full attention and be specific.

**Desired Response:**

- Asking questions allows for the trainee to demonstrate their knowledge as opposed to the FTO simply providing the correct actions. These questions are a form of assessment for the FTO, and such information can be utilized to enhance training.

### Slide 12

**SAY:** As a reminder, the academy requires trainees to go through scenarios that are a buildup of the skills they learn during phases 1-3 of the academy.

As the trainees slowly learn a skill, they are then incorporated/demonstrated in the scenarios. It is not an assessable skill if it has not been taught. So, when you are assessing the trainee during field training, be sure that is a skill that was taught or demonstrated through training before using scenarios as training tool while in the field.

When trainees first enter into field training be sure that you understand that their only real practice on citizens is when they enter into field training with you assigned as their FTO. The academy makes its scenarios as realistic as possible, but it's hard to replicate how real victims, witnesses, and suspects behave, including how unpredictable they can be.

### Slide 12



#### SCENARIOS IN THE ACADEMY

The academy requires trainees to go through scenarios that are a buildup of the skills they learn during phases 1-3 of the academy.

As the trainees slowly learn a skill, they are then incorporated/demonstrated in the scenarios. It is not an assessable skill if it has not been taught.

### Slide 13

**SAY:** Remember... BPD's Field Training Program is broken into 5 progressive phases. BPD's Field Training Program requires successful completion of each phase before moving to the next.

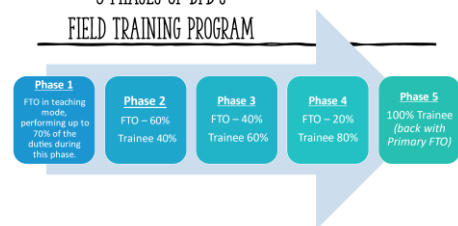
Just to refresh your memory, the training expectations are as follows:


- **Phase 1** - The FTO will be in teaching mode performing up to 70% of the duties during this phase.
- **Phase 2** - FTO Performing 60%, Trainee 40%
- **Phase 3** - FTO 40% Trainee 60%
- **Phase 4** - FTO 20% Trainee 80%
- **Phase 5** - 100% Trainee (*Trainee goes back with Primary FTO*)

**SAY:** When conducting assessments, you want to give positive and constructive feedback. The skills that you are assessing of the trainee should be things that they have learned in the academy and then had reinforced during field training. Your job is to assist with the application of police work in real-world scenarios in the field.

### Slide 13

#### 5 PHASES OF BPD'S FIELD TRAINING PROGRAM



<p><b>ASK (rhetorical):</b> How is that done? Use the Phases 1-5 Guide, increasing their load as the trainee progress through phases 1-5 of Field Training.</p>	<p><i>This is a rhetorical question – it does NOT require a response</i></p>
<p><b>III. REVIEW/EVALUATION/CLOSURE</b>  <b>Slide 14</b>  <b>SAY:</b> Remember...scenarios are derived from Knowledge and Skills already taught. So, when you are creating scenarios be sure they fit the trainee's skill level. Critiques are important so that trainees can capitalize on their skills and make improvements.</p> <p><b>ASK:</b> What questions do you have for me?</p>	<p><b>Time:</b> 2 minutes  <b>Slide 14</b></p>  <p><i>The instructor should answer as many questions as time allows.</i></p>

**APPENDIX A**  
***Burglary Scenario Rubric***  
 PAT152 –Practical 2- Property Reports  
 Grading Rubric: Police Tactics and Procedure

Initial Response	P/F/M	Victim Interview	P/F/M
Proper Radio Use / Receives Call and calls 10-23 and 10-61 appropriately		Obtained basic suspect information ( <i>name, if known, race, hair, clothing, height, weight</i> )	
Activated BWC appropriately		Determined what was taken from the location, and where it was taken from.	
Arrived with hands free and not distracted		Determined value of items taken/Ser.#'s	
<b>Arrival</b>		Wrote down only key details ( <i>not everything</i> )	
Determined whether a crime is/has been committed and responds appropriately		Obtained necessary information from victim (phone number(s), address, DOB)	
Determined whether an individual needs police/medical assistance and responds appropriately		Engaged in active listening	
		Identified and attempted to interview witnesses	
<b>Tasks on Scene</b>		Asked about cameras / security	
Addressed safety concerns		Area canvass mentioned	
Kept a calm atmosphere to conduct a proper interview.		<b>Professionalism</b>	
Ordered crime lab to the location		Introduced self ( <i>if practical</i> )	
<b>Conclusion</b>		Explained reason for encounter ( <i>if practical</i> )	
Obtained CC# before giving 309 form		Responded to questions ( <i>if practical</i> )	
Called 10-8 and 10-62 after they left the scene, Obtained a CC# ( <i>if necessary</i> ) using proper oral code		Was professional and courteous	

Ratings	
<b>P</b>	<b>Pass</b> For a passing rating, the trainee must be within policy, use proper tactics, and legally sound.
<b>F</b>	<b>Fail</b> A failing rating is indicative of instructor needing to intervene and/or take over. The trainee's performance is not within policy, legally sound, and/or trainee did not use proper tactics.
<b>M</b>	<b>Marginal</b> A marginal rating is given to a trainee who could benefit from a review. While they didn't fail, their performance was borderline with policy and tactics.

## APPENDIX B

### *Burglary Scenario – Possible Ratings*

PAT152 –Practical 2- Property Reports  
Grading Rubric: Police Tactics and Procedure

Initial Response	P/F/M	Victim Interview	P/F/M
Proper Radio Use / Receives Call and calls 10-23 and 10-61 appropriately	F / M	Obtained basic suspect information ( <i>name, if known, race, hair, clothing, height, weight</i> )	N/A
Activated BWC appropriately	F / P	Determined what was taken from the location, and where it was taken from.	M
Arrived with hands free and not distracted	F / M	Determined value of items taken/Ser.#'s	M / P
<b>Arrival</b>		Wrote down only key details ( <i>not everything</i> )	P
Determined whether a crime is/has been committed and responds appropriately	P	Obtained necessary information from victim (phone number(s), address, DOB)	P
Determined whether an individual needs police/medical assistance and responds appropriately	M (asked at end)	Engaged in active listening	M / P
		Identified and attempted to interview witnesses	F / M
<b>Tasks on Scene</b>		Asked about cameras / security	P
Addressed safety concerns	P	Area canvass mentioned	M
Kept a calm atmosphere to conduct a proper interview.	M	<b>Professionalism</b>	
Ordered crime lab to the location	P	Introduced self ( <i>if practical</i> )	P
<b>Conclusion</b>		Explained reason for encounter ( <i>if practical</i> )	P
Obtained CC# before giving 309 form	F / M	Responded to questions ( <i>if practical</i> )	P
Called 10-8 and 10-62 after they left the scene, Obtained a CC# ( <i>if necessary</i> ) using proper oral code	F / M	Was professional and courteous	P

*\*Highlighted criteria indicates possible discrepancies of ratings. The instructors should address these discrepancies and discuss reasons why. Possible rationales are noted in the Instructor Notes of the lesson plan.\**