

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Field Training Officer Program</p> <p>LESSON TITLE: Evaluating the Trainee</p>		
<p>New or Revised Course <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p> <p>Prepared By: Police Officer Tarsha Taru Date: 03/29/2021</p> <p>Academic Director Approval: Director Gary Cordner Date:</p>		
PARAMETERS	<p>Lesson hours: 2 hours</p> <p>Class size: 25-30</p> <p>Space needs: Classroom</p>	<p><input type="checkbox"/> Entry-level</p> <p><input type="checkbox"/> Continuing Education</p> <p><input checked="" type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>Officers attending this course must have a police certification for at least 2 years and successfully completed an internal background investigation.</p>		
<p>LESSON HISTORY (previous versions, titles if applicable) Was created by MPCTC and is a part of MPCTC Field Training Officer course.</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> 1. Through facilitated discussion, the class will define evaluation to the satisfaction of the instructor. 2. Through facilitated discussion and a case study, the class will discuss the importance of evaluation to the satisfaction of the instructor. 3. Through facilitated discussion and scenarios, the class will examine ways to evaluate and deal with the unresponsive trainee, to the satisfaction of the facilitator. 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> 1. Discussions 2. Facilitated Discussion and Case study 3. Facilitated Discussion and Scenarios 	

MPCTC OBJECTIVES (if applicable)

(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)

1. Define evaluation. (C-1)
2. Discuss the importance of an evaluation. (C-2)
3. Examine ways to evaluate and deal with the unresponsive trainee. (C-3)

INSTRUCTOR MATERIALS

Computer/laptop
Projector
PowerPoint Software
Lesson Plan
Internet Connection
Sample BWC footage or written scenario for the final practical activities (completing a DOR and remedial training plan).
Chart paper- 1 labeled *What is evaluation?* 1 labeled *Why is evaluation important?* And 1 labeled *What are some ways to deal with an unresponsive trainee?*

TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED

Computer/laptop
PowerPoint Software
Projector
Internet Connection

STUDENT HANDOUTS

DOR Form
Remedial Training Plan
Appendix A (one per group)

METHODS/TECHNIQUES

Lecture
Facilitated Discussion
PowerPoint
Case Study

REFERENCES

FTO Policy FTO Training Plan 2021

GENERAL COMMENTS

Before class have 3 pieces of chart paper prepared - 1 labeled *What is evaluation?* 1 labeled *Why is evaluation important?* And 1 labeled *What are some ways to deal with an unresponsive trainee?*

Lesson Plan Checklist (Part 1)

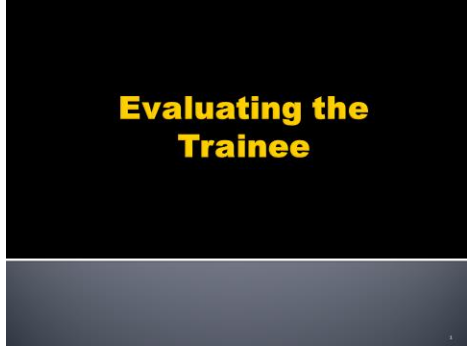
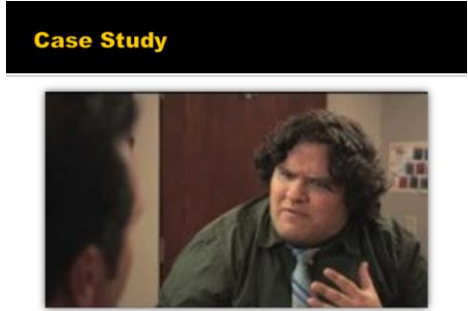
Format	Yes	No	N/A
1. All sections and boxes are completed.	x		
2. Performance objectives are properly worded and included in content.	x		
3. Assessment techniques are aligned with performance objectives.	x		
4. Copies of handouts and other instructional aids (if any) are included.	x		
5. References are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

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	x		
14. Does the lesson plan integrate BPD policies?		x	
15. Does the lesson reinforce BPD mission, vision, and values?	x		
16. Does the lesson reinforce the Critical Decision Making Model?		x	
17. Does the lesson reinforce peer intervention (EPIC)?		x	
18. Does the lesson incorporate community policing principles?		x	
19. Does the lesson incorporate problem solving practices?	x		
20. Does the lesson incorporate procedural justice principles?		x	
21. Does the lesson incorporate fair & impartial policing principles?		x	
22. Does the lesson reinforce de-escalation?		x	
23. Does the lesson reinforce using most effective, least intrusive options?		x	
24. Does the lesson have external partners involved in the development of training?		x	
25. Does the lesson have external partners in the delivery of training?		x	
Subject Matter Expert: Officer Tarsha Taru	Date: 3/29/21		
Curriculum Specialist: Kelsey Dziedzic	Date: 4/15/21		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: FTO Program

LESSON TITLE: Evaluating the Trainee

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>ASK: How many of you receive a yearly or bi-yearly evaluation at work?</p> <p>ASK: How many of you think that those evaluations are true and accurate?</p> <p>SAY: We all are used to receiving evaluations, and most of us think they are a waste of time. How many of you, when going through your field training, were told by your FTO that “No one gets a superior because there is always room for improvement?”</p>	<p>Time: 5 minutes</p> <p>Slide 1</p>  <p>Expected response: Everyone.</p> <p>Expected responses (this and the subsequent question): Answers may vary.</p>
<p>SAY: We’re going to watch a case study that focuses on communication skills of an evaluation. Pay attention to the communication breakdown involved.</p>	<p>Slide 2 <i>Video length is 2:38.</i></p>  <p>2</p>

<p>ASK: Where was the communication breakdown?</p> <p>ASK: Was there a remedial plan or follow up before next evaluation?</p> <p>ASK: How would we overcome the presented challenge?</p> <p>SAY: Later on, we are going to talk about a seven step process for evaluations, but you need to really think about how you evaluate the trainee, because the evaluation will stay with that new officer for all of their career. That is why it's important to provide regular feedback to the trainee—so that the official evaluation does not come as a surprise.</p>	<p><i>Video Link:</i> https://www.youtube.com/watch?v=gdp4sPviV74</p> <p>Desired response: The evaluator and employee had different thoughts on the performance of the employee. The employee thought he was doing well while the supervisor thought he was performing poorly.</p> <p>Desired response: No.</p> <p>Desired response: Document everything! Make sure a remedial plan is in place if needed. Don't ignore the problem until the end.</p>
<p>SAY: Let's review the objectives for today's lesson:</p> <ol style="list-style-type: none"> 1. The class will define evaluation. 2. The class will discuss the importance of evaluation to the satisfaction of the instructor. 3. The class will examine ways to evaluate and deal with the unresponsive trainee. 	<p>Slide 3</p> <div data-bbox="974 1386 1437 1711"> <p>Objectives:</p> <ul style="list-style-type: none"> Define evaluation. Discuss the importance of an evaluation. Examine ways to deal with the unresponsive trainee. </div>
<p>II. INSTRUCTIONAL INPUT (CONTENT)</p>	<p>Time: 80 minutes</p>

ASK: What does evaluation mean?

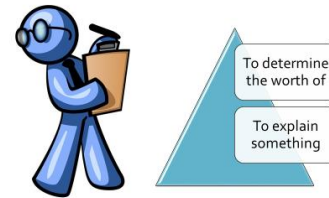
SAY: We've talked a lot about the core competencies and qualities of the FTO in a previous lesson, but now, we're going to cover the core competencies of the recruit. This is the list of *recruit* core competencies. This is what we should have in mind in terms of the *recruit's* development over the course of field training.

ASK: Can anyone describe a situation from your time as an officer that a recruit had trouble handling?

ASK: Good answers. Now, tell me what you would do if you showed up to a call for a homeless person sleeping on the median on Martin Luther King Boulevard. How would you instruct your recruit to proceed? What information would you want your recruit to obtain?

Slide 4

What Does Evaluation Mean?



Do not click forward until the question has been asked/answered. The answer will be revealed with animation.

Desired responses:

- To determine the worth of
- To explain something

Slide 5

What are we evaluating?



Collect and discuss responses; have each person who responds give a recommendation as to how they would correct the recruit and help them improve

Desired responses

- Ascertain whether the person has any close friends or relatives who could be contacted to help.
- Refer the person to neighborhood services,

ASK: Now, we won't have time to go through scenarios for each of these, but we'll touch on a couple. First, problem-solving: can anyone explain what it means to be proficient in problem-solving? What do you have to know in order to problem-solve?

If students have difficulty responding or give generic responses such as "know your post/streets," "talk to people," or "call the neighborhood coordination officer," refer to the desired responses and explain the answers to them that way.

behavioral health partners, the housing authority, and/or other resources.

- Explain how to contact these partners, whether by phone or other means (the public library, for instance, provides free computers with internet access and basic software).

Slide 6 – Initial/No Animation

In Focus: Problem-Solving



Initially, this slide will appear blank as above. The instructor should pose the question about what it means to be proficient in problem-solving (desired responses below).

Desired responses

- Addressing specific community concerns, which *may or may not be related to crime*.
- Knowing how to respond to quality of life issues (as in the previous example of the homeless person).
- Knowing the SARA model (scan, analyze, respond, assess).
- Identifying patterns in crime and speaking to residents about how we might collaborate with them to resolve the issue.

GROUP ACTIVITY – GROUPS OF 3

SAY: On to a quick exercise in problem-solving. Let's look at an example from Charlotte-Mecklenburg, North Carolina.

Slide 6 – Animation I

In Focus: Problem-Solving

Scenario: Problem-Solving

You receive a call about a commercial robbery in a local warehouse district. The warehouse manager wants to file a report and speak to an officer, and he explains that the robbers have been targeting warehouses near his own, within an approximately two-mile radius. They tend to steal metal products such as copper and brass piping.

- How would you instruct your recruit to proceed?
- What information would you want your recruit to obtain?
- What would you be looking for as your recruit works through this problem?

6

Click to introduce the scenario. Divide the students into groups of three and have them work through the questions on the slide. Then, collect responses from various group members.

Possible responses

(responses may vary)

- Inquire about where the stolen products come from. Who delivers them? At what time?
- Ask whether or not the products are secured once inside the warehouse (i.e. – environmental security measures). Are they chained? Locked?
- Take the names of other warehouse owners or private security officers you might be able to speak to.

After the groups have answered the questions, click to introduce the SARA table. Compare the groups' responses to the actual findings from this situation.

Slide 6 – Animation II

SAY: Great. These are all good points. Now, let's compare your answers to what the SARA model revealed in this case (this is from a real study). How did you do? Is there anything else you might add?

ASK: Great. Now, let's consider the community policing competency. What would you have your recruit do in this case?

For brevity, the instructor will not pull up a SARA table as in the previous scenario, but the concept remains the same. Just because SARA is specific to problem-solving does not mean that it is excluded in tasks such as community policing.

In Focus: Problem-Solving

SARA Review	
Scan	Increase in warehouse robberies
Analyze	Crime concentrated within a small radius; target products mostly unsecured.
Respond	Recommend that products be secured with chains, disc locks, and weights; if possible, within locked rooms.
Assess	Follow-up reveals that robberies fell by 40%

6

Allow the students some open discussion or debate of the points on the SARA table, and how they compare to the answers they just provided.

Slide 7

In Focus: Community Policing

Scenario: Community Policing

You receive a call about trash dumping in the alleys of a certain neighborhood. Upon speaking to one of the residents, your recruit learns that the perpetrator drives a red pick-up truck, and that he remembers seeing the truck while a nearby renovation was being completed. Now, the perpetrator seems to be foregoing the dumpster altogether.

- How would you instruct your recruit to proceed?
- What information would you want your recruit to obtain?
- What would you be looking for as your recruit works through this problem?

7

Continue the activity in groups of three.

Desired responses

- Recommend 311, waste management, or another appropriate city resource.
- Speak to other residents to view the problem from different angles and obtain more detailed information.
- Speak to the realtor who sold the newly renovated home, find out which contractor completed the renovation.

ASK: So, we've looked at a couple of scenarios on problem-solving and community policing. What about the rest of these competencies? What does successful performance look like in each of these areas?

Supplement to Student Answers

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.

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

- Ask residents if they would be willing to form a NextDoor or other social media group to promote community accountability.
- Explain environmental conditions that could contribute to the problem: poor lighting, access to the alley, etc.
- Finding ways to collectively educate the neighborhood on how to legally dispose of large items.

Slide 8

What are we evaluating?



Allow the class to name and present examples of each of the remaining competencies, and supplement their answers using the content shown to the left.

NOTE: The content to the left also represents desired responses.

than the least intrusive action to effect an arrest or gain compliance degrades police-community relations.

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.

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.

SAY: Evaluations during field training are conducted at various touch points to ensure continuous performance management. You all are obviously acquainted (or will be acquainted) with the Daily Observation Report (DOR), which is our main evaluation tool. But there are other types of evaluation—formal and informal—which are dictated by the field training policy.

ASK: When do DORs need to be filled out? Does anyone else need to be informed about your DORs? What should you verify in each of your DORs? In general, let's go over it.

Slide 9

Evaluation life cycle



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Desired responses

- Obviously, DORs are completed daily, at the end of each shift.
- Sector supervisors must be informed of any performance issues immediately upon conclusion of a shift.
- DORs should be compared to the number of hours appropriate to the trainee's time in field

SAY: Next, we have the weekly meetings with our trainees. According to BPD policy, FTOs are required to meet with their trainees **twice per week** to discuss progress and any performance issues. This piece is pretty self-explanatory.

Another part of the evaluation cycle to be aware of is the weekly FTO conference call. This call is led by Sgt. Gladden and other supervisors to discuss trainee performance issues. **The important thing here is to keep your sector supervisors and district coordinators informed of problems** so that they can bring them up during this call. You are also free to join the call if time permits.

SAY: The phase (two-week) report is an overall summary of the trainee's performance across several areas. This is completed at the end of your two-week interval or "phase" with the trainee. **Incoming FTOs must review this report in order to gain perspective on their new trainees.**

Briefing the incoming FTO is the final part of the evaluation life cycle. Again, it's all about information relay and transparency. Everyone involved in the trainee's phases of field training needs to stay abreast of performance developments. **This is especially true for FTOs, who are the principal evaluators of trainees.**

training. Make sure that your trainees have the correct number of hours, and report any concerns about hours to the sector supervisor.

- Finally, you should review the DORs of incoming trainees to identify trends related to their learning style, strengths/weaknesses, etc.

ASK: Quick recap. List the steps in the evaluation life cycle.

SAY: What you need to remember about evaluations are that they need to be;

- Fair
- Accurate
- Objective
- Based on observed performance

ASK: Which of these four criteria do you struggle with the most and why?

ASK: Let's define each step. What makes an evaluation "fair," or "accurate," or "objective?"

- **Fair:** Adheres to the categories noted in the DOR, not invented categories; acknowledges both strengths and weakness; provides concrete recommendations for improvement.
- **Accurate:** Notes the precise tasks/areas to be improved, and does not rely upon generalizations; cites real examples from

Slide 10

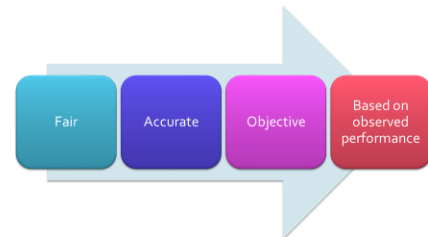
Evaluation life cycle



NOTE: This slide is supposed to be blank, since students are being asked to fill in what they just heard from the instructor. If necessary, return to the previous slide to show the correct answers.

Slide 11

Evaluations Need To Be:



Responses will vary, but use this as a transition to the importance of each step.

Collect answers from the class, then discuss the bullet points presented in the left column.

training; follows standardized evaluation guidelines (SEGs).

- **Objective:** Related to the final point, this means that it is based upon facts and activities observed during the work shift, not comparisons to other trainees or preconceptions you may have about exemplary performance.
- **Based on observed performance:** Self-explanatory.

SAY: Another thing to consider is that evaluations must be timely. As an FTO, you will be giving daily critiques on your trainees. Use this time to give them honest feedback so that they can improve. Don't "kick the can down the road," expecting someone else to address a trainee's unsatisfactory performance. A timely and truthful evaluation will benefit all participants in the field training process.

SAY: We are now going to discuss the seven step process to the Performance Evaluation. So that you can become more familiar with that process, you've been given strips of paper that have each step printed on them. Using the strips provided, list the steps in the order you think they belong in your table groups.

ASK: What order did you place them in?

Slide 12

Activity



Place the 7 steps of the Performance Evaluation Process in the correct order

6

Provide 5-10 minutes for participants to list the steps in the correct order. As they are working, rotate around the classroom to monitor discussions.

Allow time for groups to share their responses. The correct order

SAY: Let's compare your results to the actual list. FTOs can use the following seven step-by-step evaluation process to ensure that trainees receive a fair, accurate and objective assessment of their performance during their field training experience.

SAY: Understanding the performance standards that a trainee is expected to meet is essential if the trainee is to be held accountable for his/her work performance and behavior during the field training program. The expectations and the performance standards that are now in effect are suddenly and significantly different than those that had to be met in the academy environment. No longer are the situations that are to be faced training exercises; they are "real" life situations that may have significant consequences, including safety concerns, if they are not properly handled.

In order for both the trainee and the FTO to be "in sync," performance standards and expectations need to be reviewed and discussed at the beginning of the field-training program or whenever a new field-training officer assumes supervision of a trainee. Not only does this dialogue provide an opportunity for the FTO to develop rapport with his/her trainee, it also provides the FTO with an opportunity to assess a trainee's mindset as the trainee enters this critical phase of his/her entry-

is shown on the next slide.

Slide 13

The 7 Step Performance Evaluation Process

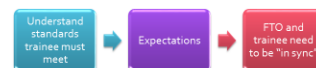
- Review performance standards
- Observe and document performance
- Prepare evaluation form
- Review interview
- Prepare remedial training
- Conduct remedial training
- Re-evaluate performance



7

Slide 14

1. Review Performance Standards



8

level training.

ASK: What should the FTO review with his/her trainee?

ASK: Why should you review these things with the trainee?

SAY: Obviously, the only way to fairly and accurately evaluate a trainee's performance is to observe him/her:

- perform certain tasks;
- handle specific incidents/situations;
- Exercise the judgment needed to resolve problems.

To do this an FTO must monitor/observe, assess, and document every aspect of a trainee's performance, even when a trainee is unaware that an FTO is observing his/her behavior.

The performance evaluated should be:

- MEASURABLE**
- OBSERVABLE**
- JOB-CENTERED**
- DOCUMENTED**

Desired response:

- Role as FTO.
- Ground rules for behavior.
- Specific goals for field training phase.

Desired response:

- Trainees perform best when they know what is expected of them.
- Performance expectations change during field training.
- Trainees who underperform might use this as an excuse for this poor performance by saying they "didn't know."

Slide 15

2. Observe and Document



ASK: Why is it important to measure both the quality and quantity of the trainee's work?

ASK: Can you have others observe the trainee's behavior as well?

ASK: What should an FTO do if the trainee's behavior is not job centered?

ASK: Is the trainee allowed to document their own performance?

SAY: While most field training evaluation instruments focus on how trainees perform specific tasks, they also contain "comment" sections that frequently call for FTOs to "personalize" the score or rating given to the trainee. These comment sections also frequently call for an FTO to provide his or her opinion on how a trainee exhibits certain personal traits that are essential to the performance of an effective, such as:

- Loyalty
- Integrity
- Compassion
- Courage
- Teamwork
- Initiative

Measurement of these attributes relies on value

Desired responses:

- The quantity of work is a key indicator of success in the program.
- The quality of work can be more subjective, whereas the quantity is measurable.

Desired response:

Yes, as long as it is documented.

Desired response:

Bring the task to the attention of their respective supervisor and the field training coordinator

Desired response:

Yes, and this could be helpful to the FTO as well.

Slide 16

Subjective vs Objective

- Evaluating Traits such as
 - Loyalty
 - Integrity
 - Compassion
 - Courage
 - Teamwork
 - Initiative
- Still must be OBSERVED behavior

EXAMPLE

Courage: the ability to act appropriately, with resolve, when confronted with physical danger; the ability to control anxiety, apprehension or fear when performing one's assigned duties; the ability to act with conviction that is based on the moral and professional principles that govern a public safety employee.

judgments based on instances of **OBSERVED BEHAVIOR** that an FTO has documented and can describe/detail in the trainee's evaluation.

SAY: Here's an example: Courage: the ability to act appropriately, with resolve, when confronted with physical danger; the ability to control anxiety, apprehension or fear when performing one's assigned duties; the ability to act with conviction that is based on the moral and professional principles that govern a public safety employee.

ASK: What are some other examples of observable behavior that would exemplify one of these traits?

Possible responses:

- **Compassion** – displayed during a death notification, using trauma-informed questioning when talking to a victim.
- **Integrity** – displayed during court testimony or when completing written reports, such as crime reports or timesheets. Also during the acknowledgment of mistakes or wrongdoing by another member.
- **Initiative** – shown when performing a task without being told or ordered to do so.
- **Teamwork** – shown by helping others to complete a task.

SAY: The key to the success of the field training program is the continuous and regular feedback that is given to the trainee by the FTO. Just as written performance evaluations formalize the evaluation process, performance review interviews formalize the feedback that an FTO provides his/her trainee.

Critiques need to be timely, meaning they should occur at the end of the work day. Allow time at the end of your scheduled work day to organize your thoughts and critique before meeting with your trainee. This should lead to a structured encounter with the trainee. Make sure to address both positive and negative items. The timeliness will assist with recalling the event, and the thoughts and emotion that went in to causing the action(s). By critiquing at the end of the day, the trainee will be able to build on their successes and work to improve the poor aspects of their performance. For some reason the evaluation cannot occur at the end of the work day, it should happen as soon possible after the fact.

Weekly summaries and phase reviews should be scheduled when all parties have allotted time to discuss the trainee's progress and needs. FTOs should take care to schedule summary reviews at times that will encourage the trainee to be open to constructive feedback.

SAY: True or false? Most trainees will be apprehensive before their first performance interview and may be intimidated by the experience

Answer: True.

Slide 17

4. Review Interview

- Conduct in private
- Set a positive tone
- Non-argumentative and non-confrontational
- Have documentation
- Anticipate trainee's reaction
- Anticipate questions
- Allow trainee to respond
- Decide on an action plan



In addition to the content on the left, the instructor should refer directly to the points on the slide during their presentation, and ask the students to help describe each item in the list.

Slide 18

True or False?

Most trainees will be apprehensive before their first performance interview and may be intimidated by the experience

True

18

SAY: True or false? It's okay to have other people around when conducting the interview.

Answer: False.

SAY: True or false? Always set a positive tone and use a non-argumentative and non-confrontational approach.

Answer: True.

SAY: True or false? Always have performance documentation at hand.

Answer: True.

Slide 19

True or False?



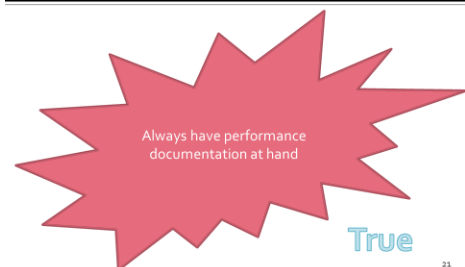
Slide 20

True or False?



Slide 21

True or False?



SAY: In the FTO program, remedial training takes place whenever an FTO becomes aware of any trainee performance deficiency. In most cases, FTOs initiate immediate remedial training or instruction whenever they observe a trainee make a mistake. A simple comment by or direction from the FTO normally is the only corrective action that is called for if the mistake is small. The mistake is corrected and the trainee continues to progress through the program.

However, in some instances, the mistake is so serious or involves a performance issue that is so complex that immediate correction is not possible. The problem may also be a series of previously corrected mistakes which the trainee has repeated. In this case, an FTO is required to develop a more detailed response to correct the performance problem—remedial training.

In cases where an FTO determines that **formal remedial training** needs to occur, an FTO can follow the basic strategy which first line supervisors should employ when developing a performance improvement plan for veteran employees:

- Identify the specific behavior/activity that needs to be corrected. This may require revisiting the situation(s) then the mistakes were made.
- Determine, if possible, why the mistake was made:
 - lack of knowledge
 - lack of experience
 - inattentiveness/lack of concentration
 - anxiety/fear/stress
 - carelessness/haste
- Deal with the specific behavior to be corrected:
 - describe what is expected
 - describe what must be done to improve
- Get input from the trainee how they feel they can improve in the area of need.
- Involve the district coordinator and supervision with formal remedial training.

Slide 22

5. Remedial Training Plan

Identify specific behavior to be corrected

Determine why

Identify what is expected

Ask trainee for training plan

Determine training type

Follow up

- Determine the appropriate remedial training strategy:
 - practical exercise
 - role play
 - quiz
 - written exercise (problem solving process)
- Set realistic and attainable goals
- Set a realistic time limit for improvement; several training sessions may be needed if the performance issue is complicated.
- Specifically outline the training plan and identify any assistance or resources that may be available to the trainee, such as:
 - academy lesson plans
 - policy
 - law or traffic book
- Explain consequences for failure to improve.
- Document all aspects of the remedial training plan.

SAY: The FTO should conduct the trainee's remedial training as soon as possible after developing the plan. Depending on the remedial training technique to be used, the resources/training strategy/technique may be beyond the scope of a *single* FTO and may require the assistance of others.

ASK: What resources are available to the FTO?

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6. Conduct Remedial Training

Conduct as soon as plan is developed

Identify resources



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Desired responses:

- Involving the FTO program coordinator.
- Involving the academy staff.
- Involving other FTOs.
- Using academy lesson

SAY: Once the FTO has completed the trainee's remedial training it is obvious that he/she must continue to monitor the trainee's performance in the affected area. In addition to observing the trainee's performance in the field, continued monitoring includes any additional testing the FTO may administer to determine if the initial remedial training has been successful. Changes in the trainee's performance, both positive and negative, should be documented in future evaluations. Any recurrence of deficient performance must be addressed by the FTO as soon as possible.

SAY: Success in an academy environment does not necessarily translate into success in the field. Despite the best academy instruction and the best of intentions and effort by an FTO, a field trainee may be unresponsive to training or may be reluctant to function on his/her own. There may be a variety of reasons for this unresponsiveness including but not limited to:

- lack of confidence;
- inability to practically apply knowledge
- lack of concentration/attention to duty
- stress
- disconnect with FTO
- stubbornness or other attitudinal problem
- reluctance to accept/respond to feedback
- lack of motivation

plans.

- Securing logistical support in the form of personnel to act as role players, vehicles, sites for training, etc.
- Employing a testing protocol, including written tests.

Slide 24

7. Re-evaluate Performance



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Slide 25

Dealing with the Reluctant or Unresponsive Trainee



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- Job misfit.

Part of an FTO's responsibility is to identify trainees who are reluctant or unresponsive and to determine, if possible, the reasons for their reaction and whether or not that reluctance/unresponsiveness can be overcome.

ASK: What's the first step in dealing with an unresponsive or reluctant trainee?

SAY: Despite the best efforts of the FTO, sometimes an individual will be unsuccessful at making the transition from an academic setting to a "street" environment.

In the event that an FTO judges that a trainee is unable to apply the lessons, strategies, tactics and techniques learned during entry level training, the FTO has a duty to the organization, him/herself, the trainee and the public to recommend that the individual be separated from service.

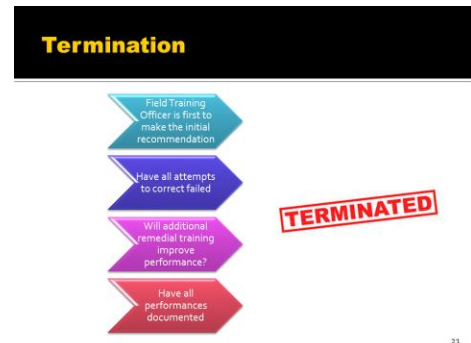
ASK: Why is it so important to state if a trainee is failing?

SAY: If an FTO has properly evaluated his/her field trainee on a daily basis and has provided the trainee with constant feedback about his/her performance, a trainee will know that they are not performing to agency standards. They will also realize that the FTO and the agency have attempted to help him/her to improve their performance to meet the agency's standards.

Desired response:

- Apply problem-solving through a counseling session.
- Prompt the trainee to identify his/her own reasons for the reluctance or unresponsiveness.

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Desired response:

- Failure to do so may subject the agency and FTO to liability.
- The retention of inadequate personnel may negatively impact the morale of other employees.
- May affect the image of the agency and may set an undesirable precedent for the future.

SAY: In some cases, field trainees will willingly self-select out of service. These individuals recognize, understand and appreciate the fact that they are not be suitable for the demands of law enforcement work. In other cases some trainees may initially self-select out of service only later to claim that they were coerced (forced) into resigning, i.e. coercive constructive discharge. Finally, some trainees may actually need to be released from service. In any of the above cases where a field trainee separates from service, all FTOs involved in the training and evaluation of that particular trainee should be prepared to answer the following questions:

- Have the specific job-related problems been identified and documented?
- Has the field trainee been apprised of his/her performance problems?
- Has an attempt been made to identify the causes for those performance problems?
- Has the trainee been given the opportunity to improve his/her performance via coaching, additional training, and/or practice exercises, scenarios, or other training techniques?
- Have all remedial efforts and the results of those efforts been documented?
- Are continued remedial efforts likely to result in improved performance that will meet established minimum agency standards?
- Has the FTO Coordinator been apprised of the trainee's inadequacies and been given the opportunity to respond?

The policies and philosophy of each program should determine whether or not there needs to be a "consensus to recommend termination" from all of the FTOs of a particular trainee before that recommendation is forwarded to the agency's Chief Executive through the Program Coordinator/Chain of Command. The BPD will make recommendations through the chain of command to the Commissioner for trainee release from service.

ASK: Now, let's do a scenario where you will observe a trainee and determine a proper rating for their performance. Can I have someone read through the scenario before we start?

ASK: Can I get three volunteers for the roleplay? We'll need someone to play the store clerk (complainant), the POT, and a witness.

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Scenario

- Call for service for unknown disturbance at corner grocery store.
- Complainant states subject acting suspiciously and bothering other customers, and he thinks he may be shoplifting.
- Suspect listens to POT, but not following commands. He becomes argumentative with other customers and clerk.
- POT never asserts control of scene and lacks situational awareness.
- Clerk makes statement to remove suspect from store, but POT does not take action.
- Suspect gets frustrated at scene and leaves on his own with being identified.
- POT never makes decision or leaves before explaining options to complainant.

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Scenario information is listed on the slide for easy reading.

Before they watch the roleplay, hand out the DOR form to each participant. Then, have the volunteers come to the front of the classroom and act out the roleplay for the class to observe. The observers should evaluate (on the DOR form) as though they were allowing the trainee to handle the call on their own.

After the class has completed their DOR forms, the instructor will review each category using a facilitated discussion to determine the proper rating for each category.

The goal is to get a consensus on each rating and discuss why there may be differences in ratings from person to person.

The instructor will then discuss any and all content required for the back of DOR form.

GROUP ACTIVITY – GROUPS OF 3

SAY: Now, we are going to practice filling out a remedial training plan based upon the situation you just observed. Work with your partners to ensure that all of the necessary components are included.

Refer to the necessary components listed on the slide.

ASK: So, what did you come up with? Let's have a few of you share your plans out loud.

ASK: What did you find in your peers' plans? Did you notice any deficiencies? Any strong points?

III. REVIEW/EVALUATION/CLOSURE

Slide 28

Practice: Remedial Training Plan

Identify specific behavior to be corrected

Determine why

Identify what is expected

Ask trainee for training plan

Determine training type

Follow up

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Time: 15 – 20 minutes.

Throughout this segment, the instructor should move around the class to monitor student discussions.

Divide the class into groups of three and instruct each group member to prepare their own plan. Group members will be allowed to consult each other during their writing.

Once all of the groups have finished preparing their plans, select a few random students to share their final products.

Finally, instruct each group to trade their plans with another group, and have the students critique their peers' products. As in the previous portion, select a few random students to share their findings out loud.

Time 5 minutes

SAY: We are going to review what we've learned today. You will receive three post it notes, and on each one respond to one of the following questions:

What is evaluation?

Why is evaluation important?

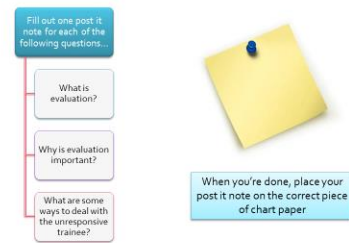
What are some ways to deal with the unresponsive trainee?

When you're done, place your post it note on the corresponding piece of chart paper.

ASK: Any questions?

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RECAP



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Make sure the three pieces of chart paper are posted around the room for people to place their post-it notes.

Once people are done writing and posting their responses, go to each chart paper and review the findings with the class.

Slide 30

Questions?



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APPENDIX A



Review performance standards



Observe and document
performance



Prepare evaluation form



Review interview



Prepare remedial training



Conduct remedial training



Re-evaluate performance