



# Field Training Plan

Revised December 2020

# Table of Contents

Executive Summary.....	3
Best Practices in Field Training .....	4
San Jose and Reno Models .....	4
National and State Standards .....	4
Consent Decree Requirements .....	5
Current BPD Field Training .....	5
Structure and Process .....	5
Selection and Training of FTOs .....	6
Program Administration .....	6
Planned Changes to BPD Field Training .....	7
Appendices	
Appendix A: Field Training Phases .....	10
Appendix B: Job Descriptions .....	13
Appendix C: FTO Recruitment & Selection .....	16
Appendix D: FTO Training .....	23
Appendix E: FTO Duties, Roles & Qualities .....	29
Appendix F: FTO Performance Evaluation .....	34
Appendix G: FTO Resignation & Termination .....	37
Appendix H: Evaluating Trainees .....	38
Appendix I: Remedial Training .....	58

## Executive Summary

This BPD field training plan outlines enhancements to the existing program to provide patrol officers with the skills and knowledge to mentor, coach, and lead Police Officer Trainees (POTs) through the BPD Field Training Program. The Field Training Officer (FTO) School will consist of 40 hours of instruction through facilitated discussion, and the application of material in practical and analytical scenario exercises. Upon successful completion of the school, trainees will have exceeded the requirements for FTO certification through the Maryland Police and Corrections Training Commission (MPCTC).

Improvements to the program will include additions and/or modifications to the FTO School curriculum, including training blocks, scenarios, tests, and/or lessons on the following topics:

- Community policing, problem-solving, First and Fourth Amendment case law, policies, and procedures.
- Core competencies of the FTO, including duties, roles, and expected qualities.
- Core competencies expected of recruits, evaluation methods used to document competencies, and behavioral descriptions of competencies corresponding to a rating scale.
- Adult learning principles and training and intervention techniques catering to adult learners.
- Recognition of recruits' learning styles, life contexts, and any physical/emotional stressors that could impact performance.
- Remedial training methods and documentation procedures.
- Reporting procedures and deadlines for validating progress through field training.
- Civil and agency liability issues associated with being an FTO, and techniques for mitigating such liability.
- Sexual harassment, discrimination, fraternization, and favoritism in the FTO-trainee relationship.
- Test/scenario development strategies for FTOs.

In addition, this training plan calls for the review and refinement of the following Field Training documentation:

- Policy 212, *Field Training and Evaluation Program*
- Daily Observation Reports (DOR)
- Phase Summary Reports
- Remedial Training Plans
- Recruit checklists
- Recruit evaluations of FTOs.

The training plan also addresses the challenge of recruiting patrol officers to take on the additional responsibility of training and evaluating POTs. This is an essential component of the field training program, which currently relies on officers volunteering to become FTOs. The field training program must also have in place a system to monitor the effectiveness and contributions of FTOs. This will be accomplished through the regular supervision of FTOs and feedback from POTs.

Field training is an essential tool for changing the culture of BPD. A successful Field Training Program develops FTOs and trainees into professional, accountable role models for patrol officers throughout the agency.

Appendices A through I describe field training according to its operational structure, and set forth the processes concerning FTO recruitment and selection, training, work duties, performance management, and separation. The appendices also include any relevant rubrics or guidelines for the various forms of evaluation which take place over the course of field training.

## Best Practices in Field Training

Formal field training for police academy graduates was developed within the police field in the 1970s. Today, it is considered a necessary step between academy training and new officers being ready to perform effectively on their own.

### San Jose and Reno Models

The San Jose Police Department in California is credited with initially developing formal field training in the 1970s. The model, still widely in use today, was based on two key ingredients: (1) carefully selected and trained Field Training Officers (FTOs) to whom academy graduates are assigned; and (2) a systematic process for evaluating whether trainees can perform patrol officer duties successfully, in the field. The model incorporated standard evaluation guidelines (SEGs), specific categories of performance, checklists, and rating scales. In order to complete field training, trainees had to demonstrate satisfactory performance in every category.

In the early 2000s several police departments began developing a variation of the San Jose Model that placed more emphasis on adult learning, problem-based learning, coaching, and mentoring. One reason for this was that training in the police academy was beginning to shift more toward adult-learning techniques, so field training methods needed to adjust as well. In addition, agencies were trying to implement community policing and problem-oriented policing and were recognizing that these approaches to police work needed stronger attention in field training. A leading agency in developing this model of field training was the Reno Police Department in Nevada.

### National and State Standards

The Commission on Accreditation for Law Enforcement Agencies (CALEA) has administered an accreditation program for law enforcement agencies since 1979. One of the many standards that agencies hoping to become accredited must meet, Standard 33.4.3, applies to field training:

---

33.4.3. A written directive establishes a field training program for all newly sworn officers with a curriculum based on tasks of the most frequent assignments with provisions for the following:

---

- a. field training of at least 160 hours for trainees, outside of the required classroom training;*
- b. a selection process for field training officers;*
- c. supervision of field training officers;*
- d. liaison with the academy staff, if applicable;*
- e. training and in-service training of field training officers;*
- f. rotation of recruit field assignments;*

- 
- g. guidelines for the evaluation of recruits by field training officers; and*
  - h. reporting responsibilities of field training officers.*

The State of Maryland regulates law enforcement through the Maryland Police and Corrections Training Commission (MPCTC) and the Code of Maryland Regulations (COMAR). These are the specific state regulations pertaining to police field training:

- 240 hours (6 weeks) minimum field training for police academy graduates.
- At least 90% of the 240 hours of field training must be with a FTO or officer of supervisory rank.
- FTOs must be approved by MPCTC;
  - Must have been a police officer for at least 2 years;
  - Must complete a minimum 21-hour approved FTO course; and
  - Must complete at least 7 hours of approved training related to FTO duties every 4 years.
- Agencies must have a written field training policy.
- Agencies must create and maintain documentation related to field trainees, FTOs, and FTO training.

## Consent Decree Requirements

The Baltimore Consent Decree has two paragraphs pertaining specifically to field training:

301. BPD will develop a plan to enhance its FTO program for new recruits in order to attract and retain sufficient numbers of suitable FTO officers. The FTO plan will incorporate established standards for police training officer programs, including effective methods of adult education, and problem-based learning methods. BPD's plan will include eligibility criteria and methodology to select FTOs based on written applications, performance evaluations, previous performance as police officers, and disciplinary histories. The plan will include a mechanism for recruits to provide confidential evaluations regarding the quality of their FTO training.

302. BPD agrees to ensure that all FTOs receive a minimum of 40 hours of initial training, as well as necessary refresher training, consistent with the Training Plan, after one year of participation in the program. The training will address management and supervision; community-oriented policing; effective problem-solving techniques; and field communication. FTOs will be required to maintain, and demonstrate on a regular basis, their proficiency in managing recruits and subordinates, practicing and teaching community-oriented policing, and solving problems effectively. BPD will maintain current documentation of FTOs' evaluations and training in the training data tracking system, and remove or add FTOs as appropriate and necessary.

## Current BPD Field Training

Current BPD field training meets and exceeds many of the practices outlined above. This section describes current BPD field training practice, while the following section identifies changes that will be made to fill gaps and otherwise improve the program.

## Structure and Process

BPD has a written policy on field training that was updated in 2016. The policy describes the field training program in detail, including FTO eligibility criteria and the duties and responsibilities of FTOs, District Coordinators, District Commanders, and others.

BPD field training is 400 hours (10 weeks), far exceeding state and national minimum standards. Trainees matriculate through a 5-phase field training period (see Appendix A) during which they are with FTOs or supervisors at least 240 hours, plus at least 80 hours behind the wheel of a patrol car. Trainees are systematically rated on 27 categories of performance using Standard Evaluation Guidelines (SEGs) (see Appendix H). Trainees who do not perform satisfactorily are given remedial training (see Appendix I) and may be reassigned to different FTOs to see if that improves their learning and performance. Ultimately, if trainees do not demonstrate acceptable performance in all categories, their employment is terminated.

BPD currently has 90 FTOs. This number is not sufficient since there are usually two classes of police academy graduates overlapping in field training at any time, which equates to 70-100 field trainees needing FTOs. The number of serving FTOs also fluctuates due to officers (FTOs) being promoted to sergeant or being selected for non-patrol assignments, both of which make them ineligible to continue serving as FTOs. In addition, FTOs need breaks between field trainees and some become unavailable due to vacation, sick, family, military, or other leave.

## Selection and Training of FTOs

Currently, officers are required to have three years of experience before being eligible to apply to become a FTO, exceeding the state's two-year experience requirement. Interested officers complete a written application form that must include positive recommendations from their immediate supervisor, lieutenant, and district commander. The applicant's disciplinary record is then checked for any sustained actions according to the FTO selection standards described in this document. If the applicant is deemed eligible, they are scheduled to attend the next available FTO School.

BPD conducts its own 40-hour FTO School that meets MPCTC curriculum requirements and exceeds the state's minimum 21-hour requirement (see Appendix D). BPD also conducts its own 7-hour FTO "Recertification" course to meet state requirements and schedules officers to attend every two years, exceeding the state's requirement of every four years.

## Program Administration

Responsibility for the Field Training Program is divided between the Chief of Patrol's Office, the nine Patrol Districts, and the Education and Training Section (E&T). The Chief of Patrol's Office determines which academy graduates get assigned to which patrol districts for field training. The FTOs are patrol officers working in patrol districts, answerable through their chain of command to the Chief of Patrol. Similarly, field trainees are assigned to patrol districts and are responsible through the patrol chain of command. Each patrol district has a Field Training District Coordinator who arranges the assignment of individual field trainees to specific FTOs within the district, handles paperwork, solves problems, and serves as the liaison to E&T.

E&T is responsible for soliciting applications for FTO positions, scheduling and delivering FTO training, coordinating the Field Training Program between and across the patrol districts, and helping District Coordinators solve problems. E&T also collects paperwork from the nine districts in order to provide required documentation to MPCTC, which is necessary for successful field trainees to become fully certified police officers. In addition, the E&T Commander is currently the final decision maker on whether trainees have successfully completed field training or if their employment must be terminated, as well as retention or suspension of FTOs.

## Planned Changes to BPD Field Training

As noted, current BPD field training meets and exceeds many best practices, state requirements, and Consent Decree requirements. However, some gaps have been identified along with aspects of the program that can be improved and enhanced. These are outlined below:

1. BPD is committed to increasing the number of FTOs to 150. Additional incentives will be considered, such as increased pay, points in the promotion process, and priority access to new technology and equipment. Consideration will also be given to decreasing the required level of experience for FTO eligibility from three years to two years. Currently, officers are eligible for special assignment at two years, and eligible to test for promotion to sergeant at three years. Forcing officers to wait three years for FTO eligibility effectively eliminates many good candidates who have already left patrol (or are planning to apply for a special assignment) or are already competing in the promotion process.
2. BPD will tighten up the FTO selection process (see Appendix C). Although more FTOs are needed, it is crucial to screen out any candidates whose performance and professionalism is not up to BPD standards (see Appendix E). Specific criteria will be enumerated, and the revised application form will incorporate questions to be completed by the applicant's immediate supervisor and by the Public Integrity Bureau.
3. BPD will update and revise its 40-hour FTO School in 2021. Current lesson plans do not incorporate adult learning principles to the degree that is now expected of all BPD training. To some extent this is simply a matter of documentation, as the actual instruction in the FTO School has become more engaging and interactive in recent years than is reflected in the lesson plans. The curriculum also needs updating, however, to make sure it reflects BPD's commitment to de-escalation, critical decision making, community policing, problem solving, procedural justice, fair and impartial policing, peer intervention (EPIC), and the latest BPD policies related to use of force, stops, searches, arrests, lesser offenses, behavioral health, youth interactions, First Amendment activities, and so on. FTO candidates should already be very familiar with all of these topics from recent in-service training, and trainees will have studied them in the police academy, but the FTO curriculum needs to emphasize the FTO's role in further training and then evaluating trainees on all these matters.
4. BPD will add a 7-hour (one day) FTO Refresher course required for all FTOs as they complete their first year as a FTO. This is a requirement of the Consent Decree. The course will be designed to engage the FTOs in discussion of challenges they have faced and lessons they have learned that can be shared with other FTOs. Instruction will include tips and tricks,

- encouragement, and reminders about any new or revised BPD policies. An important objective of this course will be to remind FTOs of their role in BPD culture change, as well as to build and reinforce camaraderie among the FTO classmates, who may not have seen each other very often over the past year since they completed the FTO School and became FTOs.
5. BPD will update and revise its 7-hour FTO Recertification course that FTOs must attend every two years. This course will mirror the FTO Refresher in some respects, but also focus on those FTO duties and responsibilities that District Coordinators and E&T staff observe to be most challenging and frustrating for FTOs. Any current FTOs who did not attend either the FTO School or the FTO Recertification course in 2020 will be required to attend the Recertification course in 2021 in order to make sure that all FTOs are up-to-date on the new training schedule and FTO duties and expectations.
  6. E&T will schedule and deliver sufficient numbers of FTO Schools, FTO Refresher courses, and FTO Recertification courses to meet demand, meet MPCTC requirements, and help BPD reach and maintain the goal of 150 FTOs.
  7. BPD will revise and enhance the FTO evaluation process (see Appendix F). FTOs will be evaluated regularly by their trainees using a standard form and process. In addition, when annual sworn officer performance evaluations are completed, an addendum will be completed for those who are FTOs.
  8. BPD will implement standard processes for FTO resignations, suspensions, and terminations (see Appendix G).
  9. Field training core competencies, performance categories, and standard evaluation guidelines (SEGs) will be refined to better reflect 21<sup>st</sup> century policing and BPD's mission, values, and policies (see Appendix H).
  10. More responsibility for the Field Training Program will be shifted from E&T to the Chief of Patrol's Office, since both FTOs and field trainees are in the patrol chain of command. One sergeant in each patrol district will be designated as responsible for field training, providing consistent supervision for the officer-level Field Training District Coordinators. E&T's role will focus more on training, recordkeeping and certification, MPCTC liaison, and serving as a supporting resource to FTOs and District Coordinators.

BPD plans to implement most of these changes during 2021 and all of the changes by the end of 2022. The implementation schedule is presented in the following chart:

<b>Task</b>	<b>Explanation</b>	<b>Timetable/Deadlines</b>
BPD FTO Policy	Revise current FTO policy in accordance with the revised FTO Plan.	2021 Q2
FTO Certification Training (FTO School)	Revise and update current 5-day curriculum for new FTOs in accordance with the revised FTO Plan; enhance lessons and lesson plans to meet current E&T adult learning standards.	2021 Q2 – revise curriculum 2021 Q3 – offer new version of course



<b>Task</b>	<b>Explanation</b>	<b>Timetable/Deadlines</b>
FTO Recertification Training	Revise and update current 1-day curriculum required for FTOs every 2 years.	2021 Q3 – revise curriculum 2021 Q4 – offer new version of course
FTO Refresher Training	Create new 1-day curriculum required for new FTOs after their first year as an FTO.	2022 Q2 – create curriculum 2022 Q3 – offer course
FTO Incentives	Identify, approve, and implement additional FTO incentives.	2021 Q2
FTO Selection Process	Implement revised FTO selection process.	2021 Q1
FTO Evaluation Process	Implement revised FTO evaluation process.	2021 Q1
FTO Resignation, Suspension, and Termination	Implement revised FTO resignation, suspension, and termination processes.	2021 Q1
Field Training Core Competencies, Performance Categories, and Standard Evaluation Guidelines	Incorporate revised core competencies, performance categories, and standard evaluation guidelines (as identified in the revised FTO Plan) in FTO training and field training documents.	2021 Q1
FTO Administration	Implement shifted responsibilities from E&T to the Chief of Patrol's Office and Patrol Districts in accordance with the revised FTO Plan.	2021 Q1

# Appendix A

## Field Training Phases

Field training is a progressive system, and each phase is designed to elicit and correct certain skill deficiencies common to recruits. By maintaining distinct objectives for each phase, FTOs are able to prevent improper techniques and behaviors from becoming ingrained in their trainees. All progress is then documented in a phase summary report.

While in field training, the FTO-trainee team is not designated a primary response unit. This means that they are not obligated to respond to certain calls, and can roam freely within a district in search of the appropriate situations for training. However, the FTO-trainee team may respond to calls when other units are unavailable, or serve as back-up to certain calls at the request of a district supervisor.

To successfully pass each phase of training, recruits must receive acceptable scores in all of the categories listed on the Daily Observation Report (DOR), as well as complete any remedial training assigned to them. Remedial training plans are always forwarded to the Field Training Coordinator at E&T, and the FTO is responsible for briefing the next phase FTO on the performance of their particular recruit.

If a recruit fails to pass any phase within the allotted two-week period, they will be recommended for extended training, if eligible.

The following section outlines the structure and objectives of each of the five phases of training:

### Phase I

### Weeks 1 and 2

This phase is primarily instructional. The trainee will be assigned to an FTO designated as the “primary” field training officer (FTO). The first day of field training the District Coordinator will conduct an orientation. When the District Coordinator receives the trainee’s information sheet, they are to conduct a tour of the district, assign schedules, and complete any other administrative duties. Trainees will be required to complete DORs 1-8 during this phase.

The FTO will maintain an in-depth analysis of the trainee’s strengths and weaknesses. These assessments and evaluations will be conducted by the FTO and the trainee’s supervisor.

The FTO is expected to SHOW and CLOSELY guide the trainee through incidents for the first time. The trainee will be expected to handle the subsequent calls for service involving a similar incident, based on the opinion of the FTO, as the contact officer. This may dictate the FTO demonstrating a majority of skills during phase 1.

The FTO and trainee will both complete a written report as necessary during calls for service. The FTO’s report will be turned in while the trainee’s report will be corrected and returned to the trainee.

The FTOs will coordinate a weekly meeting with the trainee and the trainee’s supervisor to summarize training accomplishments and needs.

The FTO will keep detailed notes on the trainee's performance. The primary evaluation form will be the DOR. This report **will be** completed at the end of each workday by the FTO. DORs will be completed on a daily basis (working hours) until the end of field training.

The FTO will review the categories of the performance checklist with the trainee. The FTO should give an overview of each item and begin to validate (date and sign) items as performed/discussed. The trainee should be given every opportunity to perform each item on the list.

Weekly assessments will be completed by patrol supervision. These assessments will be based on DORs, interviews with the trainee, and consultation with the FTO.

The trainee will identify and discuss their Neighborhood Portfolio Exercise (NPE) with the FTO. The FTO will guide them on available resources to complete their project.

If the trainee has been shown/instructed on how to handle specific duties a sufficient number of times (usually three or more times) and has failed to attain a satisfactory performance level, the FTO will designate them as "Not Responding to Training (NRT)." All NRT will be detailed on a form 95 and Remedial Training Plan form.

## **Phase II**

## **Weeks 3 and 4**

The trainee will be assigned to a secondary FTO (as available). During Phase II, the trainee will take on an increasing amount of responsibility as the primary/contact officer (approximately 60% FTO, 40% Trainee). The FTO will determine the role of the trainee during each encounter. The secondary FTO will be briefed by the Primary FTO as to the progress and training needs of the trainee. The secondary FTO will review the DORs and weekly supervisor reports from the previous phase. The trainee should begin driving (if not already) and working towards further completing items enumerated on the performance checklist. The trainee will attend weekly evaluation meetings with supervision and any other meetings as directed by their FTO.

## **Phase III**

## **Weeks 5 and 6**

The trainee will be assigned to a third FTO (as available). During Phase III, the trainee will take on an increasing amount of responsibility as the primary/contact officer (approximately 40% FTO, 60% Trainee). The FTO will determine the role of the trainee during each encounter. The current FTO will be briefed by the prior FTO as to the progress and training needs of the trainee. The current FTO will review the DORs and weekly supervisor reports from the previous phase. During this phase the trainee will spend one day at the communications center.

The FTO is still expected to show the trainee how to be proactive and guide them through incidents. If a trainee shows a great deal of initiative, the FTO may rate the trainee as a solo officer. If the FTO had to conduct most of the patrol duties, then the trainee will receive an unsatisfactory rating for that category. If the trainee has been shown/instructed on how to handle specific duties several times and has failed to attain a satisfactory performance level, the FTO will assign a "NRT – not responding to training" score to the DOR and explain in the comments section of the DOR. The FTO should be progressing through the performance checklist to ensure ALL items are covered by Phase IV.

## Phase IV

Weeks 7 and 8

The trainee will be assigned to a fourth FTO (as available). During Phase IV, the trainee will take on an increasing amount of responsibility as the primary/contact officer (approximately 20% FTO, 80% Trainee). The FTO will determine the role of the trainee during each encounter. The current FTO will be briefed by the prior FTO as to the progress and training needs of the trainee. The current FTO will review the DORs and weekly supervisor reports from the previous phase.

The trainee should show greater independence from the FTO and attempt to handle calls upon initial approach. The FTO should step in and offer assistance as necessary, when the trainee no longer seems to be able to handle/complete the call. If the incident is critical in nature and the trainee lacks prior exposure, the FTO should control the scene and guide the trainee as to what needs to be done. The trainee should be self-initiating with more patrol duties. All performance checklist items should be reviewed and/or performed by the end of Phase IV. Any items remaining need to be coordinated with the next FTO for completion.

## Phase V

Weeks 9 and 10

**Shadow Phase.** The trainee will be assigned back to the Primary FTO. During Phase V, the trainee will have 100% of the duties. The returning primary FTO will be briefed by the fourth FTO of the progress and training needs of the trainee. The primary FTO will review the DORs and weekly supervisor reports from the previous phases.

The trainee is expected to have a good foundation of knowledge and skills to successfully complete calls for service and self-initiated calls. The FTO (with consultation and permission from District command) can wear plain clothes (with necessary weapons/safety equipment) during this phase to promote the trainee acting as a sole officer. The FTO should not have to prompt the trainee much by the end of this phase. There may be incidents that occur where the trainee has limited exposure: allow the trainee to make every attempt to handle the incident without the FTO's help. However, the FTO will assist when needed and continue to evaluate the trainee's performance as a solo officer.

At the end of this phase, the trainee will take a final examination where they must score a minimum of 70% to pass. Any incorrect answers on the exam must be corrected and explained by the trainee on a Form 95. If there are any outstanding skill deficiencies, these must be documented by the FTO and forwarded through the chain of command to the Chief of Patrol's Office for the consideration of further remedial training or termination. However, if a recruit passes phase five, district personnel will sign the *District Command Field Training Completion Form*, certifying that the recruit is eligible for their first assignment.

# Appendix B

## Job Descriptions

BPD has established the following duties and expectations as they relate to field training:

**1. Trainee** – An individual who has met the MPCTC requirements for basic police academy training and is qualified to enter field training. Also referred to as a probationary officer or police officer trainee (POT).

- Performs the duties of a police officer under the guidance of a Field Training Officer (FTO).
- Commits to learning as much as possible from every assigned FTO.
- Completes entries in the Recruit Manual on a regular and timely basis.
- Communicates promptly to the FTO any training performance concerns so the issues may be addressed in a forthright and prompt manner.
- Actively participates in any special training sessions the FTO Program schedules.

**2. Field Training Officer (FTO)** – A sworn officer who has met all of the qualification and training standards to discharge the duties of an FTO, and has been certified as such by MPCTC.

- Trains and evaluates POTs.
- Identifies remedial training needs of POTs, designs customized plan to address needs, and documents POT progress, success or inability to meet standards.
- Completes DORs.
- Seeks guidance and instruction from supervisors on how to improve their performance as an FTO.
- Reviews trainee evaluations/training plans and provides feedback.
- Reports on trainee job performance to supervisors.
- Coordinates the specific training plans for their trainee(s) with Field Training District Coordinators.

**3. Field Training District Coordinator (Patrol)**

- Completes, maintains, and coordinates trainee schedules during field training.
- Ensures that the trainee meets the required standards during field training; schedules days with communications section, district detective units (DDUs), and other sections/units as appropriate.
- Provides ongoing daily support to the efforts of FTOs to train/evaluate recruits.
- Ensures that FTOs are providing professional training/evaluation for recruits.
- Monitors FTOs for thoroughness, fairness, and objectivity when documenting recruits' performance in DORs.
- Assists FTOs with tailoring training to match the learning styles of individual recruits, as well as with customizing, as much as possible, any remedial training which may be needed.
- Ensures that FTOs are treating recruits with dignity and respect.
- Ensures the completion and accuracy of the FTO Book.
- Maintains a list of all district FTOs.

- On the first day of field training, conducts an orientation for trainees, providing them with an information sheet, schedules, lockers, tours of the district(s), and other administrative duties.
- Spends the last day of training with trainees and reviews trainees' DOR books; administers their final examinations.
- Reviews academy training records and consults with academy staff to determine recruits' training backgrounds.
- Schedules FTOs: assigns the primary and subsequent FTOs for each trainee.
- Reviews phase evaluations.
- Holds meetings with FTOs and/or FTO supervisors and trainees to identify and rectify training issues as necessary.
- Develops training remediation in conjunction with the Field Training Coordinator at E&T.
- Reviews and ensures that DORs are completed and submitted on time.
- Reviews FTO performance and makes recommendations for the retention or suspension of FTOs within their district(s).
- Manages termination requests with district commanders and the Chief of Patrol's Office, when necessary.

#### **4. Field Training District Supervisor (Patrol)**

- Ensures the field training and evaluation process is accomplished.
- Conducts meetings with the FTO on trainee progress.
- Makes recommendations to the Field Training District Coordinator relating to remedial training or other disciplinary actions that may be required.
- Periodically monitors actual field activity of the FTO and trainee.
- Provides additional written reports as necessary.
- Monitors the performance of FTOs and District Coordinators.
- Performs the duties of the District Coordinator in their absence.

#### **5. Field Training Coordinator (E&T)**

- Demonstrates ongoing support for BPD's mission, values, and vision.
- Communicates with the E&T Commander and Academic Director, on field training-related matters; serves as their designee when necessary.
- Maintains ongoing communication regarding recruits' performance with district coordinators and command officers, as well as with academy instructors, when appropriate.
- Ensures that proper field training documentation, such as DORs, remedial training plans (RTPs), and supervisory forms, are properly completed and submitted on time.
- Supports field training personnel, both in the field and at the academy, with advice and guidance.
- Maintains current list of MPCTC-certified FTOs.
- Develops, updates, and makes recommendations on field training materials and policies.
- Coordinates with districts to ensure that MPCTC requirements are fulfilled.
- Assists the Chief of Patrol's Office with field audits of the performance of district coordinators, FTOs, and trainees, as necessary.
- Ensures that original trainee field training files are complete and archived with the records section.

- Notifies MPCTC of field training completion and ensures that certification is obtained and issued.
- Implements and coordinates the FTO program.
- Holds meetings as necessary with district coordinators to evaluate the program and schedule events.
- Develops and coordinates FTO certification, recertification, and refresher training: scheduling, classroom booking, provision of classroom materials, and contacting instructors.
- Reviews and writes lesson plans.
- Reviews tests and learning materials.
- Addresses problems related to the Field Training Program.
- Provides updates and training to supervisors at in-service training.

# Appendix C

## FTO Recruitment & Selection

### FTO Selection Standards

BPD aspires to change departmental culture and FTOs are critical drivers of professional, constitutional and community oriented policing. As such, BPD has developed a set of minimum standards for becoming an FTO.

Any candidate intending to join the FTO corps must have, as of their date of application:

- Continuously served with the BPD upon academy graduation for at least two years.
- “Above average” or better job performance ratings for the last two years.
- No record of frequent or abusive sick time incidents within the last two years.
- No record of tardiness for the past year.
- Not received any sustained **adverse actions** as defined below:
  - Official reprimand or adverse action for using excessive force; violation of a BPD equal employment opportunity (EEO) policy, or an equivalent federal law or regulation.
  - Willingly and/or knowingly making any untruthful statement; falsifying any official record or report; misusing their official position, or unlawfully coercing an employee for personal gain or benefit.
  - Sustained adverse action for conduct resulting in a fine, a reduction in rank or pay, or a suspension of more than ten days within the last two years.
  - Sustained citizen complaints within the last three years.
- No pending adverse action(s) as defined above.
- An acceptable driving record, which includes no more than one preventable accident, as determined by the Crash Review Board, within the past year.
- Successfully completed all training mandated by BPD for all members of the applicant's current rank and assignment, including annual professional development, firearms requalification, and training in defensive tactics, driving, cardio-pulmonary rescue (CPR), automated external defibrillators (AED), procedural justice and community sensitivity, community policing, and interpersonal communications.
- A superior knowledge of BPD policies and procedures and the police district to which they are assigned.
- Excellent interpersonal and communication skills.
- Exhibited a commitment to police integrity, community policing, EPIC, de-escalation, constitutional policing, problem solving, least intrusive means, and generally, culture change in the department.
- Demonstrated an aptitude for instructing, training, and motivating adults in the acquisition of job-related knowledge and skills.
- The ability to complete reports and projects punctually.

Other desired qualifications include prior experience as an instructor, trainer, or educator, and/or job-related training and education completed in addition to BPD-mandated training.

### Applying to Become a FTO



Becoming an FTO at BPD requires recommendations from several levels of the chain of command. The prospective FTO must obtain positive referrals from his/her immediate supervisor, lieutenant, and the district commanding officer. The applicant must also be cleared by the Public Integrity Bureau using a new addendum to the application itself.

The application form includes comment boxes for the various reviewers to offer thoughts and observations on an applicant's performance and qualification to serve as an FTO. Applications are reviewed for completeness by the Field Training Coordinator at E&T and returned for any missing information.

The application process is as follows:

1. Members desiring to become a Field Training Officer (FTO) should review Policy 212 to determine if they meet eligibility requirements.
2. Members who meet eligibility requirements and who desire to become a FTO shall complete the Field Training Officer Application Form and submit the form to their immediate supervisor.
3. The applicant's immediate supervisor shall complete the "Sergeant's Evaluation and Comments" section of the application and submit the form to their Lieutenant.
4. The applicant's Lieutenant shall complete the "Lieutenant's Recommendation and Comments" section of the application and submit the form to their District or Unit Commanding Officer.
5. The applicant's Commanding Officer shall complete the "Commanding Officer's Recommendation and Comments" section of the application and submit the form to the District's Field Training Coordinator.
6. The District Field Training Coordinator shall review the application, obtain any missing information, and submit the form to the Field Training Coordinator at E&T.
7. The Field Training Coordinator at E&T shall review the form for completeness and applicant eligibility. If the applicant appears eligible to become a FTO, the Coordinator shall submit the PIB FTO Application Addendum to the Public Integrity Bureau (PIB) for determination of additional eligibility requirements.
8. The PIB shall complete the FTO Application Form Addendum and return it to the Field Training Coordinator at E&T.
9. The Field Training Coordinator at E&T shall communicate to the applicant on a Form 95 whether they have been determined to be eligible or ineligible to become a FTO.
10. The Field Training Coordinator shall advise eligible applicants of the dates of the next available FTO Certification course.

The current FTO Application Form, the new Sergeant's Evaluation addendum, and the new Public Integrity Bureau Questionnaire addendum are provided on the following pages.

## Current FTO Application Form

FIELD TRAINING OFFICER APPLICATION FORM	
<b>INSTRUCTIONS:</b> Complete each inquiry below. If not applicable, write "N/A". Applications should be returned to your District Field Training Coordinator. Candidates will be notified of the date and time for their scheduled interview.	
APPLICATION DATE:	<input type="text"/>
APPLICANT'S NAME:	<input type="text"/> <small>Last</small> <input type="text"/> <small>First</small> SEQ #: <input type="text"/>
E.O.D.:	<input type="text"/> CELL PHONE #: <input type="text"/>
ACADEMY GRADUATION DATE:	<input type="text"/> <small>Month</small> <input type="text"/> <small>Year</small>
LIST ANY TEACHING, TRAINING OR SUPERVISORY EXPERIENCE THAT YOU HAVE IN LAW ENFORCEMENT, MILITARY OR PRIVATE ENTERPRISE:	
<input type="text"/>	
PRESENT ASSIGNMENT:	<input type="text"/> SHIFT/LOC #: <input type="text"/>
PRESENT SUPERVISOR:	<input type="text"/> RANK: <input type="text"/>
IN THE LAST FIVE YEARS, HAVE YOU HAD ANY SUSTAINED EODS, IAS, OR CIU COMPLAINT?	
YES <input type="checkbox"/> NO <input type="checkbox"/>	
IN THE LAST TWO YEARS HAVE YOU HAD ANY PREVENTABLE ACCIDENTS?	
YES <input type="checkbox"/> NO <input type="checkbox"/>	
HAVE YOU PREVIOUSLY BEEN CERTIFIED AS AN FTO?	
YES <input type="checkbox"/> NO <input type="checkbox"/>	
STATE WHY YOU WOULD LIKE TO BE AN FTO:	
<input type="text"/>	
1	

## FIELD TRAINING OFFICER APPLICATION FORM

### SERGEANT'S EVALUATION AND COMMENTS

1. Does the FTO applicant possess the requisite knowledge to train a Police Officer Trainee?  
YES ☐ NO ☐
2. Does the FTO applicant possess sufficient good judgement to be a stabilizing influence on the Police Officer Trainee?  
YES ☐ NO ☐
3. Does the FTO applicant possess above average motivation for training and teaching a Police Officer Trainee?  
YES ☐ NO ☐
4. Does the FTO applicant understand the importance of proper documentation and will he or she be capable of completing this task?  
YES ☐ NO ☐
5. Does the FTO applicant possess the necessary leadership qualities to successfully train a Police Officer Trainee?  
YES ☐ NO ☐

Additional Comment:

SERGEANT'S NAME:

PRINT

SIGN

SEQ#

DATE:

## FIELD TRAINING OFFICER APPLICATION FORM

### LIEUTENANT'S RECOMENDATION AND COMMENTS

I recommend the above listed FTO applicant for the Field Training Officer Training Program.

YES ☐ NO ☐

Additional Comments:

LIEUTENANT'S NAME:

PRINT

SIGN

SEQ:  DATE:

### COMMANDING OFFICER'S RECOMENDATION AND COMMENTS

I recommend the above listed FTO applicant for the Field Training Officer Training Program.

YES ☐ NO ☐

Additional Comments:

COMMANDING OFFICER'S NAME:

PRINT

SIGN

SEQ:  DATE:

### FTO Application Addendum – Sergeant’s Evaluation

1. Has the applicant been rated above average or better on performance evaluations for the last two years?	Yes/No
2. Has the applicant had frequent unexcused tardiness incidents in the past year?	Yes/No
3. Does the applicant have an acceptable driving record, with no more than one preventable accident in the past year?	Yes/No
4. Does the applicant possess a superior knowledge of BPD policies and procedures?	Yes/No
5. Does the applicant possess a superior knowledge of the police district to which they are assigned?	Yes/No
6. Does the applicant display excellent interpersonal and communication skills?	Yes/No
7. Does the applicant exhibit a commitment to police integrity, including the code of ethics and duty to intervene?	Yes/No
8. Does the applicant demonstrate an aptitude for instructing, training, and motivating new officers?	Yes/No
9. Does the applicant complete reports and projects punctually?	Yes/No

## FTO Application Addendum – Public Integrity Bureau Questionnaire

Has the applicant received any sustained adverse action for a citizen complaint within the last three years?	Yes/No
Has the applicant received any of the following: official reprimand or adverse action for using unnecessary force; violation of a BPD equal employment opportunity (EEO) policy, or an equivalent federal law or regulation?	Yes/No
Has the applicant willingly and/or knowingly made any untruthful statement; falsified any official record or report; misused their official position, or unlawfully coerced an employee for personal gain or benefit?	Yes/No
Has the applicant received a sustained adverse action for conduct resulting in a fine, a reduction in rank or pay, or a suspension of more than ten days within the last two years?	Yes/No
Does the applicant have any <u>pending</u> adverse action(s) in any of the four categories listed above?	Yes/No

# Appendix D

## FTO Training

FTO School is divided into 20 distinct lessons. Each lesson is modeled after the Instructional Theory into Practice (ITIP) format adhered to by MPCTC. The performance objectives for each lesson are enumerated at the beginning of each lesson plan, and these objectives are categorized according to Bloom's taxonomy of learning (see figure 1 below).

For instance, the class on the core competencies of the FTO includes three objectives. The first two require students to identify and define concepts, which are best addressed through handouts and interactive Powerpoint lecture. For the last objective, where students must analyze a problem, facilitated discussion is the preferred vehicle for learning, as it allows students to confer with each other to arrive at solutions.

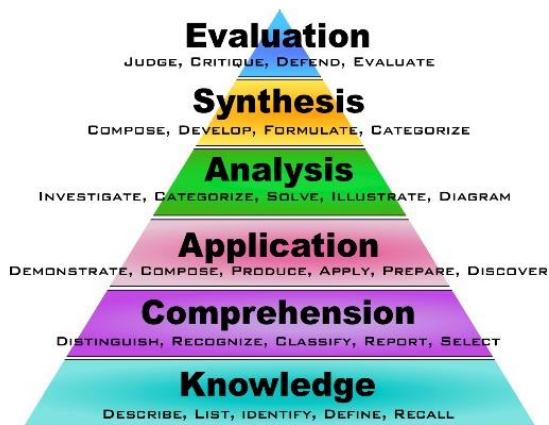


FIGURE 1 - BLOOM'S TAXONOMY OF LEARNING

Scenarios constitute a large part of FTO School. Designed to achieve all three types of goals (cognitive, psychomotor, and affective), scenarios force students to analyze, synthesize, and evaluate situations such as a trainee's response under pressure. The new scenarios to be incorporated under this reform will concentrate more on how to manage a trainee's behavior and actions in the field, rather than rely on existing "refresher" material, which FTOs should already know.

### Teaching Principles

Several adult learning principles will undergird BPD's development of the new FTO training curriculum. The first among these principles is a recruit's life experience, which is a factor that each FTO should take into consideration before choosing a teaching technique.

As adult learners, recruits bring a wide variety of life experiences into their field training. Previous professions, cultural affiliations, levels of education, and geographic places of upbringing are just a few examples. These are all areas of each recruit's life which can aid the FTO in achieving their overall goal of preparing the trainee to serve as a solo patrol officer.

The second principle behind BPD's new FTO training is that of the three domains of learning. That is to say, most people acquire knowledge and skills in one of three ways: cognitively, by reflecting and thinking about a problem in order to arrive at possible solutions; via affect, which includes the way people respond emotionally to what is being taught, and which functions around trustworthy relationships between teacher and learner; and through the psychomotor channel, which involves repeating tasks until the correct action for each problem becomes automatic for the learner.

Though it is true that one of these domains tends to dominate in most learners, in practice, individuals acquire knowledge and skills to varying degrees through all three. It is the responsibility of the FTO to identify the dominant method of learning for each of their recruits, and to then employ the most appropriate training technique, or combination thereof, given the scenario.

For instance, a recruit who learns primarily through the psychomotor domain would benefit from a demonstration of the point of impact during a traffic collision investigation. Another recruit who leans toward the cognitive domain may prefer to examine the disposition of the vehicles, the extent of the injuries of those involved, and the various accounts of the collision to reach a determination. Those who learn primarily through the affective domain might focus on the importance of being able to determine a point of impact so accurate reports are written to assist those who may be injured in a collision, traffic control designers have data they need, etc.

Collaboration with other FTOs also helps trainers better understand their trainees, and this will be emphasized in the new curriculum. When a recruit experiences difficulty handling certain situations, a fellow FTO can provide insight to the trainee's current FTO about more effective teaching methods. In fact, the BPD already holds a weekly FTO collaboration call to discuss such issues among their recruits.

## Coursework

E&T staff will teach members using a variety of instructional methods. The courses in FTO School introduce subject knowledge such as the functions of a patrol officer, but also build upon innate personal skills such as interpersonal communication. In all, the courses are designed to cover the competencies previously described elsewhere in this plan.

The primary role of the FTO is that of trainer. During FTO School, members will learn how to motivate trainees according to a mentorship model, and will apply adult learning principles to their training techniques. The specific style of instruction for each course will depend upon its unique objectives.

Many of the courses employ facilitated discussion to build knowledge. They then progress towards the application of that knowledge through scenario exercises and later, towards the technical analysis of certain situations. For instance, members are sometimes asked how they would react to a given scenario as a private citizen, a police officer, a supervisor, or some other member of the community. This leads to spirited discussion, which provides the basis for future lessons.

The initial modules of FTO School are informative in nature. These modules present COMAR regulations alongside legal liability issues—the latter taught by E&T's law instructors. Both modules follow the same lesson plan as that utilized during BPD Supervisor School, since the role of the FTO is similar. And both utilize Powerpoint presentations as the scaffolding for learners, with discussions serving to relay the material. Learner evaluations are conducted via multiple choice tests, direct questioning, and other feedback channels.

BPD's ethics class is a prime example of how the courses in FTO School leverage all three learning domains. It begins with definitions and examples (cognitive domain), and then presents three ethics "checks" used to assess situations for ethical behavior. Next, officers work on scenarios where they can apply these checks and demonstrate their proposed actions (psychomotor domain). And finally, they are separated into groups.



Each group is given the same realistic scenario to come up with questions and plan their actions. After the allotted time, a spokesperson from each group presents their solution to the problem. The other groups must then question each solution from the perspective of a supervisor, command staff, the press, community leaders, and the family of a victim. The ensuing discussion considers such factors as:

- Knowledge of resources available to handle the scenario.
- Group and individual decision-making.
- Organization and justification of decisions.
- Demonstration of leadership in a situation.
- Ability to relate to the scenario through a multicultural lens.
- Group and individual feelings about the scenario.

The latter portion of the ethics class engages the affective domain of learning, since each group must analyze and generate a solution by using effective interpersonal communication. Officers must express the values behind their proposed actions, and how those actions may affect the feelings of characters in the scenario.

The lesson on adult learning is another fitting example of how FTO School prepares members for mentorship. This lesson explains how POTs can be visual, auditory, or kinesthetic learners. They also provide guidance on how to create training materials suited to all three styles of learning. Officers learn how to determine a recruit's learning style, identify the impediments posed by that style, and how to behave in the field given such factors. Feedback models are also discussed in order to give officers an advantage when actually talking to recruits about their progress.

Towards the end of the adult learner lesson, the class is again broken into groups. Each group must choose a field task and create a training plan to "teach" to the other groups. They are given two options for training—the talk-through method, and the step-by-step method. Each group must choose the appropriate method for their task and write up a training plan. As in the ethics class, a spokesperson from each group then "teaches" the class and receives feedback. This exercise accustoms officers to tailoring their training plans to particular recruits.

In sum, FTO School is structured so that knowledge acquisition occurs during its initial stage, with instruction on training plan design occurring in later stages. However, the affective goal of FTO School remains the same: to instill a sense of purpose in its graduates, who will go on to become the primary vehicle for change.

## Legal and Liability Modules

The new FTO curriculum will incorporate a module on protecting FTOs and the agency from various forms of civil liability. Sexual harassment, discrimination, and civil rights violations are some of the claims that could negatively affect a member's career. To prevent this, several concepts will be introduced as described below.

### ***Negligence***

As an FTO, there is a series of tasks which, if improperly performed, could result in a "negligent" designation at BPD. One of these tasks is the **failure to train**, such as when FTOs are aware of trainee

skill gaps but fail to address them. Since every recruit has their own context as a learner, it is important for FTOs to understand that context in the interest of filling the recruit's evident skill gaps.

A **failure to supervise** occurs when, for instance, the FTO views their recruit as a work asset intended to relieve some of the burdens of their day-to-day functions. This is unacceptable for FTOs, since they are recruits' direct supervisors, charged with ensuring their smooth passage through the various stages of FTEP.

**Negligent supervision, training, and retention** are all related to FTOs' accountability to their own supervisors. Reporting is a critical element of the FTO's job, and as such, they must keep their supervisors apprised of recruits who may be incompetent, FTOs failing to fulfill their duties, or other program obstacles. Everyone involved in FTEP maintains an interdependent relationship with their chain of command, so it is essential that all parties remain informed. A weak link in the program can affect its entire operation, which means that keeping new employees who cannot effectively discharge their duties is as negligent as teaching recruits skills, concepts, or behaviors that are improper, illegal, or unauthorized.

There is also **negligent entrustment**, or providing the recruit with equipment or other police tools when they are unprepared or improperly trained for them. All recruits must be trained to both statutory and departmental standards before being authorized to use such tools, or practice any of their associated police skills.

### ***Risk Management***

The FTO must be adept in a variety of risk management techniques intended to reduce both personal and agency liability. The new curriculum will therefore instruct FTOs on how to recognize and report problems such as sexual harassment, hostile work environments, *quid pro quo* behavior, and discriminatory treatment (whether of disabled persons or protected groups), among others. FTOs must comprehend that if they are present during a breach of civil rights or departmental policy, they may be held liable if they fail to intervene and report such behavior.

For this reason, the new curriculum should include a review of recent settlements, judgments, and decisions related to the above topics. No FTO should be under the impression that these are rare or token occurrences in the workplace. They must become familiar with the set of entities, laws, and codes governing these affairs, namely:

- Maryland Law Enforcement Bill of Rights (LEBOR)
- Pre-discipline imposition hearings
- Due process hearings for probationary employees
- Federal Equal Opportunity Employment Commission (EEOC)
- Maryland Office of the Statewide Equal Employment Opportunity Coordinator
- Federal Fair Labor Standards Act (FLSA)
  - *c.f.* Overtime related to homework, equipment maintenance, etc.
- Union Memorandum of Understanding (MOU) and agency-specific policies.

Similarly, FTOs must exercise their risk management skills through case studies and scenarios related to hazing, fraternization with a recruit, favoritism, and sexual harassment. They must be able to demonstrate their understanding of the risks posed by such behavior, including complaints, biased

evaluations, and even termination. And they must grasp the four basic principles of risk management and how these tie into their functions as FTOs. These four principles are as follows:

- **Informing** – Tell the offending party of the possible consequences of their actions.
- **Reporting** – Report inappropriate behavior to a supervisor.
- **Involvement** – Do not become a party to the behavior.
- **Professionalism** – Maintain a professional relationship at all times, and do not allow the recruit to participate in questionable situations.

## Lesson Plans

FTO lesson plans are reviewed and updated at least every three years. MPCTC adheres to the *Instructional Theory into Practice* (ITIP) model for lessons, which has also been followed by BPD.

The FTO School lesson plans are due for review in 2021. The goal of E&T will be to modify these plans after a comprehensive review of their content against the standards of progressive field training models such as those of the Reno and San Jose police departments, respectively. As recommended by subject matter expert Rob Davis, course content will be amended to include more scenarios regarding the interpersonal challenges faced by FTOs while working with recruits. Topics such as conflict mediation, intercultural communication, and intervention strategies will be critical to this effort.

All FTO School candidates currently receive instruction in the following topics:

- History of field training (San Jose and Reno models)
- Code of Maryland Regulations (COMAR)
- Legal and liability issues in policing
- Roles, duties, and qualities of the FTO
- Recruit core competencies
- Common FTO challenges
- Interpersonal and intercultural communication
- Emotional intelligence
- Orienting trainees
- Ethics
- Adult learning principles
- Trainee evaluation
- Trainee counseling
- DOR Books
- Rules and regulations for trainees
- Problem-solving
- Fourth Amendment topics
- Community policing theory and applications
- Remedial training techniques and documentation requirements

## Instructional Resources

BPD hosts its own FTO School. Training classes take place at the police academy and are usually scheduled for mid-September through mid-November, as well as from January through April to avoid

the holiday season. E&T supplies the instructors and classroom equipment for the School. All instructors are certified by MPCTC to teach in their respective areas of expertise.

The Field Training Coordinator at E&T assigns the dates for each school and manages all relevant resources. FTO Schools are announced through agency e-mail and the Field Training District Coordinators.

The Field Training Coordinator at E&T is the primary instructor for the school and, if necessary, can teach all of its classes. However, the school is designed to bring in specialized instructors for various classes. For instance, law instructors can direct the courses on liability and Fourth Amendment rights much better than a general instructor. They not only possess the academic background, but the ability to answer specific questions during class.

Every FTO school requires a facilitator book for each student. This book is used in class for reference and as study material away from the classroom. The book typically contains PowerPoint slides and short narratives for each class. The book must be updated and printed prior to every class. This requires printer time, toner, and paper for in-house printing and binding material or three (3) ring binders.

The adult learner class has students complete a test to determine their learner type. The FTO School put on by MPCTC uses the "4mat Learning Type Measure" test to identify learner types. Each student takes the preprinted test and self-grades to determine their learner type. This test is copyrighted and cost approximately \$10 each. If this test is to be used in class, funds must be located, and the product ordered in a timely fashion for availability in class. The BPD school currently utilizes a free online test that was downloaded and printed for classroom use. This test identifies learners as V-visual, A-auditory, or K-kinesthetic.

# Appendix E

## FTO Duties, Roles & Qualities

FTOs must be a trainer, a mentor, an evaluator, and a leader.

### Duties

- Complete FTO school and FTO refresher training every two years.
- Possess the necessary knowledge of and skill in using adult learning techniques to effectively convey the material which recruits must master during their time in field training.
- Provide guidance and control of officers in the program.
- Ensure that each recruit develops and maintains a working knowledge of training materials.
- Prepare daily training for the recruit and assist with remedial training plans as necessary.
- Forward all reports in a timely manner to supervision.
- Keep abreast of any new information or best practices which could enhance field training.
- Foster safety awareness.
- Provide fair and objective evaluations of trainee performance.
- Maintain a current understanding of rules, regulations, state statutes, city ordinances, and departmental policies and SOPs.
- Attend weekly evaluation meetings to discuss the strengths, weaknesses, and training needs of assigned recruits. Formulate training plans in relation to each recruit's progress and weaknesses.
- Complete DORs at the end of each work shift. All DORs will be submitted within three (3) days of evaluation.

### Roles

#### 1. Role Model

The FTO serves as the training officer for the new or veteran officers working in patrol operations. Their performance must be an example for trainees to follow. Their actions must reflect the professional standards of law enforcement and provide a degree of supervision that is proportional to each trainee's skillset. The FTO assists in the development and implementation of instructional plans, and provides explanations, demonstrations, and clarification of patrol tactics and procedures.

The FTO's role revolves around coaching and mentoring trainees toward their goals by creating a positive environment for learning and giving timely accurate evaluation of the trainee's performance. FTOs should provide critique consisting of a holistic evaluation of a POT's strengths and weaknesses. FTO evaluations should always be supported with positive reinforcement and the encouragement to continue good performance, or with an adjustment of training techniques to meet the needs of each particular trainee.

FTOs must be flexible and adaptable. They are expected to guide and evaluate a diverse group of trainees. FTOs must be willing to change their routines and methods to assist trainees in myriad ways. A weak FTO has the potential to disrupt the entire training process. Therefore, FTOs must understand that

a great deal of trust and responsibility are attached to their role, and that every member of FTEP must be willing to accept it.

FTEP will groom the future leaders of the department. Within the next three years, new officers will comprise the majority of the patrol division. FTOs are in an ideal position to effect positive change within the department—as much or more than any other rank or position. The FTO should understand that the future success and culture of the department rely upon the quality of the FTEP. FTOs must accomplish this by modeling de-escalation and positive intervention, maintaining a professional demeanor and appearance, adhering to BPD Policy, and maintaining a positive attitude toward the department, its training programs, and the police profession.

#### **Snapshot – The FTO Role Model**

1. Maintains strong personal and professional values.
2. Leads, follows, and teaches by example.
3. Demonstrates cultural competency by interacting professionally with diverse people and communities.
4. Works with community members to solve problems in their district.
5. Respects and supports the values and objectives of community policing.

#### ***2. Teacher and Mentor***

FTOs have additional responsibilities beyond patrol when they are assigned a trainee. They must perform in an exemplary manner at all times because trainees will be watching all of their actions. They must slow their pace to review the purpose and details of every new encounter. FTOs must guide trainees through a comprehensive process which requires a blending of knowledge, skills, and good judgment.

All FTOs should establish a friendly, open, and professional rapport with the trainee. Rapport is extremely important for communication because people are not likely to share their ideas, questions, or feelings unless they feel that their listener is open and empathetic.

FTOs should believe that with the proper training and coaching, trainees can succeed in FTEP. Trainees need to believe and know that their FTOs want them to succeed. It is particularly important that an FTO maintain a positive and objective attitude toward a trainee who has not performed well. Their next FTO must similarly offer the trainee every opportunity to demonstrate their skills and avoid stereotyping them. An FTO's judgment should be supported by independent observations instead of rumors.

For these reasons, a trainee experiencing difficulty with one FTO should be reassigned to another. Many times, a change of FTO results in acceptable performance from the trainee. This is why the program employs several FTOs per trainee. Sometimes personality conflicts arise which can negatively affect training.

FTOs must anchor their expectations on the standardized guidelines of the training program. Trainees often perform at the level they believe is expected of them. A negative environment or passivity—waiting for the trainee to fail based on their past performance—will create doubt in the trainee's mind and actions. Effective mentoring and remedial training can help the trainee overcome their difficulties.

FTOs cannot avoid the consequences of their low expectations by merely hiding their feelings from the trainee. This is difficult to disguise because it is constantly conveyed through non-verbal communication. People often communicate the most when they think they are communicating the least. To say nothing,

for instance, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is not what the FTO says, but how the FTO behaves. Both the FTO and trainee can simultaneously achieve their goals through open, honest, professional, and positive attitudes.

#### **Snapshot – The FTO, Teacher and Mentor**

1. Does not consider the recruit an asset for reducing their own workload.
2. Dedicated to helping the recruit learn and accepts responsibility for their progress.
3. Reinforces positive attributes and accomplishments of each recruit.
4. Recognizes different learning styles and tailors training to each individual POT's style.
5. Understands how to guide and teach the recruit to lead.
6. Supports recruits in every way they can and reminds them of their commitment to learning.
7. Provides direction or assistance when needed.
8. Knows when to inform supervisors of persistent training problems.

#### **3. Evaluator and Counselor**

The FTO is expected to evaluate the performance of trainees based on the observed behaviors of trainees working in patrol. As a counselor, the FTO is expected to provide trainees with constructive criticism and suggestions for improved performance. As an evaluator, the FTO has decision-making influence over the retention or termination of new officers.

The FTO is required to submit Daily Observation Reports (DORs) and additional reports as required. FTOs will reference BPD's standardized evaluation guidelines (SEGs) when completing DORs. The patterns behind evaluations help reveal deficiencies that can be corrected with training. FTOs should utilize various teaching methods and identify multiple training resources to bring about the desired learning. This aspect of the job is time-consuming, but it is a priority in the training process.

Except for other FTOs, FTOs should not discuss their trainee's progress with personnel outside of their chain of command. Supervisors should ensure that both strengths and weaknesses are documented and discussed. They should also ensure that evaluations are based on direct observation and not on speculation.

#### **Snapshot – The FTO, Evaluator and Counselor**

1. Makes honest, objective assessments of recruits' behavior and performance.
2. Provides effective feedback on both strengths and weaknesses.
3. Allows recruits to practice and work through problems, providing hints/encouragement.
4. Maintains regular communication with the District Coordinator regarding strengths/weaknesses
5. Makes decisions during training as needed.

#### **4. Leader and Supervisor**

The FTO shall provide leadership and supervision to the trainee during field training. The trainee will closely monitor the FTO's actions; the FTOs' actions and decisions must be beyond reproach. An effective leader inspires a strong work ethic, sound decision-making, and ethical character.

The FTO will also be the direct supervisor of the trainee. They will assist with all forms and decisions to familiarize the trainee with BPD protocols. The trainee must learn to properly fill out a variety of reports and forms related to BPD policy, court appearances, and police work more generally. FTOs will review all documents prior to submission up the chain of command.

The FTO is under the obligation to override their trainees' participation in calls for service if any of the following are true:

- The trainee will commit an unlawful act (e.g. – detention or arrest).
  - The trainee will or has engaged in unreasonable, unnecessary, or disproportionate use of force.
  - The trainee will or has placed themselves and/or others in a position of possible harm or threat to personal safety.
  - The trainee is unable to respond or uncertain of what to do or how to accomplish the task(s) at hand.
  - The trainee is likely to or has seriously compromised the quality of law enforcement service delivery.
  - The trainee will or has behaved unprofessionally.
- The trainee cannot or will not make the proper decision(s) given exigent circumstances.

#### **Snapshot – The FTO, Leader and Supervisor**

1. Shares responsibility with recruits and is able to develop them professionally.
2. Establishes clear expectations and holds recruits accountable.
3. Develops and utilizes appropriate resources and acts as a change agent.
4. Models appropriate behavior at all times.
5. Serves as the first supervisor in the recruit's chain of command.
6. Sets goals for the recruit and oversees their daily work.

## **Qualities**

In addition to formal roles and duties, the FTO must strive to be a specific kind of person. The effective FTO is able to operate with empathy, respect ethics, and show a commitment to cultivating new officers. They must possess the following personal qualities:

### **Effective Communicator**

- Uses active listening skills.
- Remains calm.
- Is able to control both patrol and training situations.

### **Ethical**

- Demonstrates integrity at all times.
- Promotes good character.
- Displays professional values.
- Complies at all times with BPD policies and procedures.
- Grounds policing efforts in constitutional-based and bias-free policing.

### **Professional**

- Works with other FTOs and FTO program personnel to help the entire program succeed.
- Maintains a professional appearance and demeanor.
- Has a record of engaging in professional and positive community interactions and collaborations.

### **Knowledgeable**



- Maintains a working knowledge of current laws and BPD policy.
- Demonstrates an ability to apply knowledge properly.

#### **Experienced**

- Possesses a broad base of experience in BPD operations.
- Associates with other quality role models.
- Demonstrates an ongoing commitment to professional education.
- Is willing to ask questions when necessary.
- Knows where to go to find information.

#### **Courageous**

- Possesses moral courage, with a willingness to call out inappropriate behavior on the part of other department employees.
- Possesses physical courage, with a willingness to confront those who are harming others or present a threat to officers

#### **Thorough, Fair and Objective**

- Provides good training prior to engaging in fair and objective evaluation.
- Communicates clearly and effectively with different types of people.
- Sets proper goals and expectations for recruits.
- Provides immediate feedback whenever possible to ensure real-time training is provided to recruits.

#### **Committed**

- Understands that serving as an FTO requires more effort and takes more time than serving as a solo patrol officer.
- Willingly accepts responsibility for teaching and training recruits.
- Willingly coaches, mentors and nurtures each recruit.
- Respects the value of training.
- Recognizes the importance of enthusiastically endorsing the new direction the department to provide policing services in Baltimore, modeling this attitude for new recruits.

## Appendix F

### FTO Performance Evaluation

FTOs will be evaluated by both their trainees and immediate supervisors. These two levels of evaluation will work in synchrony. Trainee evaluations will occur on a biweekly basis as various trainees complete their phase cycles. In contrast, supervisor evaluations of FTOs will take place annually, as part of the sworn personnel evaluation process, formalizing the data collected through a fairly robust data set (each FTO has a new trainee every two weeks during the five-week program).

One problem facing the District Field Training Coordinators is the question of distribution. Because some FTOs work with a greater number of trainees than others, it is important that FTO coordinators attempt to assign an equal number of trainees to each member. This is a provision that will be incorporated into Policy 212 as part of its review.

FTOs will be evaluated in the following manner:

1. Immediate supervisors of FTOs evaluate FTO performance as part of the annual performance evaluation process for sworn personnel, using the FTO Sworn Evaluation Addendum.
2. District Field Training Supervisors collect and review FTO Evaluation Addendum forms, following up with supervisors as necessary to clarify any identified concerns, and then forward the forms through channels to the Chief of Patrol's Office.
3. Each trainee who completes a Field Training Phase with an FTO shall complete a Trainee Evaluation of FTO form and submit it to the District Field Training Coordinator.
4. District Field Training Coordinators collect and review Trainee Evaluation of FTO forms, following up with trainees as necessary to clarify any identified concerns, and then forward the forms through channels to the Chief of Patrol's Office.
5. The Chief of Patrol's Office reviews and compiles all Trainee Evaluation of FTO forms.
6. The Chief of Patrol's Office prepares a summary of FTO evaluations by trainees for each FTO in December of each year, masking trainee identities as much as possible. These summaries are provided to all FTOs, their immediate supervisors, and the appropriate District Field Training Coordinators and Supervisors.
7. District Field Training Supervisors are responsible for meeting with FTOs whose performance is rated less than satisfactory by supervisors or trainees in any dimension, in order to discuss the ratings and identify whether further action is needed. The District Field Training Supervisor documents any such meetings on a Form 95 submitted through the appropriate channels to the Chief of Patrol's Office for any corrective action, if needed.

New forms to be used for the annual performance evaluation of FTOs and for trainee evaluations of FTOs are provided on the following two pages.

## Addendum to Annual Performance Evaluation – FTO

Please rate the officer's performance over the past 6 months as a Field Training Officer according to the four basic roles of an FTO.

	Excellent	Above Average	Average	Needs Improvement	Unsatisfactory
(a) As a role model.					
(b) As a teacher and mentor.					
(c) As an evaluator and counselor.					
(d) As a leader and supervisor.					

Record additional comments that would further qualify the rated officer's performance as a FTO.  
*This space must not be left blank.*

## Trainee Evaluation of FTO Form

Please rate the FTO's performance according to the four basic roles of an FTO.

	1-5 rating (5 highest)	Please provide narrative comments
(a) <b>As a role model</b> (personal and professional values, leads by example, cultural competency, collaborative problem solving, community policing).		
(b) <b>As a teacher and mentor</b> (helps you learn, reinforces your accomplishments, recognizes your learning style, lets you lead, provides direction or assistance when needed).		
(c) <b>As an evaluator and counselor</b> (makes honest and objective assessments, provides effective feedback, provides hints/encouragement, lets you practice and work through problems).		
(d) <b>As a leader and supervisor</b> (shares responsibility, helps you develop professionally, establishes clear expectations, holds you accountable, models appropriate behavior, sets goals, oversees daily work).		

<p>Record any additional comments about the FTO's performance.</p>
--

## Appendix G

### FTO Resignation & Termination

#### Resignation from FTO Status

Though resignation is never desirable, BPD acknowledges that sometimes personal or professional circumstances change, and that, as a result, an FTO may wish to take a break from the program or relinquish their status entirely. In the former case, FTOs have the option of requesting that no trainees be assigned to them for one cycle if they seek a respite from the demands of training. This is documented on a Form 95 submitted through the appropriate channels to the District Field Training Coordinator and Supervisor.

Formal resignation from the FTO position is also communicated through a Form 95. In this case, the FTO's supervisors, District Field Training Coordinator, District Field Training Supervisor, and Field Training Coordinator at E&T will make every effort to dissuade the member from relinquishing their FTO status if their performance has been satisfactory.

If the member insists on relinquishing their status despite these efforts, the FTO's supervisor will collect all pins, insignia, and emblems signifying FTO status and return them to the Field Training Coordinator at E&T.

#### Termination of FTOs

FTOs may be terminated for poor performance or failing to maintain their eligibility as defined in the FTO selection standards. The Chief of Patrol possesses the authority to terminate FTOs and, following termination, all pins, insignia, and emblems signifying FTO status must be returned to the Field Training Coordinator at E&T. Termination of service as an FTO does not constitute termination from the agency, though it may coincide with remedial training or corrective action based on the circumstances. District Commanders will have the authority to temporarily suspend members from the FTO program if warranted, while awaiting a decision from the Chief of Patrol.

# Appendix H

## Evaluating Trainees

Perhaps the most difficult part of completing a DOR is the numerical rating scale. The FTO may face a dilemma regarding their evaluation philosophy as compared to other FTOs. As a result, disparities in scoring may surface, making it difficult to determine whether or not a recruit is performing consistently across their assigned FTOs.

Standardized evaluation guidelines (SEGs) have been developed to remedy this problem, but they run in tandem with the core competencies expected of all BPD recruits undergoing field training. If the overarching goal of the FTO is to ensure the smooth transition of the recruit from the controlled environment of the academy to applied police work, then the FTO must be able to describe a well-rounded, street-ready candidate.

Many of these core competencies are represented in the various sections of the DOR, but when the FTO is laser-focused on detailed assessment of trainee performance in relation to specific SEGs, it is possible to “lose sight of the forest for the trees.” Attention will need to be paid to the development of a module for FTO school that shows the FTO how to balance assessment of individual SEGs with the overall objective of well-rounded, street-ready officers who exemplify core competencies.

Therefore, the difference between core competencies and SEGs is that the latter assigns a numerical value to a pattern of behavior according to the degree to which it satisfies the ideal embodied by the competency. The competency is an area to be measured, while the SEG is the ruler. The closer that ruler comes to measuring the entire area, the better that competency has been demonstrated by the recruit.

### Core Competencies

In its definitions of recruit competencies, and certainly in the module that will accompany this topic in FTO training, the BPD shall underscore the following characteristics of recruits:

- 1. Problem-solving:** A recruit who recognizes when to take enforcement action and what type of action is appropriate based on any number of data points which arise in a situation. A recruit who can address quality of life issues and community concerns can resolve such matters in a proactive and collaborative manner.
- 2. Community Policing and Intercultural Communication:** A recruit who can demonstrate the ability to interact with Baltimore residents who have many different cultural backgrounds, speak different languages or dialects, and have many different perceptions of police. A recruit who knows how to engage with stakeholders to address community-specific concerns beyond the mere theories of community policing, using methods which produce tangible, measurable results.
- 3. De-escalation:** A recruit who can employ techniques to calm and defuse individuals and situations and resolve conflicts without having to threaten or use force. A recruit who follows the principles of procedural justice when handling calls and engaging in stops, searches, and arrests.

**4. Use of Force:** A recruit who possesses a keen understanding of BPD policy as regards the use of force, including the ability to recognize when a fellow officer is in violation of such policy. A recruit who understands that unreasonable, unnecessary, and/or disproportionate use of force creates significant risks for civilians, officers, BPD's reputation, and the City of Baltimore, and that employing any method other than the least intrusive action to effect an arrest or gain compliance degrades police-community relations.

**5. Ethical Behavior:** A recruit whose reports are accurate and truthful and who does not exhibit discriminatory behavior based on race, gender, language, religion, and any other number of factors. A recruit who is truthful in court and treats all people equally and fairly.

**6. Safety and Driving Awareness:** A recruit who exemplifies safe driving habits and applies the knowledge that the dangers and liabilities of vehicle pursuits and other high-stress forms of driving often outweigh the benefits. A recruit who understands that more officers are injured or killed in on-duty traffic collisions than in incidents involving the use of force. A recruit who skillfully employs vehicle positioning, body alignment, and carefully handles weapons to maintain the maximum degree of officer safety.

## Evaluation Reports

The FTO completes daily written evaluations of the POT. These evaluations document the trainee's efforts, progress, and training needs. They also capture the skills and efforts of the FTO. Evaluation involves feedback, not just ratings.

During field training, trainees must be guided, directed, and apprised of their progress. The documentation of progress is accomplished through the following forms and reports:

- Daily Observation Report (DOR)
- Weekly Supervisor Report (WSR)
- Phase Summary Report (PSR)
- Remedial Training Report (RTP)

The DOR is the tool for proper, regular evaluation of the trainee. These evaluations must be fair, accurate, objective, consistent, and based on job performance. The FTO will evaluate:

- Learning goals and performance objectives in the field training manual.
- Judgment exercised by the trainee.
- Emotional intelligence.
- Skills, knowledge, and competency in performing the duties of the patrol officer.

The cumulative evaluations of a trainee represent their historical progress through field training. They reveal their success and failures, improvements and setbacks, and any attempts to correct deficient performance. These documents are critical to the development of new officers and should be treated as such. The honest and objective evaluation of police trainees should be a prime duty for all FTOs.

## Evaluation Frequency

The bulk of a trainee's evaluations will be based on the daily observations by their FTO. Completing the DORs in a timely manner produces the best results for the program. It will identify strengths and

weaknesses promptly, so that they can be addressed by supervision. A comprehensive summary report supplements the DOR, and is completed by supervisors on a weekly basis to ensure that the trainee is receiving all of the necessary support to successfully progress through field training.

FTOs must complete a DOR for each trainee under their care. The evaluation must be completed at the end of the shift, except for extraordinary circumstances. Time should be taken to provide counseling to the recruit, and a suitable location should be identified beforehand to review the DOR and answer any questions. This offers an opportunity for the trainee to participate in their own evaluation. End-of-shift feedback also helps reinforce instructions, criticism, and praise given during or after earlier incidents.

Patrol supervisors are similarly responsible for completing a WSR for every trainee under their care. This report summarizes the trainee's weekly performance and serves as a check against the FTO's observations. The WSR can serve as the basis for a supervisor's meeting with a trainee, as well as for supervisors' monthly FTO meetings. It should reflect the supervisor's observations and review of DORs, other officers' and supervisors' remarks, written reports from the trainee, and like materials. It should not simply be a recapitulation of FTO reports. The WSR is a supervisory evaluation of the trainee's progress through field training, but it should also underscore program guidelines and evaluate their FTO as an instructor.

At the end of each phase, a supervisor/district coordinator will complete a PSR for every trainee under their care. This report will track the overall performance of the trainee and serve as a record of their progress.

Any FTO assigned to a trainee during additional or remedial training must also complete DORs. Remedial training reports are then issued by the FTO to record the achievement of training plan objectives.

## Documentation of Evaluations

FTOs should follow the four guidelines for effective documentation:

- CLEAR
- CONCISE
- COMPLETE
- CORRECT

The following suggestions will aid the FTO in the writing of their evaluations:

**1. Set the stage** - Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to understand why the FTO is critical of the behavior.

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

**2. Use verbatim quotes** - It is usually clearer to report what was said rather than attempt to describe the effect of the words. Remember that BWC can be a source of verbatim quotes. Use BWC to review performance with the trainee as well as a source of documentation.

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



**3. Report the facts to support** - Let the facts speak for themselves. Don't make subjective conclusions implied by fact.

*Example:* "The trainee lacks motivation or confidence" is subjective and doesn't offer any facts. "Despite training in vehicle violation stops, the trainee had to be told to make traffic stops on five separate occasions while admitting that he saw the violations" presents the facts.

**4. Remember your audience and be professional** - Who is going to read this report? How familiar are they with the trainee? It could be a Federal District Judge, an attorney for a trainee, a member of the union, or your immediate supervisor. Write as though someone other than the trainee will read your documentation.

**5. Watch your grammar, spelling, and legibility** - Avoid slang, jargon and swearing.

**6. Use lists, if appropriate** - When making documentation the use of a "List" approach will sometimes save time and space.

*Example:* The trainee when asked, failed to accurately identify the following 10-code definitions: 10-27, 10-28, 10-29, 10-32, 10-51, 10-52, Sig-100, sig-10.

**7. Think additional training not remedial training** - What has been tried, how did it work, what will you try next? Got a plan or idea? Document it and the results thereof.

**8. Use quantification whenever possible** - Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

*Example:* It took trainee Jones five tries to successfully complete a burglary report. See attached.

**9. Do not predict** - Avoid statements such as "I am sure that Mary will be able to master the radio with more effort", or "Charlie's skills will no doubt improve as the weeks go by." The FTO should write what the behavior should produce, i.e., "Bill will be performing at an acceptable level when he can complete reports of this nature within 30 minutes or less." Predictions set up false and inaccurate expectations and goals.

Writing quality narratives is important to the documenting of trainee evaluations. If an FTO can write an acceptable report, they can write an evaluation narrative. The narrative should be able to tell the story to a person not present when the behavior was evaluated. When in doubt, reread what you have written and then ask yourself if you would REALLY know what happened from what you have written. Another excellent approach is to have another FTO or your supervisor read your narrative. Do they have any questions? If so, your documentation may need some additional work.

## Evaluation Critiques

The FTO's critiques are a very important aspect of field training. Merely filling out an evaluation and having the trainee sign it will not help achieve the desired outcomes. The FTO must discuss the DOR with the trainee at the end of every work shift. This will aid the FTO in identifying the skills a trainee is grasping, as well as those at which they may not be so adept.

A quality critique should be:

- Understood and accepted by the trainee, even if the trainee is not in agreement with the evaluation.

- A basis for future training plans, if needed.
- Indicative of a trainee's strengths and weaknesses.
- Supportive of greater professional understanding between the FTO and trainee.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held in private with little or no interruptions. They should be a "two-way conversation." Trainees should be encouraged to analyze their own deficiencies and motivations and to express how they feel. FTOs should use active listening techniques and keep the discussion positive. Upon completion, the FTO will document the elements of the discussion, give the trainee an opportunity to write comments, and then have them sign the document acknowledging they understand the evaluation and training plan.

## Common Evaluation Errors

The evaluation process is a tool that is only effective if used correctly. There are several common performance evaluation errors an FTO should be aware of to ensure objective and consistent ratings. Performance evaluation errors will diminish the effectiveness of the program and the morale of its participants. Methods that focus on traits rather than behavior suffer from numerous shortcomings and inevitably result in rating error. This list will assist the FTO to recognize some common rating errors.

The **ERROR OF LENIENCY** occurs when the rater assigns scores higher than those that are deserved. In an FTO program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program. In other words, the FTO recognizes the performance as less than adequate, but considers it "OK" given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in a lower score because the trainee is now more experienced. If the performance does not change, the score should remain the same regardless of how long the trainee has been in the program. Standards don't fluctuate... a mile is 5,280 feet long no matter where in the country you may measure it.

The **ERROR OF PERSONAL BIAS** (also called the Halo or Horns Effect) occurs when the rater allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limits appraisal objectivity. The FTO may be influenced by the trainee's personality or personal history. This may error the rating in a particular direction.

The **ERROR OF CENTRAL TENDENCY** is seen when the rater routinely "bunches" scores toward the center of the rating scale. This error is often present in FTO programs when agencies using the numeric scale require written comments for scores of 1, 2, 4, and 5. Some FTOs, not wishing to take the time to document, will assign scores of 3 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the rater does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale.

The **ERROR OF RELATED TRAITS** happens when the rater gives the same rating to traits that they consider related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

**EVENT BIAS** comes into play when one or two traits (or a particular behavior) dominate the appraisal. The rater may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the Halo/Horns Effect.

**"NO ROOKIE EVER GETS a 5"(or Exceeds Standards, Superior, etc.)** is a belief too often expressed. The rating should be based on real-life experiences and not reflect artificial standards. While it may be difficult for many trainees to perform at a Superior level in a number of categories, that score could be attainable for some.

**"NOT ENOUGH"** improvement to get a higher score is a judgment that an FTO may make when the trainee's performance is slightly better than that described as "needs improvement" performance in the SEGs. This posture is in violation of a rating rule that is part of the Behavioral Anchor approach. Any time performance exceeds the manual definitions; the improvement must be graphically displayed. In other words, it must be "visible to the eye" via a greater score.

The **"ROOM TO GROW"** theory has been around for a long time, too long as a matter a fact. The evaluator, wanting to "motivate" the trainee to work harder, assigns a score less than what the trainee deserves. We know when we have done well and not so well. When someone fails to get the recognition that they deserve they experience a loss of motivation.

**AVERAGING SCORES** has no place in an evaluation system! FTOs who assign a score based on an average of the trainee's performance for the day have not selected a score that is accurate nor indicative of the true nature of the performance. A trainee stops at thirty or more traffic lights during the day but goes through one without stopping. Some will say that "on the average" the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a stop sign, but the score suggests to the trainee that it is acceptable. Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault. **Inconsistency results when the rater assigns an acceptable score but documents unacceptable performance.**

FTOs are often uncomfortable about giving an Unacceptable rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the rater acknowledge the mistake(s) by assigning a score less than Acceptable. The FTO does not want to appear "picky" to the trainee, particularly if they are doing well otherwise. The FTO **must** give the trainee an Unacceptable rating in an area regardless of how minor or infrequent the mistake when weighed against the trainee's otherwise good performance. The FTO can mediate any hard feelings on the part of the student by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers/instructors must guard against. These are biases that have a tendency to influence us when rating the performance of another, such as:

- Taking into account a trainee's standing in the academy class.
- Their relationship to another member of the department.
- The absence or presence of educational achievement.
- Their age, gender, race or sexual orientation, physical appearance, etc.

These are only a few of a person's characteristics that may dilute objectivity. Performance-related evaluations tend to be more objective and concentrate on what the trainee does rather than who the trainee is. Trainees want their performances, not their personalities, discussed during a performance review. In this way, defensiveness on the part of the person being rated will diminish, and the rater will be able to avoid these common appraisal errors.

The only measure an FTO should use when evaluating performance is the Standardized Evaluation Guidelines (SEGs). The objective rater deliberately avoids the subjective influences during evaluation and critique. Trainees will have a defensive reaction to subjective/personal evaluations that can lead to a breakdown in meaningful communication with the rater. A **Results-Oriented** approaches tends to be more objective, center on job performance rather than individual traits, and generally result in better motivation.

## Field Training File

The FTO is responsible for the upkeep of a field training file known as the “FTO Book.” This book contains all of the DORs and documents which certify a trainee’s successful completion of field training. The FTO Book is confidential. Express permission from the Chief of Patrol is required before any FTO Book documents can be made available to parties other than those listed below.

The field training file is made available to the following personnel:

- FTOs
- District Field Training Coordinator
- Field Training Coordinator at E&T
- District Field Training Supervisor and district commanders, as necessary
- E&T Command
- Chief of Patrol Division
- Deputy Commissioner, Patrol Operations
- Police Commissioner

FTOs are responsible for placing all appropriate documentation in the FTO Book, including DORs, WSRs, PSRs, RTPs, and all written examinations.

## Standardized Evaluation Guidelines

Perhaps the most difficult task for the FTO in completing the DOR is the numerical rating for evaluated behavior. The following explanation should clarify this issue and ease the concern of the FTO and the evaluated trainee.

The first principle of value application is that everyone has different perceptions. While a standardization of ratings is a necessity, any attempt to standardize perceptions is doomed to failure. For example, one FTO may see a trainee’s exposure of their weapon to a suspect as a "1" rating in Officer Safety category while another FTO may view that same behavior as a "2" rating. The rating will be successful as long as both FTOs see the performance as “Unacceptable” within that category. The process allows for flexibility in ratings due to differences in perception as long as the rating doesn’t fluctuate between acceptable and unacceptable for the same behavior.

The second principle concerns the value assigned to performance when additional training has already been allocated for a particular behavior and the performance has not improved. A trainee that performs at an unacceptable level will be evaluated at a 1 or 2 for that task. The FTO is then under an obligation to provide training in that category and assess the trainee’s performance as the next opportunity arises. If the FTO has retrained and the trainee continues to fail, how should the FTO evaluate the trainee? A reduction in the scale value might seem contradictory if the new officer does no worse than before. The

**Not Responding to Training (NRT)** section of the DOR allows the FTO to report continued unacceptable ratings in a category while maintaining the integrity of the rating first given.

Thus, an NRT is an indication that an identified deficiency that has been evaluated in the past, has documented training efforts to correct, and has not improved to an acceptable level. A rating of NRT should be a "red flag" indicating the trainee will have difficulty successfully completing the Field Training Program unless performance improves. A detailed Remedial Training Plan(s) will need to be completed and evaluated on this trainee.

## Proficiency Levels

The Standardized Evaluation Guidelines (SEG) have been established to ensure FTO ratings will be objective and follow a standard throughout the program. The SEGs provide a definition of performance that is to be applied to all trainees, regardless of their experience level, time in field training, or other incidental factors. There are SEGs for every category listed on the face of the DOR. These guidelines will be used by FTOs and supervisors to ensure a proper evaluation of trainee's performance during the FTEP.

Each police trainee will be evaluated in the designated 27 categories on the DOR form. The totality of the evaluation will gauge their job performance during field training. These categories reflect general law enforcement patrol duties.

A "1-5" scale of behavioral descriptions is used to rate a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency is achieved. A value of 2 or 4 may be given when the trainee's performance does not fall clearly within one rating category. For example, under the "General Appearance" section: if the trainee has a neat and clean uniform, but his/her shoes are dirty they should receive a rating of 2.

The FTO should make recommendations to fix errors and assess the trainee's performance. If the FTO has retrained a trainee in a specific area and they fail to perform the task properly again, the score should remain the same, unless performance actually declines, in which case a reduction in scale values might be appropriate. The DOR is a record of the trainee's performance and identifies training progress and needs. It also documents the training effort and feedback by the trainee.

Not Responding to Training (NRT) option allows the FTO to report continued training needs. If reasonable training has been attempted and the trainee has not responded to training or advice, this rating is appropriate. It also documents when a trainee refuses to follow direction from their FTO. An NRT is an indication that the same problem has occurred in the past. The NRT indicates that the remedial effort has not produced the desired results. An NRT is an indicator the trainee may need specific remedial training and should be forwarded through the chain of command to the FTEP.

The FTO's role is to examine the trainee's performance and choose the appropriate rating as provided in the relevant Performance Categories. The FTO selects the rating that "fits" the behavior they are evaluating, 1-5 or N/A. FTOs MUST rate the trainee pursuant to the language in the Standardized Evaluation Guidelines (SEG) to maintain consistency in the program. Any applicable justification should be added in the explanation section.

The task of evaluating and rating a trainee's performance is based on the following 1, 3 and 5 scale value definitions. Place the *Standardized Evaluation Guidelines* (SEG) next to the rating given on the DOR.

When using the [OTHER] (Task Reference), a written explanation **is required** on the DOR. As guidelines, these definitions serve as a means of program standardization and continuity. The **SEG numbers** serve to better explain each performance observed by the evaluator.

## SEG Behavioral Descriptions

### I. CRITICAL PERFORMANCE TASKS

**1. Stress Control - Verbal Communications / Physical Behavior:** In conflict situations, does the trainee use appropriate force skills necessary to effect an efficient and productive outcome? In stressful or potential conflict situations where voice commands were given, were the outcomes positive? Is the probationary officer able to give voice instructions?

**(1) Unacceptable:** [0101] Uses too little or too much verbal force for the situation. [0102] Uses too much physical force for the situation. [0103] Is unable to maintain control on routine matter. [0104] Improper voice inflections, i.e. too soft, too loud. [0105] Confuses or angers listeners by what is said or how it is said. [0106] Indecisive. [0107] Poor officer bearing (aggressive posture / violates personal space of others). [0108] Outwardly emotional and unable to maintain order. [0109] Other.

**(3) Acceptable:** [0110] Speaks with authority in a calm, clear voice. [0111] Proper selections of words and knowledge of when and how to use them. [0112] Obtains and maintains control through the use of proper amounts and techniques of force application. [0113] Maintains composure and bearing. [0114] Uses correct amount of physical force for the situation. [0115] Exhibits the ability to control the situation verbally. [0116] Other.

**(5) Superior:** [0117] Excellent knowledge and ability in the use of restraining holds. [0118] Properly adjusts amount of force for the given situation. [0119] Prepared and able to use necessary force. [0120] Completely controls a situation with voice tone, word selection and voice inflection. [0121] Gives appearance of complete command even under highly stressful conditions. [0122] Other.

---

**2. Decision Making / Problem Solving -** To what degree of acceptability does the trainee possess and employ knowledge of the Department and good judgment in police situations? How capable is the trainee's ability to understand the problem and develop a course of action?

**(1) Unacceptable:** [0201] Has difficulty making appropriate decisions. [0202] Too quick to act or indecisive, naive. [0203] Cannot recall previous situations and apply them in like situations. [0204] Does not recognize or is unable to comprehend the problem. [0205] Is unable to make an independent decision on his/her own. [0206] Does not care about others. [0207] Takes excessive amount of time to reach a decision. [0208] Unable to reason out a problem. [0209] Inflexible or demonstrates biased judgment. [0210] Other.

**(3) Acceptable:** [0211] Is able to reason out a problem, relate what is taught and experienced. [0212] Good perception and ability to make own decision. [0213] Is able to grasp the information, develop a solution and apply it in a timely manner. [0214] Maintains flexibility. [0215] Listen to all sides before making his/her decision. [0216] Solicits other opinions/views. [0217] Other.

- (5) Superior:** [0218] Excellent perception in foreseeing problems and arriving at advance solutions. [0219] Relates past solutions to present problems. [0220] Uses his/her training and experience to quickly understand the problem. [0221] Develops an appropriate course of action. [0222] Is able to make decisions correctly under normal and stressful conditions. [0223] Other.
- 

**3. Driving Skill - Moderate Stress/Emergency: Are the driving behaviors safe and prudent for the situation?**

- (1) Unacceptable:** [0301] Misuses red lights and siren. [0302] Drives too fast for the situation. [0303] Drives too slow for the situation. [0304] Fails to slow for intersections, loses control of the vehicle. [0305] Disregards public safety while driving at times. [0306] Other.
- (3) Acceptable:** [0307] Maintains control of the vehicle. [0308] Evaluates driving situations and reacts properly, i.e. proper speed for conditions. [0309] Appropriate use of emergency equipment. [0310] Exercises appropriate responsibility to other traffic and traffic control devices. [0311] Other.
- (5) Superior:** [0312] High degree of reflex ability and competence in driving skills. [0313] Practices defensive driving techniques, anticipates driving situations in advance and acts accordingly. [0314] Responds very well relative to the degree of stress present. [0315] Other.
- 

**4. Field Performance: Non-Stress Conditions - How acceptable is the trainee's general field performance under non-stress conditions? Does trainee possess the necessary coordination skill for police work?**

- (1) Unacceptable:** [0401] Confused and disoriented as to what action should be taken when confronted with a routine task. [0402] Takes wrong course of action. [0403] Avoids taking action. [0404] Lacks motivation or initiative, only reacts if required. [0405] Clumsy performing routine tasks. [0406] Has difficulty performing several associated actions. [0407] Unable to perform necessary physical tasks. [0408] Other.
- (3) Acceptable:** [0409] Properly assesses routine situations and takes appropriate action. [0410] Able to perform physical skills as needed. [0411] Performs several associated actions at a time. [0412] Other.
- (5) Superior:** [0413] Properly assesses aspects of routine situations including the more complex ones. [0414] Is able to perform in unusual situations and takes appropriate action. [0415] Other.

**5. Field Performance: Stress Conditions - How acceptable is the trainee's field performance under high and moderately high stress conditions?**

- (1) Unacceptable:** [0501] Performance deteriorates in stressful conditions, becomes emotional, panic stricken, loses temper, cannot function, displays cowardice, underreacts or overreacts. [0502] Makes improper decisions. [0503] Has "tunnel vision" or gets caught up in the activity. [0504] Fails to protect crime scene. [0505] Other.
- (3) Acceptable:** [0506] Exhibits calm and controlled attitude. [0507] Does not allow the situation to further deteriorate. [0508] Demonstrates acceptable reaction to the situation. [0509] Demonstrates good crime scene protection skills. [0510] Other.



- (5) **Superior:** [0511] Maintains calm and self-control, even in the most extreme situations. [0512] Quickly restores control and takes command. [0513] Exceptional performance under stressful conditions. [0514] Uses better than average skills and thinks ahead. [0515] Other.
- 

**6. Officer Safety: Contact/Cover/Pat-down** - To what degree of acceptability does the trainee employ the principles of Officer Safety? Does the trainee demonstrate the understanding and use of consistently utilizing principles of officer/public safety?

- (1) **Unacceptable:** [0601] Becomes paranoid or overconfident. [0602] Exposes weapons to suspect (during interview/booking). [0603] Fails to keep gun hand free during enforcement situations. [0604] Fails to control suspect's movements. [0605] Fails to keep suspect/violator in sight during investigation. [0606] Fails to use illumination properly or when necessary. [0607] Fails to advise Dispatch when leaving patrol vehicle. [0608] Fails to utilize or maintain personal safety equipment properly. [0609] Does not foresee potentially dangerous situations. [0610] Is careless or unsafe with handgun or other weapons. [0611] Stands in front of door when knocking. [0612] Fails to have weapon ready when appropriate. [0613] Fails to cover other officers. [0614] Fails to search police vehicle prior to duty or after transporting persons. [0615] Fails to check equipment. [0616] Fails to use seatbelt while in police vehicle. [0617] Cannot identify hazards. [0618] Actions create hazardous conditions. [0619] Conducts poor searches. [0620] Slow to handcuff when arresting. [0621] Other.
- (3) **Acceptable:** [0622] Utilizes good officer safety principles when in the Contact role [0623] Utilizes good officer safety techniques while in the Cover Role. [0624] Performs searches and pat-downs [0625] Safely recovers evidence [0626] Safely writes citations and handles radio communications [0627] Responsible for surveillance and control of all other subjects. [0628] Neutralizes the possibility of assault and/or escape. [0629] Safely and effectively conducts arrest situations, field interviews, and disturbances. [0630] Maintains a good defensive posture and consistently applies principles of officer safety. [0631] Properly uses safety training. [0632] Recognizes potential hazards and acts. [0633] Other.
- (5) **Superior:** [0634] Maintains a safe position in all circumstances, including chaotic and confusing ones. [0635] Watchful on approach. [0636] Utilizes survival tactics, cover and concealment. [0637] Tactical planning prior to call or exit of vehicle [0638] Exceptional use of cover when approaching unknown situations. [0639] Proper use of hand signals when necessary. [0640] Is able to foresee coming hazards and reacts. [0641] Other.
- 

**7. Prisoner Control or Investigative Detention** - Verbal/Physical/Search: Does the trainee employ the principles and techniques of Officer Safety during encounters?

- (1) **Unacceptable:** [0701] Fails to "pat search". [0702] Confronts suspicious persons while seated in police vehicle. [0703] Fails to handcuff potentially hazardous persons, prisoners or felons. [0704] Fails to thoroughly search persons, prisoners or their vehicles when required. [0705] Fails to maintain position of advantage to prevent attack or escape. [0706] Poor handcuffing techniques. [0707] Incites prisoner. [0708] Poor or no search. [0709] Other.



**(3) Acceptable:** [0710] Displays an awareness of potential danger from prisoners, suspicious persons, suspects, etc. [0711] Follows accepted safety principles. [0712] Maintains a position of advantage/stance. [0713] Conducts visual and physical searches. [0714] Proper handcuffing is used. [0715] Uses proper transportation for suspect and citizens. [0716] Other.

**(5) Superior:** [0717] Foresees potential danger and takes steps to eliminate or control it. [0718] Is alert to changing conditions. [0719] Always maintains a position of advantage. [0720] Evaluates need for cover officer. [0721] Encourages prisoner to willingly cooperate. [0722] Recognizes evidence during search. [0723] Other.

---

**8. Location - Response time/Route/Map:** Does the trainee know where they are? Can the trainee use a street guide and map? Can the trainee respond to a location within a reasonable length of time?

**(1) Unacceptable:** [0801] Unaware of location while on patrol. [0802] Does not understand proper use or does not use street guide or map when appropriate. [0803] Unable to relate location to destination. [0804] Gets lost. [0805] Not familiar with major streets in the city. [0806] Expend too much time to reach destination. [0807] Becomes disoriented when responding under stress. [0808] Does not know sector or beat. [0809] Other.

**(3) Acceptable:** [0810] Is aware of location while on patrol. [0811] Properly uses the street guide or map. [0812] Can relate location to destination. [0813] Arrives within reasonable amount of time. [0814] Can provide others, directions to their location. [0815] Provides needed directions under stress conditions. [0816] Knows sector and beat area. [0817] Other.

**(5) Superior:** [0818] Remembers location from prior runs. [0819] Rarely needs to use street guide or map. [0820] Is aware of shortcuts and utilizes them to save time. [0821] Knows locations by name of business or land mark. [0822] Considerations are made in directions when in a tactical situation. [0823] Other.

---

**9. Self-Initiated Field Activity:** Without benefit of direct instruction from the FTO, does the trainee initiate field activity, recognize problems and generate action, which may cause a possible solution? When it is apparent that some action has to be taken, does the trainee delay in initiating this problem solving action for no apparent reason? Is time used well by a self-motivated trainee?

**(1) Unacceptable:** [0901] Does not see or avoids activity. [0902] Does not follow-up on situations. [0903] Rationalizes suspicious activity or circumstances. [0904] Does not take action unless FTO directed. [0905] Avoids problems (drives around without locating any activity or relies upon other officers to handle the activity). [0906] Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively given the opportunity. [0907] Other.

**(3) Acceptable:** [0908] Recognizes, initiates and investigates suspicious activities and law violations. [0909] Displays inquisitiveness. [0910] Develops cases from routine activity. [0911] Is Independently Motivated. [0912] Has initiated activities during all available time. [0914] Generally able to choose a solution, and analyzes response for further action by trainee, other officers or other agencies.

[0915] Stays up-dated on current criminal information, such as wants and warrants lists or vehicle theft hot sheets. [0916] Other.

- (5) Superior:** [0917] Continuous productivity throughout the shift. [0918] Makes quality arrests from observed activity. [0919] Catalogs, maintains and uses information given at roll call and briefings for reasonable cause to stop vehicles and persons. [0920] Is always looking for new ways to complete his/her patrol activity more effectively. [0921] When confronted with a problem is able to identify root causes and not just symptoms, takes control and acts. [0922] Other.

---

**10. Vehicle/Pedestrian Stops:** Tactics/Techniques: When coming in contact with subjects does the trainee use necessary skills as instructed by the FTO? Uses Officer Safety techniques?

- (1) Unacceptable:** [1001] Does not log or call-off contacts. [1002] Takes actions that lead to believe the vehicle/pedestrian is not a risk. [1003] Does not request assistance from others when it is needed. [1004] Loses control of the stop. [1005] Fails to use all Standardized Procedure safety practices. [1006] Fails to spot-check for movement with vehicle / pedestrian during encounter. [1007] Other.
- (3) Acceptable:** [1008] Chooses the proper location for the contact. [1009] Notifies dispatch of the location, license/pedestrian in question, year / race-gender/age of the subject and reason for stop when necessary. [1010] Records information on his/her log. [1011] Takes a position of advantage behind the vehicle/pedestrian. [1012] Uses all lighting to his/her advantage. [1013] Maintains visual contact. [1014] Uses proper approach. [1015] Other.
- (5) Superior:** [1016] Recognizes a dangerous situation when it develops and takes necessary action to remove him/her or citizens from the danger. [1017] Knows the location of cover and/or concealment and uses it if needed. [1018] Is able to for-see a dangerous situation and is able to overcome the danger and complete his/her goal. [1019] Other.

---

**11. Interview/Interrogator Skills:** Does the trainee obtain the necessary information at the time of the initial contact? Are they able to ask pertinent questions relating to the contact? Does the questioning follow a logical plan?

- (1) Unacceptable:** [1101] Fails to recognize or take advantage of the opportunity to develop necessary or complete information regarding his/her inquiry. [1102] Must have facts repeated 1 or 2 times to understand. [1103] Is unable to diagnose information timely. [1104] Does not conduct a basic interview. [1105] Other.
- (3) Acceptable:** [1106] Recognizes and investigates the incident by obtaining a complete understanding of the facts. [1107] Separates facts from opinions. [1108] Maintains control of the proceeding. [1109] Connects evidence with suspect when apparent. [1110] Elicits most available information and records same. [1111] Other.
- (5) Superior:** [1112] Seldom misses an opportunity to develop complete information. [1113] Is able to develop relevant information regarding assigned cases through extensive use of his/her experience and skills as an investigator and interrogator. [1114] Demonstrates skill level to create

cognitive interviewing. [1115] Consistently develops rapport with suspect to minimize conflict. [1116] Understands and uses trauma-informed interviewing skills. [1117] Other.

## II. FREQUENT PERFORMANCE TASKS

### 12. Driving Skill - Normal/Speed Control: Are the driving behaviors safe and prudent for the situation?

- (1) Unacceptable:** [1201] Violates traffic laws (red lights, stop signs, etc.). [1202] Involved in chargeable accidents. [1203] Lacks dexterity and coordination during vehicle operation. [1204] Runs over curbing. [1205] Vandalizes police vehicle. [1206] Inappropriate use of lighting equipment. [1207] Excessive and inappropriate speed. [1208] Is a jerky driver. [1209] Other.
- (3) Acceptable:** [1210] Ability to maintain control of vehicle while being alert to activity outside of vehicle. [1211] Practices good defensive driving techniques. [1212] Adherence to vehicle code. [1213] Maintains speed control for conditions. [1214] Other.
- (5) Superior:** [1215] Sets good example of lawful, courteous driving. [1216] Displays dexterity and coordination while driving a police vehicle, i.e. operating radio, checking businesses and observing surrounding activity. [1217] Is not involved in accidents. [1218] Uses defensive driving in emergencies and avoids what would have been an accident. [1219] Other.

---

### 13. Radio - Transmission/Reception/Procedures/MDT: How well does the trainee know and use radio procedures? Are the trainee's radio transmissions clear and understandable? How acceptable is the trainee's ability to listen to and comprehend radio transmissions? Is trainee able to use Mobile Data Terminal/Mobile Data Computer (MDT)? Is aware of the location of other officers in the Sector?

- (1) Unacceptable:** [1301] Misinterprets information given by the dispatcher or fails to follow proper radio procedure. [1302] Does not preplan transmissions. [1303] Improper voice inflections (too soft/too loud). [1304] Repeatedly misses radio number. [1305] Is not aware of radio traffic in adjoining beats. [1306] Frequently has to ask for repeat transmissions or does not accurately comprehend transmissions. [1307] Is unable to use functions of the MDT. [1308] Fails to use computer to assist investigation or suspicions. [1309] Poor retention of radio transmissions. [1310] Other.
- (3) Acceptable:** [1311] Follows policy and accepted procedure. [1312] Has good working knowledge of radio procedures. [1313] Uses short concise transmissions (proper voice control). [1314] Copies radio transmissions directed to him/her and is aware of traffic in adjoining beats. [1315] Rarely requires the dispatcher to repeat radio information. [1316] Knows and uses proper radio terms. [1317] Is able to use MDT in a timely manner. [1318] Is aware of the location of other officers in the Sector. [1319] Hears ATLS and Dispatches when busy. [1320] Other.
- (5) Superior:** [1321] Always follows policy, direction and radio procedure. [1322] Uses radio with ease in all receiving and sending situations. [1323] Has clear voice even under stress situations. [1324] Transmissions are well planned and need not be repeated. [1325] Aware of, and reacts to, traffic in adjoining beats. [1326] Uses previously broadcast information to his/her advantage. [1327]

Understands all functions of the MDT and uses it routinely. [1328] Rarely misses any radio traffic. [1329] Other.

---

**14. Report Writing: Accuracy / Organization:** To what degree of acceptability does the probationary trainee prepare written/computerized reports/forms accurately and completely? Does the trainee expend an acceptable, appropriate amount of time in completing necessary forms / reports? Reference the trainee's level of English usage, can they efficiently and clearly communicate in writing the events which have occurred? Is the trainee's grammar acceptable? Are the trainee's reports and completed forms neat and legible? How acceptable is the trainee's ability to organize his/her reports? Does the trainee obtain the details necessary to complete a proper report?

**(1) Unacceptable:** [1401] Unable to determine proper form for given situation. [1402] Forms are incomplete or inaccurate. [1403] Requires an excessive amount of time to complete reports or other forms. [1404] Illegible. [1405] Misspelled words. [1406] Incomplete sentence structure. [1407] Unable to organize information and/or events into written form. [1408] Inaccurate. [1409] Unsigned reports are submitted. [1410] Elements of the crime missing or incomplete. [1411] Does not maintain written chain of evidence. [1412] Omission or misstatement of facts. [1413] Does not have needed forms or reports. [1414] Cannot use computerized system in a timely manner. [1415] Other.

**(3) Acceptable:** [1416] Knows most standard forms and understands format. [1417] Completes forms accurately and thoroughly with little assistance. [1418] Completes reports and forms in appropriate time. [1419] Level of usage of grammar, spelling, and neatness are satisfactory. [1420] Errors in this area are rare and do not impair understanding. [1421] Converts field situations into a logical sequence of thought with all required information. [1422] Uses computerized systems in a timely manner. [1423] Other.

**(5) Superior:** [1424] Consistently completes even detailed forms without assistance and makes proper form selection. [1425] Completes reports or other forms in no more time than that of a skilled, veteran officer. [1426] Reports and forms are very neat and legible. [1427] No misspelling, excellent grammar. [1428] Prepares complete and detailed accounts of what occurred from beginning to end. [1429] Written and organized so that any reader understands what occurred. [1430] Other.

---

**15. Arrest: Laws/P.C./Explanation/Disposition:** Does the trainee have the ability to apply the laws, or probable cause for arrest to the situation?

**(1) Unacceptable:** [1501] Student understands the knowledge required of a police officer, but is unable to apply this knowledge to the situation. [1502] They cannot relate this knowledge to others or in a report. [1503] Is unable to relate all needed elements of probable cause for arrest. [1504] Other.

**(3) Acceptable:** [1505] Has a good working knowledge of the law and applies probable cause to the situation, before an arrest is made. [1506] Can explain his / her action in a written or oral report.

[1507] Is able to explain the disposition of the action, to the subject, dispatch or others. [1508] Applies the law in a fair manner. [1509] Other.

- (5) **Superior:** [1510] Has a working knowledge of most laws or codes and can apply them to the situation. [1511] Understands elements of search. [1512] Enhances probable cause with field test or proper evidence collection at crime scenes. [1513] Is able to explain actions in detail on paper or in court. [1514] Other.

---

**16. Accident Investigation: Procedures/Policies/Techniques:** Does the trainee have the ability to conduct a basic accident investigation? To what degree of acceptability does trainee complete the necessary paperwork? Is the trainee capable of completing the investigation in a timely manner?

- (1) **Unacceptable:** [1601] Trainee does not properly assess the situation and act accordingly. [1602] Trainee fails to properly protect the scene using squad car or other means. [1603] Fails to recognize opportunities to develop complete and necessary information. [1604] Does not conduct a basic investigation, or improperly conducts investigation. [1605] Other.

- (3) **Acceptable:** [1606] Trainee properly assess the situation and acts accordingly. [1607] Trainee utilizes squad car or other means to properly protect the scene. [1608] Obtains the necessary information for completing the investigation. [1609] Properly explains process to individuals and provides them with necessary paperwork [1610] Other.

- (5) **Superior:** [1611] Trainee utilizes all necessary elements to properly control a major accident scene. [1612] Trainee is capable of conduct investigation including photographs and measurements. [1613] Other.

### III. KNOWLEDGE

**17. Departmental Policies and Procedures** - Does the trainee demonstrate an acceptable level of knowledge of departmental policies, procedures, and tactics.

- (1) **Unacceptable:** [1701] Fails to display a knowledge of department policies, regulations and procedures or violates same. [1702] Fails to review policies or procedures when given the time to do so. [1703] Other.

- (3) **Acceptable:** [1704] Familiar with most commonly applied department policies, regulations and procedures and complies with them. [1705] Is willing and able to look up unknown subjects or material. [1706] Other.

- (5) **Superior:** [1707] Exceptional working knowledge of department policies, regulations and procedures including ones seldom used. [1708] Other.

---

**18. Criminal Codes** - Does the trainee possess an acceptable level of knowledge of the Maryland Criminal Code or county/city ordinances?

- (1) **Unacceptable:** [1801] Lacks knowledge of elements of basic offenses. [1802] Does not recognize criminal offenses when encountered. [1803] Is uncertain if a crime has been committed and, if so, which type of crime. [1804] Other.
- (3) **Acceptable:** [1805] Has a working knowledge of commonly encountered criminal offenses. [1806] Relates elements to observed criminal activity. [1807] Other.
- (5) **Superior:** [1808] Outstanding knowledge of criminal codes and ability to apply it to both normal and unusual criminal activity. [1809] Other.
- 

**19. Vehicle Code** - Does the trainee possess an acceptable level of knowledge of the Maryland Vehicle Code? Can demonstrate minimal knowledge of basic sections and their elements? Does trainee relate elements to observed activity?

- (1) **Unacceptable:** [1901] Does not recognize violations when committed and/or incorrectly identifies the violation. [1902] Lacks knowledge of the most commonly used traffic violations. [1903] Other.
- (3) **Acceptable:** [1904] Has a working knowledge of commonly encountered offenses. [1905] Relates elements to observed traffic activity. [1906] Knows where to find lesser known violations. [1907] Other.
- (5) **Superior:** [1908] Outstanding knowledge of commonly encountered offenses and lesser known offenses. [1909] Relates it and applies it to both normal and unusual traffic situations. [1910] Other.
- 

**20. Patrol Procedures** - Does the trainee exhibit a working knowledge of patrol tactics and procedures?

- (1) **Unacceptable:** [2001] Lacks knowledge of patrol procedures. [2002] Fails to observe suspicious persons or activity. [2003] Does not check business or neighborhoods. [2004] Sees suspicious things/acts but fails to react. [2005] Other.
- (3) **Acceptable:** [2006] Has knowledge of patrol procedures and tactics and applies knowledge to duties. [2007] Actively patrols his/her beat. [2008] Other.
- (5) **Superior:** [2009] Has exceptional knowledge of patrol procedures and tactics. [2010] Does an exceptional job of patrolling area. [2011] Other.
- 

#### IV. RELATIONSHIPS & ATTITUDES

**21. Acceptance of Criticism / Feedback** - Does the trainee respond with a positive and learning attitude upon evaluation and critique?

- (1) **Unacceptable:** [2101] Becomes hostile to criticism. [2102] Becomes argumentative about critique or evaluation. [2103] Displays a negative attitude upon evaluation. [2104] Sees suspicious things/acts but fails to react. [2005] Other.
- (3) **Acceptable:** [2106] Has knowledge of patrol procedures and tactics and applies knowledge to duties. [2107] Actively patrols his/her beat. [2108] Other.

- (5) **Superior:** [2109] Has exceptional knowledge of patrol procedures and tactics. [2110] Does an exceptional job of patrolling area. [2111] Other.
- 

**22. Attitude Towards Police Work - Does the trainee have a positive attitude to training and policing?**

- (1) **Unacceptable:** [2201] Trainee displays a negative attitude to police and its role in society. [2202] Trainee has a negative attitude about the BPD. [2203] Displays a negative attitude about aspect of police work necessary in patrol. [2204] Actively resists completing assignments. [2205] Other.
- (3) **Acceptable:** [2206] Displays positive attitude towards policing and the BPD. [2207] Displays willingness to learn the skills necessary for patrol officer. [2208] Other.
- (5) **Superior:** [2209] Demonstrates a willingness and dedication to become better officer on and off duty. [2210] Shows initiative in patrol and learning skill for the job. [2211] Other.
- 

**23. Relationships with Citizens - Does the trainee communicate well during citizen contacts and calls for service.**

- (1) **Unacceptable:** [2301] Abrupt, belligerent, overbearing, arrogant, and/or uncommunicative. [2302] Overlooks or avoids service aspects of the job. [2303] Introverted, insensitive and uncaring. [2304] Poor non-verbal skills. [2305] Other.
- (3) **Acceptable:** [2306] Courteous, friendly and empathetic. [2307] Communicates in a professional, unbiased manner, and is service oriented. [2308] Has good non-verbal skills. [2309] Other.
- (5) **Superior:** [2310] Is very much at ease with citizen contacts. [2311] Quickly establishes rapport and leaves people with the feeling that the officer was interested in serving them. [2312] Is objective in all contacts and has excellent non-verbal skills. [2313] Other.
- 

**24. Relationships with Department Members - Does the trainee associate well with coworkers and the chain of command.**

- (1) **Unacceptable:** [2401] Patronizes FTO, superiors, peers or is antagonistic towards them. [2402] Gossips, sarcastic, belittles others. [2403] Resists instructions or does not work as a team. [2404] Other.
- (3) **Acceptable:** [2405] Adheres to the chain of command and accepts role in the organization. [2406] Has good peer and FTO relationships and works well in a team. [2407] Other.
- (5) **Superior:** [2408] Excellent communication with all members of the organization while displaying proper consideration for their position. [2409] Understands superiors' responsibilities, respects and supports their position. [2410] Group leader, actively assists others, and is loyal to the agency. [2411] Other.
-



**25. General Appearance:** Uniform must be appropriate for varying situations, must be clean and pressed. Hygiene, offensive body odor and/or bad breath? Hair is neatly trimmed and cared for. Does grooming indicate professional pride? Condition of personal equipment?

**(1) Unacceptable:** [2501] Dirty or unkempt shoes and/or uniform. [2502] Uniform fits poorly or is improperly worn. [2503] Hair poorly groomed and/or in violation of policy. [2504] Equipment dirty, missing or inoperative. [2505] Improper personal hygiene, offensive odors. [2506] Other.

**(3) Acceptable:** [2508] Uniform neat, clean. [2509] Uniform fits and is worn properly. [2510] Weapon, equipment and leather is clean and operative. [2511] Hair is within regulations. [2512] Shoes are shined. [2513] Other.

**(5) Superior:** [2514] Tailored, clean uniform. [2515] Spit-shined shoes and leather. [2516] Brass well shined. [2517] Command bearing. [2518] Other.

---

**26. Knowledge of Department Policies and Procedures:** Evaluates trainee's knowledge of department procedures and ability to recall information contained within these areas.

**(1) Unacceptable –** [2601] When tested, verbally or written, answers with 20% or less accuracy. [2602] Fails to display knowledge of department policies or procedures, or violates same. [2603] Other.

**(3) Acceptable –** [2604] When tested, verbally or written, answers with 70% accuracy. [2605] Familiar with most commonly applied department policies/ regulations/ procedures and complies with same. [2606] Other.

**(5) Superior –** [2607] When tested, verbally or written, answers with 100% accuracy. [2608] Has an excellent working knowledge of department policies/ regulations/ procedures, including lesser known and seldom used ones. [2609] Other.

---

**27. Knowledge of Criminal Statutes:** Evaluates trainee's knowledge of criminal statutes and ability to recall information contained within these areas.

**(1) Unacceptable –** [2701] When tested, verbally or written, answers with 20% or less accuracy. [2702] Fails to display knowledge of criminal statutes when verbally questioned [2703] Other.

**(3) Acceptable -** [2704] When tested, verbally or written, answers with 70% accuracy. [2705] Familiar with most commonly applied criminal statutes and can identify when verbally questioned. [2706] Other.

**(5) Superior -** [2707] When tested, verbally or written, answers with 100% accuracy. [2708] Strong working knowledge of commonly applied criminal statutes and is able to identify elements when verbally questioned. [2709] Other.



## Test and Scenario Development

As FTOs work with various recruits, they will encounter the need for testing resources to verify that learning is occurring. However, simply referring a recruit to testing or a scenario accomplishes little if the FTO does not comprehend the pedagogical aims of each resource. This part of the new FTO curriculum will therefore be centered upon the advantages and disadvantages of testing and practice in a staged scenario.

Tests are more appropriate for the knowledge components of policing, such as criminal codes, the elements of a crime, or agency policies and procedures. In contrast, scenarios can supplement a low volume of calls for service, or substitute for certain types of calls that are less frequent. Also, scenarios are better than written tests when measuring a trainee's ability to interact appropriately with people from a wide variety of cultural backgrounds.

Scenario training offers many benefits and drawbacks. On the positive side, it creates a controlled, plausible learning environment. It allows for repetition in the interest of mastery, and it can be tailored to address each recruit's particular weaknesses. Scenario training can also be modulated in difficulty, presenting events which may be more challenging than those encountered during FTEP. And it can reinforce the ethics and values of the agency if properly designed.

On the negative side, scenarios may be perceived as unrealistic or contrived, can be predictable, and may not be taken seriously by recruits. They can also be labor-intensive if anchored in too much realism, as that requires committed team members and strong role-players.

In addition, scenario training creates certain risks and logistical challenges. The FTO must be fully aware of their management responsibilities when designing a scenario, including the control of firearms and electric restraint devices. No BPD policy, procedure, or safety standard must ever be violated during training exercises; neither should they expose the agency to liability.

When preparing scenarios, all FTOs must notify the appropriate supervisor(s) and partners (dispatch, external entities, etc.) about the time, place, and duration of the exercise. They must ensure that all relevant vehicle and weapons inspections are conducted prior to the exercise, as well as a review of the location of the scenario for potential risks. Under no circumstances will loaded weapons be used during scenario exercises, the only exception being simunitions, which may be appropriate when handled by a certified simunitions instructor.

Thus, taking the totality of these rules into consideration, FTOs will learn how to create scenarios for situations that are typically difficult for recruits. The products generated from these exercises will then be saved in a bank of scenarios to be used in FTO School.

# Appendix I

## Remedial Training

During the course of FTEP, situations will arise where a recruit insufficiently exercises the skills required to meet certain competency standards. The remedial techniques explained below can be used to correct such deficiencies, and will be incorporated into the new curriculum for FTOs. However, they can also be used to reinforce core competencies throughout field training. An aspect from each competency noted in the previous section accompanies each technique as an example.

- **Deficiency:** *Poor knowledge of criminal codes (competency 1: problem-solving)*
- **Remedy:** *Flash cards.* Have the trainee prepare flash cards. Preparing flash cards will force the new officer to utilize the cognitive learning domain. Flash cards are effective for addressing areas such as radio calls, criminal and traffic codes, case reporting, and the form/report selection.
  
- **Deficiency:** *Erratic driving habits (competency 5: driver safety)*
- **Remedy:** *Commentary driving.* This technique encourages multi-sensate learning (touch, sight, and hearing). The recruit is told to maintain a running commentary on what is observed while operating the vehicle. This can be used to improve driving skills or awareness while patrolling. The purpose of commentary driving is to shift the trainee's perception of situations from the civilian perspective to that of a police officer. Commentary driving is also an excellent tool for teaching orientation skills.
  
- **Deficiency:** *Command presence under stress (competency 3: use of force)*
- **Remedy:** *Commentary thinking.* This is an excellent technique to aid trainees who may know what to do, but become confused during stressful situations. Commentary thinking is simply thinking out loud. The trainee is required to speak their thoughts. If they are en route to a particularly stressful call, they must explain to the FTO how they will get to the call, what the call is about, and what their actions will be upon arrival. Several immediate benefits can be drawn from this exercise: mental preparation for calls, and sequential thinking about the actions available at those calls.
  
- **Deficiency:** *Hesitation on self-initiated activity (competency 5: driver awareness)*
- **Remedy:** *Using the map guide.* Have the trainee trace the intended route to the typical locations of certain calls in a map book. Usually, a piece of plastic laid over the map with a grease pencil is the best method. The FTO can also give homework to the trainee, such as having them memorize all of the arteries in the district and then quizzing them using the map.
  
- **Deficiency:** *Inability to de-escalate situations (competency 3: use of force)*
- **Remedy:** *Roleplay.* This is an excellent tool for teaching de-escalation, proper use of force, and field interview techniques. Construct a scenario and have the FTO play the parts of all of the participants other than the trainee. This forces the trainee to interact with the FTO in a manner similar to real life, but in a controlled environment.
  
- **Deficiency:** *Difficulty engaging aggravated residents (competency 2: community policing)*

- **Remedy:** *Role reversal*. This is basically the same as roleplay, except the recruit changes places with the FTO and observes how the FTO handles a particular situation. The FTO may even elect to perform the task in the same incorrect manner as the recruit, so that they can see their mistakes. If this is done, have the recruit critique the action.
- **Deficiency:** *Poor awareness of positioning (competency 5: safety awareness)*  
**Remedy:** *Simulation*. This is similar to roleplay, but usually involves the execution of certain tasks such as handcuffing, proper positioning a vehicle during a car stop, body alignment during field interviews, loading/unloading weapons, or handling radio traffic.
- **Deficiency:** *Poor decision-making (competency 1: problem-solving)*
- **Remedy:** *Self-evaluation*. This is an excellent technique for a trainee to assimilate constructive criticism in real-time. The FTO can begin the shift by providing the trainee with a DOR to evaluate themselves at the end of the shift. To aid the trainee, the FTO should have him/her critique activity during the shift. This technique should be employed infrequently because it will lose its effect if used too often. The FTO should review the DOR with the trainee at the end of the shift.
- **Deficiency:** *Inaccurate documentation of community interactions (competency 2: community policing)*
- **Remedy:** *Mirrored report-writing*. Both the FTO and trainee make notes after their calls for service throughout the shift. When it is time to prepare a report, the FTO and trainee each write their own version, comparing the two and making corrections to the trainee's version as needed.
- **Deficiency:** *Improper administration of arrests (competency 3: use of force)*.
- **Remedy:** *Joint arrests*. The FTO and recruit employ a common signal to make each other aware of when an arrest is to be made. This gives the FTO time to stop the recruit from making an unlawful arrest or utilizing improper techniques when an arrest is merited.

## Intervention Techniques

In addition to lessons on remedial training techniques, FTOs will be taught some theoretical concepts surrounding this topic area.

One of these concepts is the importance of “failure” throughout the learning process. Rather than discourage recruits, failure should be leveraged to allow them to explore what does and does not work under certain circumstances, as well as the multiple options often available to officers to address problems in the field.

Recruits should be enabled by failure, not inhibited by it. They should not be afraid to make mistakes while serving under an FTO in order to maximize their range of experience and become comfortable with ambiguity. Instead of punishing a recruit for incorrect actions, FTOs must recognize failure as an opportunity for positive debriefing. Mistakes can help a recruit determine when they might need assistance from an FTO or back-up once they become solo officers. They also familiarize the FTO with their particular trainee(s), allowing them to anticipate when an intervention may be necessary to avoid compromising officer safety or the lawful application of BPD policies and procedures.

The second concept FTOs will learn about is intervention. That is to say, there are indeed certain situations which should prompt the FTO to immediately take the lead during calls for service. These situations will be discussed in the new curriculum, and can be summarized as follows:

- **Compromising officer safety**
  - Separating involved parties
  - Presence of public safety hazards
- **Jeopardizing public safety**
  - Separating involved parties
  - Presence of public safety hazards
- **Misapplication or violation of law**
  - Attempting an arrest for an unobserved misdemeanor
  - Issuing citations for incorrect vehicle code violations
- **Deliberate violation of agency rules, regulations, or procedures**
  - Use of force
  - Vehicle/foot pursuits
  - Ethical situations or unwritten rules
- **Safety, procedural, or liability issues**
  - Property damage
  - Prisoner escape
  - Violation of civil rights

The third concept considers the various intervention techniques available to the FTO, such as body language, gestures, tone of voice, and other signals. These may not always be apparent to the FTO, especially under stress. Yet each technique has its benefit, and all of them collectively help recruits learn from their mistakes.

The following non-exhaustive list of intervention techniques will be covered in the new curriculum:

- **Subtle techniques**
  - Clearing throat
  - Simple questions
- **Overt techniques**
  - Verbal: interrupting, shouting, etc.
  - Physical: tapping or grabbing recruit's arm, gestures, etc.
- **Body language**
  - Eye contact
  - Facial expressions
  - Gestures
  - Body posture and orientation

- Proximity
- Humor

As stated, timely FTO intervention can transform mistakes into teaching moments, returning confidence to the recruit. It can make suggestions as to how to solve the problem at hand while reducing liability. And most importantly, it does not exempt the recruit from acting correctly the next time a similar situation arises.