

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: Field Training Officer Program

LESSON TITLE: DOR Book

New or Revised Course

New

Revised

Prepared By: Police Officer Tarsha Taru

Date: 8/26/2021

Academic Director Approval: Director Gary Cordner

Date:

PARAMETERS

Lesson hours: 60 minutes

Entry-level

Class size: 25-30

Continuing Education

Space needs: classroom

Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

All attendees should at least have 2 years minimum as a certified police officer and successfully complete an internal background check.

LESSON HISTORY (previous versions, titles if applicable) This lesson was created to provide the FTO students with the knowledge and skills to complete the DOR book that is utilize to evaluate the trainees in filed training.

PERFORMANCE OBJECTIVES

- 1.The class will analyze the content and layout of the BPD DOR book through a facilitated discussion to the satisfaction of the instructor.
- 2.The class will identify and explain how the DOR book can assist with proper documentation of the trainee throughout the field training program through a facilitated discussion to the satisfaction of the instructor.

ASSESSMENT TECHNIQUE

1. Facilitated Discussion
2. Facilitated Discussion

<p>3. Given a role-playing scenario in which a patrol function will be performed by actors, the student will properly complete the necessary DOR paperwork to document the role-players actions to the satisfaction of the facilitator.</p>	<p>3. Role Playing Scenario</p>
<p style="text-align: center;">MPCTC/COMMISSION OBJECTIVES (if applicable) <i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <ol style="list-style-type: none"> 1. Discuss the content of the DOR book for BPD field training requirements. (C-2) 2. Discuss how the DOR book will assist with documentation during field training. (C-2) 	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>DOR Book packets Lesson Plan PowerPoint</p>	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Computer/laptop PowerPoint presentation Video Projector Internet Connection</p>	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>DOR Book packet</p>	
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>This lesson plan will be instructed by lecture with facilitated discussion and PowerPoint. This lesson will prepare the student for the evaluation lesson of the DOR requirement. At the end of the two consecutive lessons, students will have a learning activity where they will employ all the components of the two lesson plans.</p>	
<p style="text-align: center;">REFERENCES</p> <p>DOR Book FTO policy FTO training plan</p>	

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

Lesson Plan Checklist (Part 1)

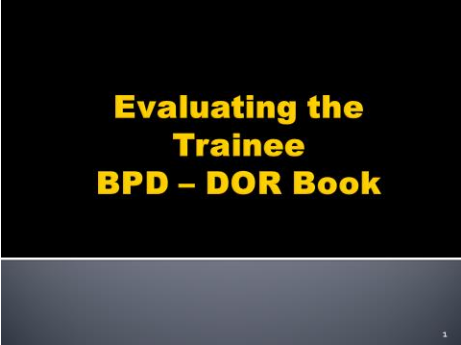
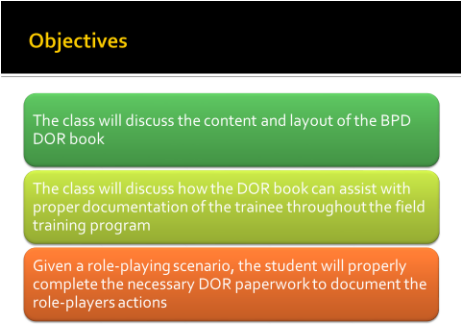
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are 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?	<input type="checkbox"/>	<input type="checkbox"/>	X
14. Does the lesson plan integrate BPD policies?	<input type="checkbox"/>	<input type="checkbox"/>	X
15. Does the lesson reinforce BPD mission, vision, and values?	<input type="checkbox"/>	<input type="checkbox"/>	X
16. Does the lesson reinforce the Critical Decision Making Model?	<input type="checkbox"/>	<input type="checkbox"/>	X
17. Does the lesson reinforce peer intervention (EPIC)?	<input type="checkbox"/>	<input type="checkbox"/>	X
18. Does the lesson incorporate community policing principles?	<input type="checkbox"/>	<input type="checkbox"/>	X
19. Does the lesson incorporate problem solving practices?	<input type="checkbox"/>	<input type="checkbox"/>	X
20. Does the lesson incorporate procedural justice principles?	<input type="checkbox"/>	<input type="checkbox"/>	X
21. Does the lesson incorporate fair & impartial policing principles?	<input type="checkbox"/>	<input type="checkbox"/>	X
22. Does the lesson reinforce de-escalation?	<input type="checkbox"/>	<input type="checkbox"/>	X
23. Does the lesson reinforce using most effective, least intrusive options?	<input type="checkbox"/>	<input type="checkbox"/>	X
24. Does the lesson have external partners involved in the development of training?	<input type="checkbox"/>	<input type="checkbox"/>	X
25. Does the lesson have external partners in the delivery of training?	<input type="checkbox"/>	<input type="checkbox"/>	X
Subject Matter Expert: Officer Tarsha Taru	Date: March 17, 2021		
Curriculum Specialist: Kelsey Dzedzic	Date: April 19, 2021		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date: August 26, 2021		

COURSE TITLE: FTO Program

LESSON TITLE: DOR Book

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET Slide 1</p> <p>ASK: Younger officers, do you remember getting your book filled out?</p> <p>ASK: Older officers, how was your training documented?</p> <p>ASK: Have you assisted with POTs recently?</p> <p>Slide 2 SAY: Let's review today's objectives...</p> <ul style="list-style-type: none">• Analyze the content of the DOR book for BPD field training requirements. (C-2)• Identify and Explain how the DOR book will assist with documentation during field training. (C-2)• Properly complete the necessary DOR paperwork in a role-playing scenario	<p>Time 5 minutes Slide 1</p>  <p>Desired response: Yes</p> <p>Desired response: Daily observation reports</p> <p>Desired response: Will vary</p> <p>Slide 2</p>  <p>Objectives</p> <ul style="list-style-type: none">The class will discuss the content and layout of the BPD DOR bookThe class will discuss how the DOR book can assist with proper documentation of the trainee throughout the field training programGiven a role-playing scenario, the student will properly complete the necessary DOR paperwork to document the role-players actions

Group Sharing Exercise: Making the Connection

The instructor should list the following five patrol functions on chart paper:

- Most Effective Least Intrusive Response
- Vehicle Stops
- Business Checks
- Directed Patrol
- Crisis Response

Then ask the class to choose the corresponding core values that apply to each function. More than one core value applies to each.

Slide 4

SAY: Here we are looking at the Mandatory Learning Requirements for Phase 1. All aspects will be complete and documented prior to phase 2, requires FTO signatures.

The first form that you are viewing on the slide that reads Phase one mandatory learning requirements list tasks that the trainee should be introduced to in phase 1. Phase 1 is mostly instructional, and typically involve tasks that are discussed during orientation with the district coordinator.

Remember in phase 1 that you the FTO are expected to **SHOW** and **CLOSELY** guide the trainees through incidents for the first time.

The second form you see on the slide is asking you to

Time 3-5 Minutes

Desired responses:

Allow the learners to discuss each function briefly. All of the core values apply. There is no single correct answer. The focus is to generate a discussion and reinforce the BPD's Core Values.

Core Values

Professionalism

Honor

Duty

Courage

Integrity

Slide 4

The image shows two forms from the BPD training manual. The first form is titled 'PHASE 1 - MANDATORY LEARNING REQUIREMENTS' and is for 'WEEK 1 & 2'. It lists various tasks such as 'Introduction to the BPD', 'Introduction to the District', 'Introduction to the Patrol', 'Introduction to the Business', 'Introduction to the Vehicle', 'Introduction to the Directed Patrol', and 'Introduction to the Crisis Response'. Each task has a table for tracking progress with columns for 'Date', 'Time', 'Status', 'Priority', 'FPO', and 'FPO'. The second form is titled 'PHASE 2 - MANDATORY LEARNING REQUIREMENTS' and is for 'WEEK 3 & 4'. It lists various tasks such as 'Introduction to the Patrol', 'Introduction to the Business', 'Introduction to the Vehicle', 'Introduction to the Directed Patrol', and 'Introduction to the Crisis Response'. It also has a table for tracking progress with columns for 'Date', 'Time', 'Status', 'Priority', 'FPO', and 'FPO'. Both forms are signed by the FTO.

Slide 6

SAY: This is the DOR log and the trainee is responsible for logging in their certified/non certified hours, and driving hours daily. This form is used to assist the trainees/ district coordinator with tracking certified field training hours and driving time. Remember tracking field training hours are important because per Maryland Police Training Commission the state mandate for certified hours only count when those hours are spent with a certified field training officer. This is very helpful when applying for full police certification as we discussed in the COMAR lesson.

We also use this form to track the certified hours vs. uncertified hours. Trainees who trained by FTO's who have successfully completed this course are considered certified those who have not are considered non-certified.

ASK: Why is this form helpful?

Slide 7

SAY: This is the DOR form which we will have comprehensive review of during evaluation class. It needs to be complete and legible.

Slide 6

Day	PTO Name	PTO Shift	Certified Hours	Non-Certified Hours	Driving Hours	Total Hours
1	Sample 1	ADG	0	0	0	0
2	Sample 1	ADG	0	0	0	0
3	Sample 1	ADG	0	0	0	0
4	Sample 2	ADG	0	0	0	0

Desired response:

Assists with tracking FTO certified hours and driving hours. This form is an essential tool with tracking Field Training hours. It helps the FTO Coordinators and POTs keep track of certified training hours. This is required by the training commission.

Slide 7

The form includes sections for:

- Trainee Information (Name, ID, etc.)
- Training Activities (Detailed log of activities and hours)
- Evaluation (Comments and scores)
- Signatures (Trainee, FTO, Coordinator)

ASK: Whose signatures are needed here?

Slide 8

SAY: These two images are the Phase Evaluation Summary which must be completed by FTO and Supervisor. It should also include a meeting with supervision to discuss progress or training needs. These occur after every 8 DORs.

ASK: Is this required before advancement into the next phase?

Slide 9

SAY: Here is the Remedial Training Form which we will review during evaluation and counseling lessons. Requires POT, FTO, and Supervision/FTDC signature and notification through FTDC to District Command and FTEP Coordinator.

Slide 10

SAY: Here is an example of a Remedial Training Form.

This form should clearly explain the deficiencies of the trainee, referencing DOR evaluation forms, remediation methods that will be implemented and how much time will be given before reassessing the trainee's performance. This remedial plan should be

Desired response:

Needs POT, FTO, and Supervisor signature every day.

Slide 8

Desired response:

Yes

Slide 9

Slide 10

presented to the trainee as formal counseling session and should be signed by the trainee, coordinator/supervisor, FTO.

Examine the remedial form sample.

ASK: Is the plan specific, measurable, uses action words, and gives a time limit?

These are the things that every remedial plan should have and remember to follow-up and reassess trainee performance

Slide 11

SAY: This is the Administrative Reports Log which is used for FTOs and above. Any formal documentation will be logged with copy behind log page such as 95/administrative reports, use of force reports, non-punitive counseling forms, EEOC reports, and 95/administrative reports about trainee performance unsatisfactory or excellent.

Example: You and your trainee have some down time in between calls for service, so you decide to start the process of tagging your body worn camera footage from the last 6 calls for service you and your trainee handled. Your trainee advises you that out of the 6 calls they only have footage from 2 of the calls because they forgot to activate their BWC.

Ask: Is this a situation where you should write an administrative report? Would you provide a copy and log it in this section?

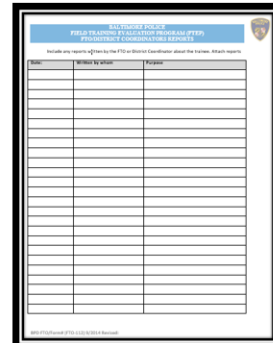
Desired response:

Yes, specifically indicates phase of deficiencies.

How long remediation assignment will last.

Measurable actions, practical assessments, and a written assignment that will be reviewed by the FTO.

Slide 11



The image shows a form titled "ADMINISTRATIVE REPORTS LOG" with a subtitle "FORM TRAINING EVALUATION REPORT (FTER)". Below the title, it says "Include any reports written by the FTO or District Coordinator about the trainee. Attach reports." The form has a table with three columns: "Date", "Written by whom", and "Status". There are 10 rows in the table, all of which are currently empty.

Desire response: Yes, and could result in disciplinary action.

Slide 14

SAY: This is the report index form. This form is intended for the trainee to log 26 sample report that they authored during field training. The reports listed in the report index serve as evidence of report writing proficiency by the trainee. If during the 10 week process the trainee does not have the opportunity to write one of the reports listed in the index the FTO should explain the appropriate forms, format, and UCR and staff review requirements to the trainee. Then the trainee should author an administrative report that FTO explained the process and reporting requirements and attach that report in the appropriate order.

ASK: What happens if you're missing a report?

The trainee would write a 95/ administrative reports stating that FTO explained how to write report or fill out citation. The FTO should make sure to explain the process of how to complete the reports that the trainee did not get the opportunity to write.

Slide 15

SAY: The Final Recommendation form is signed by POT, Primary FTO, District Coordinator, and District Commander. The Primary FTO or district coordinator should check that the trainee satisfactorily field or unsatisfactorily completed field training.

If a negative recommendation is given by a district all DOR's ,95 reports and phase evaluations should be forwarded via official channels in regards to the trainee's performance during field training that does meet the standard of satisfactory completion of field

Slide 14

INCIDENT TYPE	UCR	CITATION #
1 Crime Against Person		
2 Crime Against Property		
3 Motor Vehicle Incident		
4 Domestic Incident		
5 ACFTS report		
6 Stolen Vehicle Report		
7 Endorsement from Copy of report and form 95		
8 BBI Form (copy of form and report)		
9 Crime-Criminal Report		
10 Investigative Report		
11 Statement of PTC and Report		
12 Processing Traffic Charges/License		
13 Traffic Arrest		
14 Hospital Discharge		
15 Criminal Citation		
16 Civil Citation		
17 Juvenile Citation		
18 Traffic Citation		
19 Parking Citation		
20 Police Order		
21 Criminal Record (copy of report)		
22 CDS Substantive (copy of report and form 95)		
23 New Substantive (copy of report and form 95)		
24 Previous Substantive (copy of report and form 95)		
25 Station House Drug Brief and Property Report		
26 Crime Investigation (copy of Report)		

Desired response:

Complete a 95 for any missing reports

Slide 15

training.

Slide 16-18

SAY: Here is the FTO Critique which is completed by POTs after field training. It's used to identify positive and negative experiences within the FTEP.

The Critique will be used to provide the Academy with overall performance of the FTOs and help us identify areas where we can improve the FTEP.

Slide 16-18

The image shows three forms for FTO Critique. Each form has a header with the title and a sub-header. The first form is 'FTO Self-Critique', the second is 'FTO Peer Critique', and the third is 'FTO Trainee Critique'. Each form contains several sections with checkboxes and text boxes for providing feedback.

16

The image shows an 'FTO Evaluation' form. It includes a section for 'FTO Evaluation' with a Likert scale from 1 to 5. The scale is used to rate various aspects of the FTO's performance, such as 'The FTO's training was effective', 'The FTO's training was relevant', and 'The FTO's training was engaging'. The form also includes a section for 'Comments' and a 'Submit' button.

17

The image shows a 'Field Training Program Evaluation' form. It includes several sections with checkboxes and text boxes for providing feedback. The sections include '1. Overall Rating', '2. Training Content', '3. Training Delivery', '4. Training Environment', '5. Training Resources', '6. Training Support', '7. Training Evaluation', and '8. Training Improvement'. The form also includes a 'Submit' button.

18

III. REVIEW/EVALUATION/CLOSURE

Slide 19

SAY: Please remember that the DOR books are records that are archived. They detail the trainee's performance for 10 weeks. Please ensure that the information that you are responsible for is accurate, legible, and complete.

Time 5 minutes

Slide 19

DOR Books

Remember

- Are field training records
- Documentation of Trainee Performance
- Keep all components of the book orderly, accurate, legible and complete.

18

Slide 20

ASK: Any questions?

Slide 20



Questions??

