Sausalito Police Department

FIELD TRAINING PROGRAM GUIDE

VOLUME I

Overview & Appendices

August 2025

California Commission on Peace Officer Standards and Training

POST Field Training Program Guide

Volume I: Overview and Appendices

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The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

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Commission on POST

By POST Executive Director Manuel Alvarez Jr.

The purpose of this *Field Training Program Guide* is to provide administrators of POST-participating agencies with information and assistance in applying POST field training program regulations within their field training program development and maintenance. A standardized program and forms have been developed to guide law enforcement departments and their Field Training Officers (FTOs) through the initial orientation and field training of newly assigned patrol officers. The program is designed to assist the new officers in making the transition from what they learned in the academy to performing general law enforcement uniformed patrol duties competently in the field.

The POST standardized program (with its structured learning content and applicable regulations) and the other program samples in this guide are an accumulation of the best aspects of existing field training programs throughout our state and the nation. They were designed and provided with the following criteria in mind:

- *Defensible/Fair* – The program 1) ensures proper selection and training of FTOs, 2) allows the trainee to provide feedback, 3) provides a comprehensive list of performance objectives, and 4) utilizes a standardized evaluation process.
- *Effective/Manageable* – The program is performance-based and includes adequate documentation, minimum time completion requirements, and competency specifications.
- *Adaptable/Flexible* – The program is adaptable to any size or type of agency. Flexibility is afforded as agencies are able to incorporate agency-specific policies and procedures and other local references/resources into the program.

The POST field training program regulations and POST-approved field training programs are intended to achieve the following goals:

- *To produce a competent peace officer* capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner.
- *To provide standardized training* to all newly assigned patrol officers in the practical application of learned information.
- *To provide clear standards* for rating and evaluation which give all trainees every reasonable opportunity to succeed.
- *To enhance the professionalism, job skills, and ethical standards* of California's law enforcement community.

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities. This *POST Field Training Program Guide* has been developed to support this mission, drawing upon the expertise of and input from the law enforcement community statewide and nationally.

The Commission appreciates the contributions made by the Field Training Advisory Council, Reno Police Department (Nevada), the Police Executive Research Forum (PERF), and the Office of Community-Oriented Policing Services (COPS), U.S. Department of Justice, in providing input to prepare this guide.
Questions or comments regarding this document should be directed to the *Basic Training Bureau* at (916) 227-4252 or *FTP@post.ca.gov*.

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Code of Ethics

As a law enforcement officer, my fundamental duty is to serve; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all to liberty, equality, and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence, and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God[1] to my chosen profession — law enforcement.

1 Reference to religious affirmation may be omitted where objected to by the officer

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The Field Training Program

Sausalito Police Department – Field Training Program Perspective

The Sausalito Police Department views our Field Training Program as an essential step in transforming new academy graduates into confident, capable, and community-oriented police officers. While the police academy provides foundational knowledge, the Field Training Program bridges that knowledge with the realities of day-to-day policing in Sausalito.

The Field Training Program (FTP) is intended to provide standardized training to facilitate the trainee's transition from the academic or custodial setting to the actual performance of general law enforcement duties.

Field Training Officer- Selection and Training:

The Field Training Officer (FTO) is an experienced officer trained in the art of supervising, training, and evaluating entry-level and lateral deputy sheriffs in the application of their previously acquired knowledge and skills.

FTOs will be selected based minimally on the following criteria:

1. FTOs are selected based upon the Sausalito Police Department's selection process.
2. Have been awarded a POST Basic Certificate (not Specialized);
3. Have a minimum of one-year general law enforcement uniformed patrol experience;
4. Meets the training requirements specified in subsection 1004(d).
5. Not prohibited from training as specified in Government Code 7286(b)(18).

Training for Field Training Officers:

1. An officer selected as a Field Training Officer shall successfully complete a POST (40-hour) Field Training Officer Course prior to being appointed.
2. All FTOs shall complete the 24-hour Field Training Officer Update Course every three years while assigned to the position FTO.
3. All FTOs shall meet any training mandate regarding crisis intervention behavioral health training pursuant to Penal Code § 13515.28.
4. All FTO's will be evaluated annually by the FTP Sergeant and Support Services Lieutenant to ensure they possess the skills and performance necessary to continue in the assignment.

Field Training Supervisor/Administrator/Coordinator (SAC)- Selection & Training:

The FTP shall have a Field Training Supervisor/Administrator/Coordinator (SAC) who (1) has been awarded or is eligible for the award of a POST Supervisory Certificate and (2) has been appointed by the department head (or his/her designee). The SAC shall successfully complete a POST-certified SAC Course prior to or within 12 months of the initial promotion, appointment, or transfer to such a position.

The Field Training Program

Program Overview:
All Trainees will go through a minimum one-week orientation program and are also given the opportunity to visit dispatch, property/evidence during that period. Daily Observation Reports are not completed in the orientation phase. The Field Training Program is delivered over a minimum of 10 weeks in four (4) Phases of training. The four (4) Phases will be broken down as follows: (Below is just an example – complete according to your department needs.)

Phase One: 4 weeks (FTO 1)
Phase Two: 4 weeks (FTO 2)
Phase Three: 4 weeks (FTO 3)
Phase Four: 1 week (FTO)

Lateral Hires:
Lateral hires that have completed a California Regular Basic Course/Module I and a California POST approved Field Training Program may be considered for an accelerated training program. If someone possess a POST Basic Certificate and have either completed a POST-approved Field Training Program or they have one year have completed one-year previous experience performing general law enforcement uniformed patrol duties. Peace Officers hired from outside California and have completed the Waiver process must complete the Field Training program previously established for new hires.
Evaluation Process:
Trainees will be evaluated daily, by their assigned FTO, using the POST (NICS Scale) Daily Observation Report 2-237 (DOR), and the Standard Evaluation Guidelines (SEGs). The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. Additionally, a trainee's progress will be reviewed on a weekly basis by the FTP SAC/designee; and the progress will be documented using the Supervisor's Weekly Report (SWR), and at the end of each Phase the FTO will need to complete the End of Phase Report (EPR). At the completion of the FTP, the trainee will complete a FTO Critique Form for each FTO, and an FTP Critique Form. The FTP Completion Record/Competency Attestation form must be completed at the end of the program.
The Trainee attests they have been instructed in each phase of the prescribed training and their training performance and stages of progress were documented and reviewed with them by training staff as required. The FTO certifies that the trainee has received the instruction outlined in the FTP Guide, has performed competently in all structured learning content areas, that all tests have been completed at a satisfactory level, and that the trainee is now prepared to work as a solo Peace Officer. The Department/Agency Head shall sign this form to indicate his concurrence with the FTO's certification.
The course attestation shall be maintained by the agency in accordance with their agency retention policy/procedures.

Agency Mission Statement

With integrity and professionalism, we are dedicated to work in partnership with our community, to enhance safety, quality of life and community trust

Agency Values

[Replace this text with your agency's and/or department's values]

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PART 1
Field Training Program Orientation

FIELD TRAINING IS INTENDED to facilitate a peace officer's transition from the academic setting (or custody assignment) to the performance of general law enforcement uniformed patrol duties of the employing department. Although an officer graduating from the Peace Officer Standards and Training (POST) Regular Basic Course (Academy) has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately assume the full responsibilities of an experienced officer. Newly assigned officers and deputies must receive additional training in the field, on actual calls for service, where they can learn from officers who already have practical patrol experience.

1.1 FIELD TRAINING OVERVIEW

Field training introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the individual law enforcement department and provides the initial formal and informal training specific to the department and the day-to-day duties of its officers.

To make the new officers' field training as effective as possible, they are assigned to a Field Training Officer (FTO). The FTO is an experienced officer selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the Field Training Program (FTP) guide materials with the newly assigned officer (henceforth referred to as the trainee) and to demonstrate proper patrol procedures. The trainees will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and a Field Training Program Supervisor/Administrator/Coordinator (FTP SAC).

The trainee's performance will be evaluated by the FTO and monitored by the FTP SAC through daily and/or weekly reviews. This one-on-one style of training, in actual law enforcement situations, sets it apart from any prior academic endeavor.

Field training is necessary to hone the knowledge and skills acquired at the academy level and provides opportunity for practical application. Because of this, it is probably the most effective influence on the future direction of a department. The law enforcement department head and their field training staff must be certain that their FTP not only develops the necessary technical skills but also reflects the policing philosophy of the department and the community that it serves.

The field training staff has the responsibility of building the future of the department through the people they train. The FTP must have a training philosophy that ensures that each trainee is given the maximum opportunity to show that they can do the job. To accomplish this, the program must create a positive environment in which learning is maximized and in which trainees can perform to the best of their ability. The example set must be professional and beyond reproach. Evaluation must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. The trainees should be treated professionally.

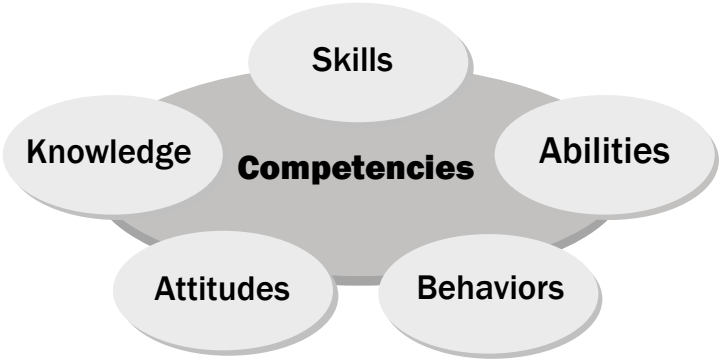
Department leaders and the FTP have a responsibility to the community they serve. This responsibility requires that the department train and retain only the most competent officers. Not everyone has the capability to perform the complex, demanding tasks of a patrol officer. If, after sufficient training, the trainee does not meet the acceptable standards, they may be removed from patrol duties.

Accomplishing field training requires the utmost dedication and patience within the department. All levels must support the training mission and accommodate training needs. The future of the department rests in the implementation of a well-organized and well-administered FTP. Support of the program and the program staff will result in successful trainees who can perform the duties of a patrol officer safely and professionally.

POST's Role/Expectations of Field Training Programs

The *POST FTP* and field training regulations are intended to support a competency-based training system. Trainees need to develop competencies relevant to their position as new patrol officers. The program helps trainees achieve specific objectives to be successful in their new organizational role and to develop skills, knowledge, abilities, and attitudes at a personal and professional level. In this program, competency includes behaviors that demonstrate acceptable or superior performance. These behaviors may not always include specific knowledge (i.e., exact Penal Code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result. Competencies are not necessarily specific skills but, rather, the application of skills that produce a successful result.

Figure 1.1
Objectives of Competency-Based Training System



Departments will determine their own levels of acceptable performance and the competent standard of a solo patrol officer and may do so with the Standardized Evaluations Guidelines (SEGs). As shown above, competencies have several components. The FTP is the time when these components come together and true competence is revealed. FTP staff have the responsibility to evaluate the competence and the success of each trainee. The future of the department depends on the effectiveness of this process.

1.2 FIELD TRAINING PROGRAM ELEMENTS

The *POST Field Training Program Guide* has been designed based on research and input from numerous law enforcement departments throughout California and the nation. The following program elements are designed to assist POST-participating departments seeking approval of their field training programs. POST's regulatory standards and requirements for program approval are incorporated into these elements.

Scope of the Program

The *POST FTP* is designed to be completed by peace officers who have successfully completed the POST Regular Basic Course (Academy) and have been assigned to perform general law enforcement uniformed patrol duties. POST Commission regulations exempt lateral officers who possess a POST-Basic Certificate who have completed a POST-approved FTP or who have a minimum of one year previous experience performing general law enforcement uniformed patrol duties. However, a structured training program is highly recommended to introduce new officers to the department's philosophies, procedures, and community services.

This program also meets the 400-hour field training requirement for Level 1 Reserves. Commission Regulation 1005 allows department heads to hire their own Level 1 Reserves if the officer: 1) is appointed to a full-time peace officer position within the same department and previously completed the department's entire POST-approved FTP within 12 months of the new appointment, or 2) has the signed concurrence of the department head attesting to the individual's competence, based upon experience and/or other field training, as a solo law enforcement uniformed patrol officer.

Length of the Program

A POST-approved FTP must be at least 10 weeks long (400 hours). The *POST Field Training Program Guide* is presented in such a way as to provide maximum flexibility in the time required to present its objectives. Research and experience in presenting similar programs have shown that a minimum of 10 weeks is required to provide a trainee time to become minimally proficient in general law enforcement uniformed patrol duties to the extent that they can operate independently. According to a survey conducted in 2023, most California FTPs are 16 to 20 weeks long. This period allows sufficient time for the FTO and FTP SAC to provide further department-specific training, guidance, and evaluation to the trainee. It is incumbent upon the field training staff to work to individualize a training approach for each trainee.

Orientation

The FTP shall begin with an orientation period of at least one week. This orientation period is not evaluated. The department should determine the actual length of this orientation based upon the trainee's previous experience. This orientation allows for a smooth transition from the academy, prior department, or custody assignment to the FTP. The trainee's first few days in the FTP may prove to be the most critical to set the stage for the trainee's learning and development.

Where possible, it is recommended that departments establish an initial classroom setting under the direction of the FTP SAC. The purpose of this assignment is to address performance objectives or agency- specific needs more appropriate for a classroom setting. This orientation must include firearms and impact weapons qualification and have the trainee demonstrate proficiency in arrest and control techniques. The introduction to the FTP should also include a discussion of the goals of the program, the procedures by which those goals are met, and what is expected of the trainee to attain those goals.

Orientation should provide a familiarization with the city or county and the department's personnel and equipment. The goal of this orientation is to give trainees a solid foundation from which they can successfully enter the program.

Phase Training

To maintain uniformity, a concentrated effort must be made to standardize certain aspects of field training that fall within each topic/area of performance skills. FTOs must have confidence in the training that has preceded their segment of training. Without standardized training, the second FTO (or third, or fourth, etc.) is evaluating the trainee not only on the trainee's shortcomings but on the training deficiencies of the other FTO(s) as well. Training must take place before evaluation and must be uniform if the evaluation is to be valid.

Following the *POST Field Training Program Guide* will minimize problems that arise from inconsistent training and will ensure maximum uniformity in the training process. A fundamental element of the FTP is phase training. Phase training is designed to provide the following:

1. A systematic approach to field training.
2. Consistent and standardized training.
3. The means of assuring the trainee's capability to perform competently as a solo patrol officer.
4. The opportunity to train with various FTOs and to be exposed to their methods and techniques while operating within standardized guidelines.

During each phase, the trainee completes a portion of the program including specific performance objectives designed to ensure they have learned specific skills. The *POST FTP* recommends dividing the program into a minimum of four phases.

The following is an example of how a department may divide their FTP into phases:

Table 1.1
Recommended Phase Training Structure

Phase 1	Phase 2	Phase 3	Phase 4
FTO A	FTO B	FTO C	FTO A
• Orientation (not evaluated) • Daily Evaluations • Weekly Progress Reports • End of Phase Report	• Daily Evaluations • Weekly Progress Reports • End of Phase Report	• Daily Evaluations • Weekly Progress Reports • End of Phase Report	• Daily Evaluations • Weekly Progress Reports • End of Phase Report • Completion Record/ Competency Attestation

- **Phase 1**

  The introductory phase consists of the orientation period (of at least one week) followed by several weeks of instruction and training. During this time, basic skills learned in the Regular Basic Course will be applied. These include officer safety and other areas of potential liability to the organization and the trainee. The emphasis of Phase 1 is training, which includes but is not limited to, modeling, mentoring, coaching, demonstrating, and facilitating skill development by the FTO.

- **Phase 2**

  The second phase is more complex than the first phase and is the phase where trainees become more adept with their new role. During this phase, it is expected that trainees will begin handling calls for service with less input required from their FTO. They should begin to demonstrate the skills at hand. The FTO must acknowledge the trainee's growing assertiveness and remain constantly aware of and monitor the workload to ensure a proper learning environment.

- **Phase 3**

  The third phase is the last phase of formal training. Trainees will be expected to handle patrol functions with minimal assistance. They should be initiating patrol activities on their own. They should be learning to navigate calls to which they have not yet been exposed. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for the final phase.

- **Phase 4**

  The fourth phase is the test phase. It is predominantly an evaluation-only phase where the trainee is expected to act as the lead officer. The training guide (and all performance objectives) should be completed prior to the end of this phase.

If it is determined the trainee has demonstrated a difficulty or an inability to perform to the established standards of achievement in any phase, they should be treated in accordance with their agency's policy.

Phase training is essential to the success of any FTP and provides uniform application of policy, procedure, and law throughout the department. Consistent training ensures fair and impartial treatment of all trainees.

Rotating Trainers/Trainees

Whenever possible, the department's FTP should be separated into a set of phases or evaluation periods encompassing a certain number of weeks and certain topics/areas of instruction. When a phase has been completed, the FTP SAC should assign the trainee to another FTO and, if possible, to another shift. The assignment of a different FTO will expose the trainee to a variation of training styles and personal approaches to the job. Trainees who are having difficulty in the program will sometimes improve their performance significantly after such a change.

If possible, trainees should be rotated to a different shift for at least one evaluation period to see responses that are appropriate at various times of the day.

Evaluation Frequency

Each trainee's progress, as they proceed through the FTP, is recorded utilizing written evaluations. The evaluation process is as important as the training process.

POST field training regulations require that evaluation come in several ways from several levels of involvement in the FTP. Part 2 of this guide contains more information regarding evaluations.

Organizational Structure/Chain of Command

Organizational structure and chain of command are set by each department. Most FTPs are administered/supervised by a patrol or training division, but this structure is not required. Each department must assign at least one FTP SAC to coordinate tasks such as trainee/FTO assignments, remedial training, review of the Daily Observation Reports (DORs), and other weekly and end-of-phase reports. It is recommended that the assigned FTP SAC has sufficient time to manage the program.

It is important that each member of the FTP know their organizational structure. FTP staff operate as a team, and consequently, decisions made affect every member of that team.

Program Staff/Personnel Training

POST, with input from field training participants and experts throughout the state, has established minimum training requirements for FTP staff, as outlined Commission Regulation 1004. FTOs and FTP SACs have the most influence over and the most direct responsibility for the trainees.

The FTP SAC training requirement states that every peace officer promoted, appointed, or transferred to a supervisory or management position overseeing an FTP shall successfully complete a POST-Certified FTP SAC Course prior to or within 12 months of the initial promotion, appointment, or transfer to such a position. Departments in the POST program are only required to appoint one SAC; however, it is recommended that all officers with direct day-to-day responsibility over the FTP attend the FTP SAC Course.

FTOs must successfully complete a POST-certified Field Training Officer Course prior to training new officers **and** complete 24 hours of update training every three years. This update training can be satisfied by completing a POST- certified Field Training Officer Update Course or by completing 24 hours of department- specific training in the same field training topics contained in the Field Training Officer Update Course (as set forth in Commission Procedure D-13).

Every reassigned FTO, after a three-year-or-longer break in service as an FTO, must successfully complete a POST-certified Field Training Officer Update Course prior to training new officers and then complete 24 hours of update training every three years, as described above, while they remain in the FTO assignment.

Specialized Functions

Trainees should be under the direct and immediate supervision (physical presence) of a qualified FTO throughout the program per Commission Regulation 1004. However, field training can be significantly enhanced by an experience that is not included in the training guide. A trainee temporarily assigned to non-enforcement, specialized function(s) for the purpose of specialized training or orientation (i.e., complaint/dispatcher, records, jail, investigations) is not required to be in the immediate presence of a qualified FTO while performing the non-enforcement, specialized function(s).

► **At no time should another officer (or civilian) who has not attended a POST-certified Field Training Officer Course evaluate a trainee.** However, documentation of the special assignment and significant training or action is recommended. This documentation should be provided on the DOR narrative continuation page. It is recommended the officer, detective, dispatcher, or civilian to whom the trainee was assigned write a brief narrative of the assignment and any significant training and/or performance that was accomplished. This action can also be followed if the FTO misses a shift due to illness, court, etc., and another employee provides training and/or supervision. Ideally, these assignments have the prior approval of the FTP SAC.

Remedial Extension(s)

Trainees may have their field training extended to allow them sufficient time to demonstrate competency in patrol functions. This is not a guarantee that every trainee has the right to an extension. The decision to extend shall be that of the FTP SAC and can be made in any phase. This decision should be based on a review of performance and other information available as well as the recommendations of the FTOs and program staff. The purpose of the extension is to provide an opportunity to have documented deficiencies remediated. Part 2 of this guide contains more information on the remedial training process and strategies.

Separation or Release from the Program

Some trainees will not be able to meet the performance standards of a competent solo patrol officer.

Each department should have a policy or procedure established to deal with these situations. Departments should retain all materials related to the trainee's performance.

The recommendation to the department head (or their designee) to separate a trainee should be made only after all submitted reports are reviewed by the FTOs involved, the FTP SAC, and the training and patrol command staff. The recommendation should reflect the writer's point of view and the overall performance of the trainee. Even if the trainee resigns in lieu of separation, all memoranda and other reports or evaluations should be completed and maintained in their file to document the field training performance.

FTO and Program Critique

As specified in Commission Regulation 1004, the trainee shall complete an evaluation of each FTO and the FTP at the end of the program.

POST has developed sample forms for critiques, or departments may create their own. Sample forms can be found in *Appendices 9* and *10*. Critique forms should be structured to encourage candid feedback.

Critiques completed by the trainees offer insights into an FTO's training ability and provide an overall assessment of the effectiveness of the FTP from the perspective of the trainee. The FTP SAC must ensure that FTOs understand the purposes of the program critique/evaluation. The FTP SAC, or their designee, shall provide (at least annually) a detailed evaluation to each FTO on their performance as an FTO.

Competency Attestation/Completion Record

Departments must document a trainee's successful completion of the training program per Commission Regulation 1004. At the end of the final evaluation phase, the final phase FTO will attest to the trainee's competence and successful completion of the FTP. A statement that releases the trainee from the program, with the signed concurrence of the department head, or their designee, shall be retained in department records. A sample Completion Record/Competency Attestation form can be found in *Appendix 9*.

Documentation

Throughout the program, various forms and reports are necessary to ensure proper documentation of the trainee's performance. Samples of all forms mentioned thus far can be found in the Appendices of this guide. The retention of these forms and any other field training records should be based on department record policies.

Field Training Staff Meetings

POST recommends field training staff have regular meetings to review the progress of the trainees and address program needs.

Field Training Program Revisions

FTP SACs must establish a procedure for reviewing their FTP structure, goals, policies, related written materials, etc. Any changes made should be in compliance with Commission Regulation 1004 and Commission Procedure D-13-2. Departments shall submit their FTP for POST approval every eight years, or whenever changes are necessitated by the department or POST minimum standards/requirements. A complete FTP submission to POST includes the POST 2-229 form, Volume I, Volume II, and the department's policy manual.

1.3 ROLE/EXPECTATIONS OF TRAINEES

The trainee's primary responsibility while assigned to the FTP is to devote their full attention and efforts toward successfully completing the program. The FTP staff will make every effort to provide the tools necessary for the trainee to succeed in this task.

The trainees are to be professional toward FTP staff, other trainees, co-workers, and the public at all times. The FTO's instruction should be accepted and followed in accordance with law and department policy. If the trainee believes that a specific order is improper, or an evaluation is not fair, they should discuss it with the FTO. There may be circumstances in which the trainee may have to report improper conduct by their FTO. Trainees must abide by the laws set forth in California Government Code section 7286(b)(9) (references duty to intercede). If the trainee is unable to resolve an issue or faces a circumstance necessitating action by the aforementioned Government Code, the trainee should ask to meet with a supervisor or the FTP SAC.

Throughout the FTP, trainees will receive evaluations. They should use these evaluations to track their progress and to help identify any areas requiring additional effort on their part. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by FTOs and FTP staff. Trainees are expected to take responsibility for their actions. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable.

1.4 ROLE/EXPECTATIONS OF FIELD TRAINING OFFICERS

Role of the Field Training Officer

FTOs have significant additional responsibilities over and above their law enforcement duties when assigned to train a new officer. In addition to performing in an exemplary manner, FTOs must slow their pace to review the purpose and detail of every new encounter. FTOs must guide trainees through a comprehensive curriculum that requires the blending of knowledge

and skill. At times, the FTO may be required to intervene during questionable or unsafe trainee behavior.

FTOs should provide the trainee with a role model to follow while encouraging and directing the trainee. The FTO must follow that up by giving feedback on the trainee's performance. It is important that this assessment has a positive impact on the performance of the trainee. The FTO's appraisal of the trainee's abilities should always be followed with 1) positive reinforcement and encouragement to continue good performance or 2) an adjustment of training techniques and methodologies to meet the needs of the trainee.

FTOs must be flexible and adaptable to change; otherwise, the trainee, the program, and the department will suffer. An inadequate FTO can disrupt the entire training process and potentially harm the department's progress. A great deal of trust and responsibility go with this assignment and a satisfactory FTO will make major positive impacts in their department.

Expectations of Field Training Officers

TEACHER/TRAINER

Any officer who becomes a FTO should have a passion for teaching. The most obvious function of the FTO is that of a teacher. In most cases, this teaching will occur on calls for service and during self-initiated activity. Other times teaching may occur over a cup of coffee or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. FTOs are often selected for their subject matter expertise (formal training and education) and their practical experience. FTOs must understand the learning process and teaching methodologies and work hard to develop and maintain their skills. As teachers, FTOs should be willing to accept the responsibility for the progress of the trainee, or lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee's performance.

FTOs should recall how they felt when they began training and, consequently, they may appreciate the trainee's state of mind. The trainee's problems and fears can be dispelled by the FTO through a genuine display of concern about the trainee and their success in the program. The trainee should not be pampered but should be treated in a professional, realistic, objective, friendly, and empathetic manner.

FTOs should immediately establish a positive relationship with the trainee. There should be a clear understanding of the FTO role and the trainee role, and it should be explained to the trainee. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.

It is incumbent upon the program staff and the FTO to work, within acceptable limits, to individualize a training approach for each trainee. Sufficient flexibility has been built into this FTP so that the individual needs of the trainee and the organization can both be met. It is expected that the trainee has the necessary qualities to succeed and, with effective training, They will successfully complete the FTP.

FTO training methods should be conducive to producing a successful trainee. Ineffective

training methods can seriously alter a trainee's self-image. The use of loud, profane speech or humiliation tactics is not acceptable conduct. These methods do not contribute to the learning environment.

FTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Trainees respond more quickly to positive statements than to negative ones. Above all, within the limits of good judgment, FTOs should use realistic and established training methods that are conducive to the trainee's temperament, needs, and development as a patrol officer.

FTOs must always conduct themselves in a professional manner. They must teach and reinforce department policy and procedures. FTOs who focus on values and teach real-life lessons will have a profound impact on the trainee's success. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. FTOs should attempt to set the highest standards in all areas of their performance. FTOs with a true desire to teach are often more concerned about their contribution to the success of each trainee and the program than any compensation or recognition they might receive.

ROLE MODEL

FTOs must be positive role models! They must lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance; adhering to department rules and regulations; supporting the department's vision, mission, and values; adhering to program guidelines in terms of policies and confidentiality; and having a positive attitude toward the department, the training program, the job, and the trainee accomplish the best aspects of role modeling. FTOs dedicated to the goals and success of the FTP will be respectful of, and respected by, trainees, peers/co-workers, and supervisors.

During the orientation process, and each time a trainee is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with the trainee. Learning is enhanced through effective communication. Rapport is important for communication; trainees are not likely to share their ideas, questions, or feelings unless they feel their FTO is open or empathetic toward them.

FTOs should also convey an attitude that trainees can succeed in the training program. Trainees need to believe that their FTOs want them to succeed and that the FTOs will help them achieve success.

It is particularly important that FTOs maintain a positive and objective attitude when assigned a trainee who has not performed well with another FTO. The subsequent FTO must give the trainee every opportunity to succeed by keeping the following in mind: 1) the trainee should not be stereotyped or discriminated against, and 2) judgments should be based on independent observations, not on the comments of others. It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO may be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the trainee.

What FTOs expect from their trainees and how they are treated, largely determines the trainees' success in the program. Trainees, more often than not, perform at a level they believe is expected of them. FTOs often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is often not what the FTO says, but how the FTO behaves.

The goals of the program, the department, the trainee, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

EVALUATOR

FTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the FTP. FTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence. If FTOs cannot evaluate, they cannot train. Evaluation is accomplished using Daily Observation Reports, Standardized Evaluation Guidelines, Weekly Training Progress Reports, End of Phase Reports, and through the use of worksheets, remedial training, evaluation sessions, and verbal feedback. The principal element of effective evaluation is objectivity. Use of Standardized Evaluation Guidelines (*SEGs*) when completing the *DORs* and frequent field training staff meetings are several ways to ensure standardization of evaluations in the training program.

FTOs should not discuss their trainee's progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

FTOs are expected to exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation.

LEADER

FTOs should exemplify the department's vision, mission, and values in the program and the community. FTOs should share responsibility with their trainee, delegating through problem-solving, and training them to engage in pre-planning. The FTO must develop and utilize multiple resources.

FTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding them accountable for their own success in the training program. The trainees will want to succeed because of the FTO's leadership.

1.5 ROLE/EXPECTATIONS OF THE FTP SUPERVISOR/ADMINISTRATOR/ COORDINATOR (FTP SAC)

Role of the FTP SAC

The role of the FTP SAC is to ensure that the standards and objectives of the department's FTP are adhered to. To meet these requirements, the FTP SAC must monitor the training activities of the FTOs and seek periodic feedback on the newly assigned officer's training progress. In administering the program, the FTP SAC is responsible for ensuring that the department's program complies with the minimum standards established by POST. FTP SACs must be trained in the various components of the program and should have influence within the department. The FTP SAC is also the main resource for field training concerns within the department, such as Regulations that inform/affect the FTP.

Expectations of the FTP SAC

OBSERVATION

While it is not necessary to routinely respond to calls that are assigned to an FTO/trainee unit, an FTP SAC should, in the course of their duties, observe the trainee perform. Since the FTP SAC is responsible for providing feedback to both team members, the interaction between the trainee and their FTO should be observed.

FEEDBACK

Direct feedback from an FTP SAC to the trainee can have a significant impact (sometimes peace officers can recall these incidents throughout their entire careers); therefore, it should be done judiciously. To praise a trainee, or both the trainee and the FTO, openly for an incident of good performance, will serve to positively reinforce the program. Negative comments on the trainee's performance should be made to the FTO privately while giving support to their role in bringing the trainee's performance up to an acceptable level.

COUNSEL

Just as an FTP SAC would assess and guide officers in their other law enforcement duties, they must often counsel the FTO through the training process. A personal style that the FTO has may have an adverse impact on trainees, or other issues such as a personal relationship, favors, or a serious conflict with a trainee must be detected and remedied.

TRAINEE ASSIGNMENTS

The FTP SAC should have an overview of the training progress of each trainee in the program and the assignment status of each FTO. The FTP SAC should also be in a position to cross administrative lines (shifts, platoons, etc.) for the purpose of making FTO/trainee assignments that meet the needs of the trainee. They should know shift changes and special assignments that could affect FTO/trainee scheduling. To maintain the integrity of the program, the assignment of trainees to FTOs should remain with the FTP SAC.

EXTENDING FTP/RELEASING TRAINEES FROM THE PROGRAM

Based on the recommendation of the FTO and a review of the trainee's performance and evaluation reports, the FTP SAC should have the authority to extend field training for a trainee who is responding to remedial efforts. Conversely, the FTP SAC, in accordance with the department's policy, should make a recommendation to release a trainee who is not responding to remedial training efforts. They will need to communicate with administrative staff and ensure all documentation is thorough and all training efforts have been made.

EVALUATION OF THE PROGRAM AND FTOS

The FTP SAC has the responsibility to seek feedback from trainees who are participating in or who have completed the FTP. The feedback should encompass both the program and its FTOs. Meeting with the trainees and/or reviewing evaluation instruments can accomplish this. The FTP SAC must ensure that FTOs understand the FTO evaluation policy. The FTP SAC shall provide (at least annually) a detailed evaluation of each FTO on their performance as an FTO.

FTO SELECTION/DESELECTION

Selection, training, and supervision of FTOs are key elements to successful FTPs. FTP SACs are expected to develop, maintain, and oversee the selection process for FTOs in the program. Administrative guidelines should be established and set forth by the department in a general order or policy directive. Minimum qualifications and a department specific selection process should be included in the directive. Details of how candidates are evaluated, selected, approved, and certified may also be included. The process of deselection or decertification for FTOs who are reassigned, who no longer wish to participate in the program, or who have demonstrated unacceptable performance, as a trainer, should also be explained. Departments should also be mindful of Government Code section 7286(b)(18) when selecting and deselecting their FTOs.

ACADEMY LIAISON

To closely ally field training with the Regular Basic Course (Academy), the FTP SAC should carefully analyze how both are organized, administered, and evaluated. A more detailed orientation may be required for departments that rely on regional training centers for new hires. Insight into the special training needs of individual trainees can be gained by communicating regularly with academy staff.

Departments are encouraged to develop a system whereby FTOs and FTP SACs can monitor academy training techniques. This would be intended to ensure continuity and relevance between the academy and the department's FTP.

POST also suggests that the FTP SAC establish liaisons with people involved in other aspects of the program and profession such as the district attorney's office, parole, probation, hospital staff, public works, mental health, etc.

PART 2
Evaluation, Documentation, and Remedial Training

DURING THE FIELD TRAINING PROCESS, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. This guide provides samples of evaluation forms, including *Daily Observation Report* (DOR), *Supervisor's Weekly Report* (SWR), and *End of Phase Report* (EPR); and alternatively, *Daily Training Notes*, *Weekly Training Progress Report* (TPR), and *Phase Evaluation Report* (See Appendices).

A department's choice of forms is not nearly as crucial as the actual feedback process and content of the evaluations. Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in the SEGs, the judgment used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a uniformed patrol officer will serve as the basis for these evaluations.

2.1 EVALUATION

Each trainee shall be evaluated in several categories which, when taken together, reflect the totality of the job for which the trainee was hired (this guide is designed to reflect general law enforcement uniformed patrol duties but could be applied to many other law enforcement jobs such as dispatching, custody, etc.). When possible, these categories should be rooted in a **Job Task Analysis** (JTA) that has been completed specifically for the department. JTA is the process of obtaining information about a job, and its requirements, to determine the knowledge, skills, behaviors, and attitudes that are required for satisfactory performance of the job in question. If the department has not completed a JTA specific to its uniformed patrol officer position, the department should utilize the JTA information collected by POST or utilize categories developed by a similar type of department. Research by POST and other law enforcement agencies has indicated that the key job task elements (competencies) for the patrol officer position are similar throughout the nation.

The evaluation process is completed by using the Standard Evaluation Guidelines (SEGs) which are provided for every category listed on the face sheet of the DOR. The SEGs have been established to ensure each FTO's rating of a trainee will be standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs (or whatever accepted standard is established by the department) must be applied equally to all trainees. Departments using Daily Training Notes and Weekly Progress Reports will also adhere to a standardized rating scale as defined by the SEGs.

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Proper evaluation without standardization is not possible.

Rating Behavior/Performance

As previously mentioned, the SEGs accompany each category evaluated on the DOR or Weekly Training Progress Report. Departments should use the POST-approved **Numeric** or **NICS** scale.

► Whichever rating scale a department chooses, all trainees should be evaluated, throughout the entire program, utilizing the solo patrol officer as the standard for a rating of "acceptable".

The FTO's role is to examine the trainee's performance and choose the appropriate description as provided in the relevant SEG or evaluation scale. The FTO selects the description that "fits" the behavior they are evaluating. A trainee's performance may be somewhat better or worse than the rating descriptor (SEG/DOR). In these cases, where behavior is not "anchored" by the appropriate description, the FTO must select the most suitable rating.

For example, in the **Numeric** rating scale, there are behavioral descriptions found at numbers "1", "4", and "7." In the case of report writing, the "1" rating states the trainee takes three or more times the amount of time an experienced officer takes to complete a report. If the trainee takes double the amount of time to complete a report, the FTO may choose to give them a "2" rating. If the trainee shows steady improvement and begins to complete a report in about 15–20 minutes longer than the amount of time an experienced officer would take to complete the report, then a "3" might be the appropriate rating. Even if FTOs have different opinions as to when to rate a behavior or performance a "2" or a "3", the bottom line is that both ratings indicate a less than acceptable (competent) performance. The same logic follows for "5" or "6" ratings as well.

Although this may appear subjective, FTOs will select one score over another because they are: 1) familiar with the job, 2) have been trained to know what is expected within their program, and 3) have the best perception of the trainee's performance within the program.

FTOs must rate the trainee pursuant to the language in the SEGs, which are measured against the standard of a competent, solo patrol officer. This is the only way that objective evaluations will be accomplished. If each evaluator (FTO) uses the same measuring device (SEGs), you should reach the intended outcome of a consistent FTP.

2.2 PERFORMANCE EVALUATION DOCUMENTS

Evaluation and Documentation Forms The following forms were designed to be used together.	
Option A	**Option B**
• Daily Observation Report (DOR) • Supervisor's Weekly Report (SWR) • End of Phase Report (EPR)	• Daily Training Note (DTN) • Weekly Training Progress Report (TPR) • Phase Evaluation Report (PER)

Daily Observation Report (DOR) and Narrative Evaluation

The DOR is to be completed by the FTO at the end of each shift that the trainee is assigned to work during the FTP. Days, where the trainee receives no evaluation by a qualified FTO (i.e., orientation, days off sick or injured, non-enforcement or special assignments, etc.), can also be documented on the DOR. Only the headings and narrative portions should be completed for those shifts. The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

This report is the permanent record of the trainee's progress in terms of performance, skills, knowledge, the improvements needed, and the FTO's efforts to bring about change. The DOR serves as the main source of insight into the trainee's progress in the FTP.

The form shall be completed at or near the end of each shift and reviewed, with the trainee unless unusual circumstances exist. It is important this feedback be shared with the trainee in a timely manner to the events documented. This gives the trainee the benefit of utilizing the feedback in advance of their next call for service and/or shift.

The DOR is designed to rate observed behavior by the **Numeric** or **NICS** scale. The form lists specific categories of behavior (e.g., Officer Safety, Driving Skill, Appearance, etc.) Each behavior must receive a rating or be marked "**Not Observed**" (**N/O**) during the shift covered by that DOR. Marking the appropriate rating records behavior based on the SEG for each category. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained in the narrative portion of the evaluation.

DORs have an "**NRT**" box on the face of the form. "NRT" means "**Not Responding to Training**." In addition to a numerical rating in the particular category, this box may also be marked or the NRT box alone may be marked. NRT is assigned after reasonable remedial efforts have failed to result in improvement.

Citing NRT is a serious step and is considered a "red flag" for the trainee and the FTP SAC. From this point, if improvement is not made, termination may result. It is expected there will be significant documentation about the problem before this step is taken. The decision to assign NRT is somewhat subjective but one that can be reasonably justified. The FTO must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the FTO then must get an idea of how many tries the trainee has had at task completion. This process is a search for the presence or absence of balance — i.e., has the trainee had enough opportunities to effectively complete the task given the difficulty? If the answer is "yes," NRT is appropriate. If "no," continue with remedial training.

► We must be sure that any remedial training that has been given is perceived as that likely to bring about the desired change. The quantity and quality of remediation will be examined to ensure that the strategies employed will likely lead to improvement.

The "**RT**" found on the DORs refers to **Remedial Training** or the time spent by the FTO in the correction or review of previously taught information or procedures. The FTO shall record

the amount of time spent delivering actual remedial instruction on a specific topic in the appropriate box. See Section 2.3 for more information on remedial training.

In addition to the DOR, the **Narrative Evaluation** form is designed for expanded comments. Both "unacceptable" and "acceptable" performance should be noted by the FTO. Steps taken to assist the trainees in improving their performance should also be noted here.

See Appendix 2 for DOR and Narrative Evaluation (Numeric or NICS Rating Scales). Also refer to Appendix 1 for Standard Evaluation Guidelines (SEGs).

Supervisor's Weekly Report (SWR)

To ensure accountability, supervision, and participation from a higher level within the department, some departments may require the FTP SAC, or their designee, to complete an evaluation of the trainee's performance and progress each week. The evaluation will be completed and administered to the trainee by the FTP SAC, or their designee. This report can serve as a check and balance of the FTO's evaluation of the trainee.

The Supervisor's Weekly Report (SWR) contains information in which the supervisor advises the trainee that their performance for that week was either "acceptable" or "unacceptable." The FTP SAC, or their designee, will also advise the trainee as to the level of their overall performance at that point in the program. This report provides additional feedback to the trainee and an opportunity for the trainee to discuss other training issues with a supervisor. If utilized, the SWR should be signed and dated by both the trainee and the FTP SAC, or their designee. *See Appendix 3 for sample SWR.*

End of Phase Report (EPR)

Departments using DORs and phase training will have the FTO or supervisor complete an End of Phase Report (EPR). EPRs detail the trainee's significant strengths and weaknesses, as well as list specific training provided during the phase. The EPRs also list recommendations for training needed by the trainee during the next phase of training.

In this report, the FTO or supervisor will indicate if the trainee met the minimum expectations of the department in that phase and overall progress in the program. The EPR should be discussed with the FTP SAC, the trainee's current FTO, and the trainee's next FTO. Performance deficiencies should be clarified and addressed with a focused emphasis on the next phase of training. The EPR should be signed and dated by the trainee, the FTO, the FTP SAC, or their designee. *See Appendix 4 for a sample EPR.*

Daily Training Notes (DTN)

Some departments may choose to use the Daily Training Notes/Weekly Training Progress Reports. Like DORs, Daily Training Notes provide immediate feedback to a trainee on their performance. FTO notes should be made as soon as possible after incidents occur. The notes should be verbally reviewed with the trainee and they should also be allowed to review the notes. The written comments should be used as the primary basis for the Weekly Training Progress Reports that the FTO is required to prepare during the training program. Each

important incident and response must be addressed and noted to give the trainee direction to continue acceptable performance or improve unacceptable performance. FTOs should note whatever steps are taken to assist the trainee in improving their performance. *See Appendix 5 for sample Daily Training Notes.*

Weekly Training Progress Report (TPR)

Departments using Daily Training Notes will have FTOs complete Weekly Training Progress Reports. If utilized, these progress reports are completed at the end of each week of the training program. They are designed to match the objectives covered during that week and augment the daily training notes. Specific comments concerning performance below an acceptable level should be articulated in the Daily Training Notes for justification.

RATING LEVELS /TRAINING PROGRESS EVALUATION SCALE

Performance in each evaluation category is rated between 1 and 4 indicating the trainee's performance during the week. The specific meaning of each number can be found in the breakdown listed below:

4 – ***Better than Acceptable:*** Performance exceeds the agency's standard.

3 – ***Acceptable:*** Performance meets the agency's standard.

2 – ***Needs Improvement:*** Performance is progressing toward acceptable but does not yet meet the agency's standard.

1 – ***Unacceptable:*** Performance is not at an acceptable level.

NRT – ***Not Responding to Training:*** Trainee has been rated at level 1 or 2, and after remedial training shows no improvement.

PERFORMANCE DESCRIPTIONS

- ***Better than Acceptable –*** Trainee performs significantly above what is expected and above the standard of the agency.
- ***Acceptable –*** Trainee's performance meets the required standard. The training progress is satisfactory, and the trainee should at least maintain that level of performance. Every effort should be made to encourage the trainee to strive for improved performance that would be recognized in future Training Progress Reports and to guide the trainee to their fullest potential.
- ***Needs Improvement –*** Trainee's performance is deficient. This rating is intended to stimulate the trainee to improve and maintain a higher level of work performance. Usually, it also means that the FTO must devote additional attention to assisting the trainee in making the needed improvement. The special attention may take the form of greatly increased effort, special training, or a remedial training plan.
- ***Unacceptable –*** Trainee's performance is significantly below the expectation of standard work performance. The trainee, with the assistance of their FTO, must make every effort to improve competence in the category(ies) where performance is deficient.

- ***Not Responding to Training*** – Trainee has been rated at Levels 1 or 2, and after remedial training shows no improvement in performance. The trainee should be notified that they are not responding to training. The NRT comment should alert the trainee and training staff that there is a continuing problem. It notifies the trainee that the need for improvement is so great that the trainee's continued stay in the program is in jeopardy.

The specific standard for each of the rating levels in a Weekly Training Progress Report will be determined by a department's standards. *See Appendix 6 for sample TPR.*

Phase Evaluation Report (PER)

Departments using Daily Training Notes and Weekly Training Progress Reports will have FTOs complete a Phase Evaluation Report. These are formatted similarly to the Weekly Training Progress Reports but must include all of the objectives that were covered in the previous weeks.

It must also address the judgment displayed in performing the objectives, the skills demonstrated in conducting preliminary investigations, preparing reports, performing self-initiated activity, and the acceptability of personal characteristics such as personal relations and dependability. Objectives that were carried over from a previous evaluation period because they were not acceptably performed or are not currently being performed at an acceptable level, should also be included.

The Phase Evaluation Report should not contain any reference to an incident that was not part of the Daily Training Notes or has not been reviewed with the trainee. *See Appendix 7 for a sample Phase Evaluation Report.*

Completion Record/Competency Attestation

In accordance with Commission Regulation 1004(a)(9), upon the trainee's successful completion of the FTP, it will be the responsibility of the final phase FTO or FTP SAC to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After ensuring that all the materials from the FTP guide have been covered and signed off, and after personally observing the trainee's acceptable performance in all of the functional areas or categories, the FTO will initiate a Completion Record/Competency Attestation form to be routed through the chain of command. The form should be signed and dated by the trainee, the Final Phase FTO, the FTP SAC, and the department head (or designee). This form should become a permanent part of the trainee's training record. *See Appendix 9 for a sample Field Training Program Completion Record/Competency Attestation form.*

Common Performance Evaluation Errors

If the objectivity of the evaluation process is called into question, it is most likely because one or more FTOs did not follow the guidelines or standards established by the department. It may be that one or more of the following errors entered into the evaluation process.

- **Error of Leniency**

  Leniency occurs when the FTO assigns scores beyond those that are deserved. In an FTP, 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 okay given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of an "Unacceptable" score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Remember: Whichever rating scale a department chooses, all trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as "acceptable" or competent.

- **Error of Personal Bias**

  Personal bias (also called the "Halo" effect or "Horn" effect) occurs when the FTO allows personal feelings about the trainee to affect ratings. Studies have shown that people deemed "attractive" are rated more positively. What is rated in the FTP is whether or not an individual can safely, effectively, and competently do the job as described.

- **Error of Central Tendency**

  Central tendency is seen when the FTO routinely scores toward the center of the rating scale. This error is often present in FTPs when departments using the numeric scale require written comments for scores of 1, 2, 6, and 7. Some FTOs, not wishing to take the time to document, will assign scores of 3, 4, or 5 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the FTO 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. Many departments using the numeric scale require only those scores of "1" and "7" to be documented which allows for more latitude in the scoring.

- **Error of Related Traits**

  This error happens when the FTO 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.

- **Error of Event Bias**

  Event bias comes into play when one or two traits (or a particular behavior) dominate the appraisal. The FTO 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" effect or "Horn" effect.

- **"No Rookie Ever Gets a '7'"**

  The belief that no rookie ever exceeds standards (earns a "7" score, Superior, etc.) is too often expressed. The SEGs and rating descriptions should be based on real-life experiences and should 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. There is no place for unrealistic expectations/goals in a job-related performance evaluation system.

- **Error of "Room to Grow"**

  This error occurs when the FTO, wanting to motivate the trainee to work harder, assigns a score less than what the trainee deserves. When a trainee fails to get the recognition that they deserve, there may be a loss, rather than a gain, in terms of motivation.

- **Error of Averaging Scores**

  FTOs who assign a score based on an average of the trainee's performance for the day have selected a score that is not accurate. For example, a trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that, on average, the trainee obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light, but the score suggests to the trainee that it is okay. Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault.

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 FTO acknowledge the mistake(s) by assigning a score less than "Acceptable." The FTO must give the trainee an "Unacceptable" rating in an area regardless of how minor or infrequent the mistake(s) when weighed against the trainee's otherwise good performance. The FTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, FTOs must rate a trainee's performance based upon performance rather than personal characteristics. Trainers should prevent comments and evaluation based upon impermissible biases. For example, rating a trainee based upon their membership in a protected class (such as those listed in Government Code section 12940(a)) would violate the law and result in an evaluation that is not objective and tainted by bias. The same is true for other personal characteristics of the trainee, such as their standing in the academy class, their relationship with another member of the department, or the presence or absence of their educational achievement. Performance-related evaluations tend to be more objective and center on what the individual does rather than who the individual is. Employees want their performance, not their personality, discussed during a performance review. By rating based on performance and not personality, trainees will be less defensive and the FTO will be able to avoid these common appraisal errors.

The only measures that FTOs should use when evaluating the behavior and performance of a trainee are the SEGs or the department's rating "scale."

Evaluation Comments and Narratives

To make the most effective use of the narrative portions of written evaluations, the FTO needs to remember four goals of documentation. To provide meaningful evaluation, the documentation should be:

Goals: 1 – CLEAR

2 – CONCISE

3 – COMPLETE

4 – CORRECT

Nine Documentation Factors

The following suggestions will support the FTO in accomplishing the documentation goals.

1. ***Set the stage or scene***
2. ***Use direct quotes***
3. ***Report the facts — avoid conclusions***
4. ***Remember your audience***
5. ***Watch your grammar, spelling, and legibility — avoid slang, jargon, and swearing***
6. ***Speak to performance — not personality***
7. ***Use lists, if appropriate***
8. ***Document all training, including remedial***
9. ***Do not predict future success or failure***

Discussing Evaluations

The FTO and trainee's discussion of evaluations is an important aspect of the FTP and is required by Commission Regulation 1004. Merely completing the evaluation and having the trainee review it will not achieve the objectives of a proper evaluation.

FTOs should allow ample time to discuss evaluations with the trainees. Discussions should be held where privacy can be maintained with little or no interruptions. These conversations should be an open dialogue and use the effective communication principles learned in FTO courses.

Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments or speak with the FTP SAC through their chain of command if desired.

2.3 REMEDIAL TRAINING

Most FTOs will report that training is an "ongoing" process that is the result of the natural interactions between themselves and the trainee. Simple comments such as "keep your gun hand clear" or "this word is spelled..." often take place simultaneously with the observed mistake. Some training may have to take place at another time or location away from the actual event. What is important to remember is that: 1) a performance deficiency **must** be corrected, and 2) that correction should come as **soon** as practical after the behavior without interfering with the department's service responsibilities. The deficiencies that do not seem to go away, or are repeated, call for a more formal approach known as remedial training.

Remedial training is defined as: A period of time in which the trainer provides specific instruction to reinforce the required concept, skill, or competency after a trainee's job performance has been evaluated as less than acceptable.

While the FTO's role is to help the trainee overcome performance deficiencies and give them every opportunity to learn and perform, some performance deficiencies may be difficult to overcome with remedial training. Examples might include immaturity, absence of a positive self-image, lack of common sense and worldliness, lack of life experience, stress, and fear.

Remedial training should begin as soon as the ongoing deficiency is noted and should provide a reasonable opportunity for the trainee to succeed.

Since formal remedial training may require additional time in the FTP, there are several steps the FTO can take when trying to provide remedial training:

1. Be specific when identifying and describing the deficiency. Include the trainee in identifying their deficiency. Discuss potential root causes and solicit input on their solution.
2. Reflect on and determine what has been tried and found to be effective with similar performance deficiencies.
3. Develop an achievable plan, which clearly identifies the expectations of the trainee. The plan should outline the conditions, anticipated timeframe, and resources needed.
4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Consider using a Remedial Training Assignment Worksheet (*Appendix 8*) when developing a remedial plan. Be sure to document the plan, the FTO's efforts, and the results.

Remedial Training Strategies

The following section is designed to assist FTOs in recognizing and correcting performance deficiencies. It describes some of the commonly reported trainee problems and offers strategies for resolving them. The types of remedial training strategies are limited only by imagination and feasibility; however, no training should be dangerous or demeaning, or

expose the department to liability. Department policies, procedures, and safety standards must never be violated for the sake of training.

The following strategies can be used to assist trainees in gaining proficiency with items in the *Field Training Program Guide* or in designing written training plans.

ROLE-PLAY AND SCENARIOS

These can be used for a variety of performance tasks. Care should be taken regarding the following:

1. All participants must be made aware that the situation is a training exercise, not an actual event.
2. **No loaded weapons** should ever be used in field training scenarios.
3. Notification of other potentially involved parties (e.g., dispatch, neighboring departments, patrol and/or field training supervisors, etc.).
4. Choice of location (so as not to involve unknowing citizens or other officers).
5. **Selection of role-players who understand the goal of remedial training.**

ROLE REVERSALS

Similar to role-plays, here the FTO reverses roles with the trainee. The trainee then watches the FTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the FTO and offer suggestions for improvement.

COMMENTARY DRIVING

The trainee is instructed to maintain a running commentary of what is observed while operating the vehicle or while acting as the passenger.

Examples of commentary driving include the trainee commenting on street/traffic conditions, traffic control devices, defensive driving information, people, vehicles, and things that would be of law enforcement interest.

VERBALIZATION

This technique is useful for those trainees who routinely know what to do but once subjected to stressful situations are unable to perform the required task(s).

The trainees are instructed to talk out their thoughts. If they are responding to a call, they must describe the call to the FTO, tell how they will get there, and once there, what their actions will be. In this way, they must organize their thoughts and present them to the FTO in a clear and logical manner.

An important benefit for trainees from this exercise is to allow the trainee to put their thoughts and actions in order and also slow their thought processes and prevent information overload.

FLASHCARDS

Having the trainees make flashcards enhances the learning process by using more than one learning style. Flashcards are particularly effective with subjects such as radio codes, orientation skills, vehicle or criminal statutes and elements, and spelling. There are many electronic and web-based resources for flashcard creation and quizzing available.

SPELLING QUIZZES

The FTO keeps track of words that are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, they may wish to practice writing the words several times.

SELF-EVALUATIONS

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled "Self-Evaluation." As with the FTO's evaluation, both parties review and compare their DORs at the end of the shift.

DIRECTING TRAFFIC

1. FTO draws diagrams for the trainee to place themselves, the flow of traffic, ideal locations for fire, and medical response, etc.
2. Shut down an intersection and let the trainee practice. Start with quiet intersections and build to busier.
3. Have the trainee speak with other FTOs, traffic officers, etc.
4. Have the trainee speak with fire and medical responders for their perspectives.
5. Request assignments for these types of calls.

TRAFFIC STOPS

1. Role-play in a parking lot using other FTOs and vehicles.
2. Review body-worn camera (BWC) and/or in-car video.
3. Have the trainee speak/ride with a traffic officer, etc.
4. FTO draws a diagram for the trainee to place self, vehicle positions, ideal locations for stops, etc.
5. Use miniature cars for placement.
6. Develop a checklist for order of events and importance of events.
7. Verbal and written quizzing on traffic codes and elements.
8. Have the trainee practice completing citations and warnings on copied blank forms.

REPORT WRITING

1. Use report writing exercises.
2. Review some good and bad reports as examples. Be sure to remove the author's name. (If printed or copied, be sure to redact names, addresses, and other biographical information not available to the general public.)
3. Speak with subject matter experts (SMEs) (e.g., detectives, instructors, attorneys, and judges) about what they think makes a good report.
4. Suggest the trainee enroll in a writing class.
5. Suggest the trainee obtain and read library books on the subject.
6. Have the trainee review and correct a report.
7. Suggest the trainee use a dictionary (e.g., print, online, or electronic).
8. Have the trainee recite the elements of a crime and describe how the elements were accomplished and in what sequence.
9. Suggest the trainee spend time working with an in-house expert or academy instructor.

DUI

1. Role reversal with FTO making actual stops and the trainee doing the critique.
2. Role-plays in a parking lot using other FTOs and vehicles.
3. Review BWC and/or in-car video.
4. Speak with SMEs (e.g., DUI officers, instructors, and attorneys).
5. Review old DUI reports.
6. Review actual case law at library.
7. Have the trainee ride with a traffic officer.
8. Develop a checklist for procedures and forms.

COURTROOM DEMEANOR

1. Speak with SMEs (e.g., detectives, instructors, attorneys, and judges) regarding good witnesses.
2. Have the trainee observe a trial.
3. Conduct a mock trial.
4. Have the trainee perform a courtroom role-play using one of their citations or arrests.

INVESTIGATIVE PROCEDURES

1. Speak with SMEs (e.g., detectives, instructors, and attorneys) as to what they think makes a good investigation.
2. Verbal and written quizzes on elements of crimes.
3. Have the trainee spend some time with an I.D. technician.
4. Tour a crime laboratory.
5. Follow one of the trainee's cases through with the assigned detective.
6. Create a mock crime scene.

HIGH-RISK STOPS

1. Practice visualization techniques.
2. Role-plays with the trainee as officer and suspect, in daylight and darkness.
3. FTO draws diagrams for the trainee to place themself, vehicle positions, ideal locations for stops, etc.
4. Develop a checklist for verbal commands.

DOMESTIC DISPUTES/DOMESTIC VIOLENCE/VICTIMOLOGY

1. Role-play using other FTOs.
2. Speak with victim advocates or groups.
3. Attend an Order of Protection hearing.
4. Request assignments for these types of calls.

ORIENTATION SKILLS

1. Give the trainee a copy of a map that contains the streets but no names. The trainee fills in the names.
2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
3. Throughout the shift, ask the trainee, "Where are we now?".
4. Give the trainee addresses and have the trainee trace the route to the locations on a map.
5. Give the trainee addresses and have them physically drive to the locations.
6. Have the trainee obtain maps from other resources such as fire departments and chambers of commerce.

7. Demonstrate efficient ways to use mapping programs and GPS tracking.

RADIO COMMUNICATION

1. Role-play
    a. What is going on with other officers?
    b. Sample sentences/codes.
    c. Describe scenario. Ask the trainee how to say it on the radio.
2. Use cell phone recording applications as a radio in role-plays.
3. Have the trainee speak briefly, clearly, and concisely, using codes or plain text.
4. Assign the trainee to a shift in the communication center to work with a dispatcher. Have the trainee log the codes and then decipher them into plain text, turning in the final product.
5. Have the trainee listen to a scanner.
6. Have the trainee read all license plates phonetically.
7. Listen to communication recordings.

ACCIDENT INVESTIGATION

1. Have the trainee ride with an accident investigator.
2. Have the trainee develop a checklist for steps in completing an accident report.
3. Review past reports and diagrams.
4. Create a scenario and have the trainee draw a diagram.
5. Request assignments for these types of calls.

COMMUNITY RELATIONS AND RAPPORT

1. Increase exposure to the public.
    a. Neighborhood foot beats, downtown patrols, foot patrols, and updating business contacts.
    b. Traffic stops.
    c. Neighborhood watch and crime prevention meetings.
    d. Front desk.
2. Have the trainee spend a shift with a public information officer.

3. Role-plays.
4. Review BWC and other related agency video.

Summary

For remedial training strategies, always remember to:

1. Include the trainee.
2. Diagnose the problem.
3. Create an achievable plan and thoroughly discuss it with all stakeholders.
4. Use all the resources available.
5. Provide feedback.
6. Be creative (while maintaining safety and operating within department policies and procedures).
7. Document the trainee's performance and FTO efforts.
8. Complete an assessment of overall performance.

PART 3
Field Training Program Application Process

POST REGULATIONS require departments seeking approval of their FTP to submit an FTP package along with a POST-Approved Field Training Program Application (*POST Form 2-229*) signed by the department head. Per Commission Procedure D-13-2, departments shall submit their FTP for POST approval every eight years, or whenever changes are necessitated by the department or POST minimum standards/requirements. Prior to submitting the package and application, a department representative should review/update the department's current policies, procedures, and program content against POST's minimum standards/requirements for program content, operations, and personnel. Commission Procedure D-13-2 states the application materials needed at minimum when submitting a package for POST's review. Commission Procedure D-13-3 lists the minimum topics required to be covered by any FTP requesting POST's approval. The *POST Field Training Program Guide* may be used as a model for developing an FTP.

If using the *POST Field Training Program Guide* format (Volume I and II), the FTP package submitted for approval shall **minimally** include:

1. Volume I of this guide, complete with the Agency Perspective, Mission Statement, and Values Statement.
2. Volume II of this guide, which outlines the proposed training for department trainees.
3. Copies of supporting documents (e.g., policies and procedures, general orders related to FTP personnel and their training, and/or evaluation forms).
4. The required POST-Approved Field Training Application (2-229) (pdf). This form attests that your agency meets the minimum standard requirements to provide patrol training.

3.1 POST'S FIELD TRAINING PROGRAM GUIDE COMPONENTS

Agency Perspective, Mission Statement, and Values

The first part of the FTP guide, Volume I, contains information explaining the FTP and its operation. It is recommended the FTP guide be provided to the trainees at or prior to the time they enter the program. While this portion of the guide may not contain all the information found in the department administrative manuals and General Orders, certain excerpts from those documents should be incorporated into this section of the training guide.

The Agency Perspective portion of Volume I should include a detailed description of:

- The department's specific selection process for FTOs,
- The evaluation process for trainees and FTOs,
- The length of the program, phases, and orientation, and
- The goals and objectives of the department's FTP.

Competencies/Performance Objectives

The second part of the field training guide, Volume II, contains performance objectives incorporating the knowledge, skills, and abilities required of a solo officer. These training topics are broken into phases that cover the performance objectives. Training in, and completion of, the designated topics can provide trainees a foundation when handling patrol functions that may be encountered in their career.

FTOs instruct in the areas outlined in each specific topic. To ensure accountability, sign-off boxes are placed on each page of the guide wherein the FTO indicates the following:

1) The date trainee displayed adequate competence

2) The date of remedial training, if necessary

The FTO will also identify the way the skill, knowledge, or ability was performed (e.g., written test, verbal test, scenario/role-play, or field performance). The first page of each section provides a place for the trainee's name (and badge number, if agency so desires).

Resources

It is encouraged that departments consider the inclusion of various resource materials in the guide or develop a separate resource materials guide specific to their agency's needs. Examples may include important policies, maps, municipal codes, etc. The purpose of this is twofold. First, the material remains a reference for the trainee and, second, the FTO can use these materials as part of the lesson plan rather than improvising when it comes time to instruct on the specific topic.

In addition to the instruction the trainee will be receiving from the FTO, it is possible that the trainee will need to do some further studying. The training staff may provide access to the Regular Basic Course Training and Testing Specifications, POST Student Workbooks, POST Learning Portal, and any other department-developed training aids. Trainees are advised to maintain copies of the Penal Code, Vehicle Code, and Municipal Codes, and know the location(s) of other reference materials including a list of community service resources.

3.2 RESPONSIBILITY AND OVERSIGHT

It is the responsibility of the FTP SAC to oversee the development and maintenance of the department's FTP guide. Each FTP SAC may designate a committee to review and update the materials presented in the department's guide. Constant revision based on input from the trainees, FTOs, and other program staff will make the department's FTP guide a viable resource and basis for a successful program.

PART 4
The POST Field Training Program

THE POST FTP is a program designed to be used as a guide for agencies complying with Commission Regulation 1004, 1005, and Commission Procedure D-13.

The program allows for department-specific policies, procedures, and specific methods of trainee instruction. It directs a training response to needs or situations that could be encountered by police officers who are assigned to general law enforcement uniformed patrol duties in the state of California. Therefore, as mentioned in Part 3, a department using this program should include its specific policies, procedures, and methods.

This program requires that the trainee to apply skills and knowledge that were acquired in the Regular Basic Course (Academy). The FTO must help the trainee apply these skills and knowledge in a real-life environment with actual law enforcement incidents.

4.1 PROGRAM COMPONENTS

The POST FTP is comprehensive and complete for statewide application. However, any department using this program should compare POST's program objectives relative to its own objectives, policies, and responses, and add any additional objectives needed. The objectives (knowledge, skills, and abilities) included in the POST program model are considered to be the minimum standards on which to base an FTP in the state.

► Departments are encouraged to add to this program as they see fit to match their needs.

The POST FTP is used to train newly assigned officers and deputies who have recently graduated from the Regular Basic Course (Academy), who have been employed through lateral entry, or any others who are on their initial assignment to general law enforcement uniformed patrol duties. The following areas are intended to clarify the application of the POST FTP.

Competencies/Structured Learning Content/Areas of Instruction

Research and experience have demonstrated that new peace officers should demonstrate competency in the topics or areas listed below.

MINIMUM COMPETENCY REQUIREMENTS

1. **Agency Orientation/Department Policies**
2. **Officer Safety**
3. **Ethics**
4. **Use of Force**
5. **Patrol Vehicle Operations**
6. **Community Relations/Professional Demeanor**
7. **Radio Communication**

8. **Leadership**
9. **California Codes and Laws**
10. **Search and Seizure**
11. **Report Writing**
12. **Control of Persons/Prisoners/People with Disabilities**
13. **Patrol Procedures**
14. **Investigations/Evidence**
15. **Strategic Communication/Conflict Resolution**
16. **Traffic**
17. **Self-Initiated Activities**
18. **Agency-Specific Activities** (may include Community Specific Problems, Special Needs Groups, etc.)

Format

The *POST FTP* has the 18 topics of instruction listed above divided up in Volume II. Each topic contains knowledge and performance-based objectives for the trainee to accomplish. Each topic may be presented, wholly or in part, in the appropriate training phase. The objectives for each topic build from basic issues to more complex ones to assist in an incremental learning approach. This is intended to enhance retention so the trainee is able to relate elements of past instruction to each new subject. The department's training staff must determine the appropriate format and order for its FTP. A department can add its specific policies, procedures, locations, references, etc. to further enhance its program. This POST format allows flexibility but is designed to hold the trainee responsible for each of the legislatively mandated performance objectives.

Agency-Specific Activities (which may include Community Specific Problems, Special Needs Groups, etc.) is an optional section that may be included by a department.

Training and Testing Methods

Although the *POST FTP* is written in performance-based objectives, there is no intention to restrict a department's methods of presentation or measure the trainee's acceptable performance of the task(s).

Because of the very nature of patrol work, not every incident the POST FTP requires a trainee to perform will occur within the timeframe of the program. The FTO should improvise by volunteering, when possible, for assignments that may assist in meeting the training objectives. In some cases, it may be necessary for the FTO to set up a scenario-based exercise or rely on the trainee's verbal or written explanation to verify that the trainee is competent.

Initially, trainees may be provided with and allowed the opportunity to study written documents, policy directives, training bulletins, or general orders that they are responsible for knowing. The FTO should then proceed through the field training guide discussing, instructing, or demonstrating each performance objective. The FTO should encourage trainees to take increasing responsibility for field performance based on the nature of incidents they have encountered. It is the intention of the FTP to have the new trainees demonstrate their

competency in these performance objectives through the actual handling of patrol situations. This is the preferred method of demonstrating trainee comprehends and can apply what has been instructed. However, for a variety of reasons, trainees may have to demonstrate successful comprehension and competency through alternative means. The methods for "competency demonstration" used in the *POST FTP* are described below.

COMPETENCY DEMONSTRATION METHODS

1. **Department-Constructed Tests.** Some portions of the FTP may require department-constructed tests that measure the skills required to achieve one or more performance objectives. These tests may be in written or verbal format. Trainees who fail a written department-constructed knowledge test on the first attempt should:

   a) Be provided with an opportunity to review the test results in a manner that does not compromise test security

   b) Have a reasonable time and remedial training in order to prepare for a retest

   Be provided with an opportunity to be retested. If the trainee fails the retest, it will be the department's responsibility to determine if the trainee should be given another retest or separated from the FTP

   ▶ **These tests should be standardized to ensure accuracy and fairness and may also serve as an additional evaluation instrument.**

2. **Scenario Tests.** Some portions of the FTP may require scenario tests, which are job simulation tests that measure the skills and knowledge required to achieve one or more performance objectives. When a scenario test is used, trainees demonstrate their competency in performing the tasks required by the scenario test. Competency means that trainees perform at a level that demonstrates they are able to perform as a solo patrol officer. A qualified FTO should make this determination. Trainees who fail to clearly demonstrate competency when first tested should be provided with an opportunity to be retested. The retest should occur after a FTO has provided and documented remedial training. The remedial training shall be determined by the department. If the trainee fails to demonstrate competency on the retest, it will be the department's responsibility to determine if the trainee should be given another retest or separated from the FTP.

   ▶ **Officer safety must be of the utmost concern during the use of any simulated/scenario exercises. At no time are loaded weapons to be used in any scenario testing during the FTP. (Departments may wish to refer to the publication entitled *POST Guidelines for Student Safety in Certified Courses* as it contains specific guidelines for scenario training and event simulations that may prove helpful in organizing such testing.)**

3. **Field Performance Tests.** Most portions of the FTP will require field performance tests which are generally in the form of calls for service, traffic enforcement, self-initiated activity, etc. When field performance tests occur, trainees must demonstrate their competency in performing the tasks required of a solo patrol officer. A qualified

FTO should make this determination. Trainees who fail to clearly demonstrate competency during a field performance test should be provided with documented remedial training. The remedial training should be determined by the department. If the trainee fails to demonstrate competency on subsequent field performance tests, it will be the department's responsibility to determine if the trainee and/or department will benefit from additional remedial training and testing or if the trainee should be separated from the FTP.

4.2 POST FIELD TRAINING PROGRAM MODEL

This standardized *POST FTP* has been developed through input from various departments and experts throughout the state and nation. It is not intended to be a stand-alone program. It is intended to set a minimum standard on which each department can build its own specific FTP. It is further intended to assist the process in which the trainee receives on-the-job instruction to complement or reinforce classroom (academy) training.

When properly administered and supervised, this FTP can be one of the most important periods of training for law enforcement officers. POST field training regulations and this guide provide for the foundational field training needed to supplement classroom training as well as the appropriate guidance and supervision required to allow trainees to apply basic law enforcement principles safely, effectively, and competently.

Table **4.1** represents an **example** phase training overview of the *POST FTP*, though flexibility is required to allow for the day-to-day fluctuations of actual on-the-job duties. (See Volume II/ Part 5 for the complete program model and competency sign-offs.)

Table 4.1
Example Phase Training Overview

Phase 1	Phase 2	Phase 3	Phase 4
• Agency Orientation/ Department Policies • Officer Safety • Ethics • Use of Force • Patrol Vehicle Operations • Community Relations/ Professional Demeanor • Radio Communication	• Leadership • California Codes and Law • Search and Seizure • Report Writing • Control of Persons/ Prisoners/People with Disabilities • Patrol Procedures	• Patrol Procedures (continued) • Investigations/ Evidence • Strategic Communication/ Conflict Resolution • Traffic	• Self-Initiated Activities • Agency-Specific Activities

After successful completion of the FTP, the trainee will be expected to competently perform as a solo patrol officer. Ideally, they will be evaluated by a supervisor periodically until the end of their probationary period.

APPENDICES
A.1 through A.11

In these appendices: **Page #**

A.1 Standardized Evaluation Guidelines (SEGs) A.1--3

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A.8 Remedial Training Assignment Worksheet A.8--1

A.9 FTP Completion Record/Competency Attestation A.9--1

A.10 Field Training Officer (FTO) Critique Form A.10--1

A.11 Field Training Program (FTP) Critique Form A.11--1

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APPENDIX 1
Standardized Evaluation Guidelines (SEGs)

The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that the FTP achieves a recognized level of standard, competency, and credibility.

OVERVIEW

Throughout the FTP, the FTO rates the trainee's performance. Each observed behavior is rated using the **DOR** described in *Appendix 2* in the FTP Guide. The rating scales can be scored in two ways: the *Numeric Scale* (1–7) or the *NICS Scale* (NI–Needs Improvement/C–Competent/S–Superior). The numeric scale offers more flexibility to rate behaviors on a sliding scale between 1 and 7. The NICS scale provides a more direct scoring method. Agencies decide which method best meets their particular training approach.

A rating of "1" or "N/I" indicates the observed behavior is Unacceptable or Needs Improvement, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level.

Any rating of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **requires** a Documented Situation (DS) to describe the event that resulted in the observed rating. The FTO fills out the **Narrative Evaluation** portion of the DOR to document the event (see *Appendix 2*).

The following SEGs correspond to the numbered observable behaviors listed in the DOR for each performance category. Use these value definitions when rating a trainee's level of performance.

PERFORMANCE CATEGORIES

ATTITUDE

1. Acceptance of Feedback/FTO/FTP

Evaluates the way the trainee accepts criticism, how the trainee interacts with the FTO, and how the trainee accepts the training program, including how the FTO's feedback is received and used to further learning and improve performance.

1 or N/I *Unacceptable* – Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.

4 or C *Acceptable* – Accepts criticism in a positive manner and applies it to improve performance and further learning.

7 or S *Superior* – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.

2. Attitude Toward Police Work

Evaluates the trainee in terms of personal motivation, goals, and their acceptance of the job's responsibilities.

1 or N/I *Unacceptable* – Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.

4 or C *Acceptable* – Demonstrates an active interest in new position and responsibilities.

7 or S *Superior* – Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibility. Exhibits a desire to complete Field Training and become a productive member of the organization.

3. Integrity/Ethics

Evaluates the manner in which the trainee understands, accepts, and employs their own integrity and ethics.

1 or N/I *Unacceptable* – Accepts and employs a standard of mediocrity. Has little or no sense of accountability and/or responsibility to the department or community.

4 or C *Acceptable* – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.

7 or S *Superior* – Consistently demonstrates a high degree of internal strength, courage, and character. Models responsibility for service and enhances public trust.

4. Leadership

Evaluates the trainee's ability to take command and exercise influence among people using ethical values and goals for an intended change.

1 or N/I *Unacceptable* – Does not use command presence appropriately. Does not prevent/reduce conflict. Fails to show empathy.

4 or C *Acceptable* – Understands how to direct others, take command, and exercise influence and authority. Provides expected level of competency to the community through effective collaboration, communication/deescalation, and compassion.

7 or S *Superior* – Will not rationalize to compromise integrity. Uses command presence appropriately. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and assertiveness, composure, concern, and the ability to deescalate any situation.

APPEARANCE

5. General Appearance

Evaluates physical appearance, dress, demeanor, and equipment.

1 or N/I *Unacceptable* – Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of department regulations. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative.

4 or C *Acceptable* – Uniform is neat/clean. Uniform fits and is properly worn. Weapon, leather, and equipment are clean and operative. Hair within regulations. Shoes and brass are shined.

7 or S *Superior* – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

RELATIONSHIPS

6. Relationship with Citizens/Community

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

1 or N/I *Unacceptable* – Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills. Communications are confusing to the public.

4 or C *Acceptable* – Courteous, friendly, and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service-oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills. Communicates well when interacting with the public.

7 or S *Superior* – Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills. Routinely exhibits strong communication skills when interacting with the public.

7. Relationship with Other Department Members

Evaluates the trainee's ability to effectively interact with department members of all ranks, capacities, and positions.

1 or N/I *Unacceptable* – Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers themselves superior. Belittles others. Is not a "team player." Relies on others to carry their share of the work.

4 or C *Acceptable* – Adheres to the Chain of Command. Good FTO, superior, and peer relationships. Demonstrates a teamwork attitude.

7 or S *Superior* – Is at ease in contact with all members of the organization while displaying professionalism. Understands supervisors' responsibilities and their positions. Actively assists others.

8. Community Policing and Problem-solving

Evaluates the way the trainee assists members of the community in handling neighborhood issues.

1 or N/I *Unacceptable* – Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in the problem-solving process.

4 or C *Acceptable* – Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.

7 or S *Superior* – Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE

9. Driving Skill: Normal Conditions

Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

1 or N/I *Unacceptable* – Frequently violates traffic laws. Involved in at-fault traffic collisions. Fails to maintain control of the vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.

4 or C *Acceptable* – Obeys traffic laws. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.

7 or S *Superior* – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating the radio, checking mobile computer terminals (MCTs), etc.

10. Driving Skill: Moderate/High Stress Conditions

Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skills.

1 or N/I *Unacceptable* – Involved in at-fault traffic collisions. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situations. Loses control of the vehicle.

4 or C *Acceptable* – Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures, and the California Vehicle Code provisions regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.

7 or S *Superior* – Displays a high degree of reflex ability and driving competency. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present.

11. Use of Map Book/GPS: Orientation/Response Time

Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at a destination within an acceptable amount of time.

1 or N/I *Unacceptable* – Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.

4 or C *Acceptable* – Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

7 or S *Superior* – Remembers locations from previous visits and seldom needs map book or GPS. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.

12. Routine Forms: Accuracy/Completeness

Evaluates the trainee's ability to properly utilize departmental forms.

1 or N/I *Unacceptable* – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.

4 or C *Acceptable* – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with accuracy and thoroughness.

7 or S *Superior* – Consistently completes detailed forms rapidly and accurately with little or no assistance.

13. Report Writing: Organization/Details/Use of Time

Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and to complete a report in an appropriate amount of time.

1 or N/I *Unacceptable* – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. The report is inaccurate and/or incorrect. Routinely requires an excessive amount of time to complete a report.

4 or C *Acceptable* – Elicits necessary information. Completes reports, organizing information in a logical manner. Reports contain the required information and details. Completes reports within a reasonable amount of time.

7 or S *Superior* – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred. Completes complex reports efficiently and in a timely manner with little or no assistance.

14. Report Writing: Grammar/Spelling/Neatness

Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.

1 or N/I *Unacceptable* – Reports are illegible and lack structure. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Reports are confusing and not easily understood by the reader/evaluator.

4 or C *Acceptable* – Reports are legible, and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance. Reports have sufficient stucture.

7 or S *Superior* – Reports are very neat and legible. Contain no spelling or grammatical errors. Reports have sufficient stucture. Reports are thorough, complete, and easily understood by the reader/evaluator.

15. Field Performance: Non-stress Conditions

Evaluates the trainee's ability to complete tasks and perform routine, non-stress police activities.

1 or N/I *Unacceptable* – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.

4 or C *Acceptable* – Properly assesses aspects of routine situations; determines appropriate action and completes tasks.

7 or S *Superior* – Properly assesses routine and complex situations without guidance/assistance. Quickly determines and employs appropriate course of action and completes tasks.

16. Field Performance: Stress Conditions

Evaluates the trainee's ability to perform in moderate to high-stress conditions.

1 or N/I *Unacceptable* – Becomes emotional, panic-stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts or acts in unsafe or ineffective manner.

4 or C *Acceptable* – Exhibits self-control. Remains calm and composed in most situations. Determines proper course of action and takes it. Controls a situation and does not allow it to further deteriorate. Keeps safety in mind.

7 or S *Superior* – Exhibits self-control. Remains calm and composed in even the most extreme situations. Quickly restores control of the situation and takes command. Determines and employs the best course of action. Handles situations safely, efficiently, and effectively.

17. Investigative Skills

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

1 or N/I *Unacceptable* – Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow up obvious investigative leads.

4 or C *Acceptable* – Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects useable fingerprints from crime scenes, with little assistance, when conditions allow. Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.

7 or S *Superior* – Consistently follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed. Connects evidence with suspect even when not readily apparent. Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow. Actively seeks to improve evidence collection and processing skills.

18. Interview/Interrogation Skills

Evaluates the trainee's ability to use proper questioning techniques, to vary techniques to fit persons being interviewed/interrogated, and to follow proper and lawful procedure.

1 or N/I *Unacceptable* – Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to recognize when to give the Miranda warning. Fails to obtain enough information to determine what is occurring. Fails to identify citizens contacted during the investigation.

4 or C *Acceptable* – Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda warning.

7 or S *Superior* – Consistently uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects. Fully understands the legalities associated with the Miranda warning and administers the admonishment appropriately.

19. Self-initiated Field Activity

Evaluates the trainee's desire and ability to observe and act upon suspicious activity and to address situations where citizens may require law enforcement assistance.

1 or N/I *Unacceptable* – Fails to observe and/or avoids suspicious activity. Does not investigate same. Rationalizes suspicious circumstances. Avoids or does not recognize situations where citizens may require law enforcement assistance.

4 or C *Acceptable* – Recognizes and acts upon situations requiring law enforcement contact or attention. Develops cases from observed activity. Displays inquisitiveness.

7 or S *Superior* – Routinely acts on situations requiring law enforcement contact. Maintains "Watch Bulletins" and information provided at roll call for later use in the field. Appropriately uses the information as reasonable suspicion to detain, or to develop probable cause to arrest. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious. Maintains vigilance for suspicious activity and/or situations where citizens may require law enforcement assistance.

20. Officer Safety: General

Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.

1 or N/I *Unacceptable* – Fails to follow acceptable safety procedures. Fails to exercise officer safety, including but not limited to:

a) Exposes weapons to suspect (handgun, baton, chemical agents, etc.)

b) Fails to keep weapon hand-free in enforcement situations

c) Stands in front of/next to violator's vehicle door

d) Fails to control suspect's movements

e) Fails to use illumination when necessary or uses it improperly

f) Does not keep violator/suspect in sight

g) Fails to advise Communications when leaving vehicle

h) Fails to maintain good physical condition

i) Fails to properly maintain personal safety equipment

j) Does not anticipate potentially dangerous situations

k) Stands too close to the passing vehicular traffic

l) Is careless with gun and/or other weapons

m) Fails to position vehicle properly during traffic stops

n) Stands in front of door when making contact with occupants

o) Makes poor choice of which weapon to use and when to use it

p) Cannot articulate why a particular weapon was employed

q) Fails to cover other officers or maintain awareness of their activities

r) Stands between police and violator's vehicle on a vehicle stop

s) Fails to search police vehicle prior to duty and after transporting other than police personnel

4 or C *Acceptable* – Follows acceptable safety procedures. Understands and applies them.

7 or S *Superior* – Consistently works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.

21. Officer Safety: Suspicious Persons, Suspects, and Prisoners

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

1 or N/I *Unacceptable* – Violates officer safety practices as outlined in SEG 20 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.

4 or C *Acceptable* – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners. Routinely works with an officer safety mindset.

7 or S *Superior* – Foresees potential dangers or hazards and acts to mitigate or eliminate them. Consistently maintains control and a position of advantage during contacts in the field. Remains alert to changing events and adjusts accordingly to maintain safety and control. Serves as a model for officer safety.

22. Control of Conflict: Voice Command

Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

1 or N/I *Unacceptable* – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.

4 or C *Acceptable* – Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.

7 or S *Superior* – Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situations through voice and language usage.

23. Control of Conflict: Physical Skill

Evaluates the trainee's ability to use the proper level of force for the given situation.

1 or N/I *Unacceptable* – Employs too little or too much force for a given situation. Is physically unable to gain compliance or effect an arrest. Does not use proper restraints or uses them improperly.

4 or C *Acceptable* – Obtains and maintains control through the proper use and amount of force. Uses restraints effectively.

7 or S *Superior* – Displays above average knowledge and skill in the use of restraints. Extremely adept in employing the proper use of force for a given situation. Understands the legalities involved in the use of force.

24. Problem-solving Techniques/Decision Making

Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.

1 or N/I *Unacceptable* – Acts without thought or good reason. Is unable to address problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Does not assess a proper or effective response to the problem. Is unable to reason through a problem and come to a conclusion. Is unable to choose alternative solutions. Is indecisive and naive. Cannot recall previous solutions and apply them in similar situations.

4 or C *Acceptable* – Able to reason through a problem and come to an acceptable conclusion in routine situations. Perceives situations as they really are. Can explain what a problem-solving model is. Generates proper questions designed to identify problem(s). Generally able to choose a solution. Analyzes response for further action. Makes decisions with little assistance. Makes reasonable decisions based on information available.

7 or S *Superior* – Able to reason through most routine and complex situations and reach appropriate conclusions. When confronted with a problem, uses department-endorsed problem-solving approach/model. Has keen perception. Identifies root causes of problems, not just symptoms. Anticipates problems and prepares potential resolutions in advance. Relates past solutions to present situations and selects workable solutions. Properly assesses response, adjusts accordingly, and plans for follow-up.

25. Communications: Appropriate Use of Codes/Procedures

Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

1 or N/I *Unacceptable* – Violates policy concerning use of communications equipment. Does not follow correct procedures. Does not understand or use proper communication codes/language.

4 or C *Acceptable* – Complies with policy and accepted procedures. Has good working

knowledge of most common codes/language and uses communication equipment appropriately.

7 or S *Superior* – Consistently adheres to department communications policies. Has superior working knowledge of codes/language used during communications, and properly applies that knowledge as appropriate.

26. Radio: Listens and Comprehends

Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

1 or N/I *Unacceptable* – Repeatedly misses own call sign and is unaware of traffic in adjoining beats.

Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

4 or C *Acceptable* – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.

7 or S *Superior* – Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.

27. Radio: Articulation of Transmissions

Evaluates the trainee's ability to communicate with others via the law enforcement radio.

1 or N/I *Unacceptable* – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly. Multiple complaints regarding the trainee's use of the radio.

4 or C *Acceptable* – Uses proper procedure with clear, concise, and complete transmissions. Few complaints regarding the trainee's use of the radio.

7 or S *Superior* – Transmits clearly, calmly, concisely, and completely, even in stressful situations. Transmissions are well thought out and do not have to be repeated. No complaints regarding the trainee's use of the radio.

28. Mobile Computer Terminal (MCT): Use/Comprehension/Articulation

Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MCT.

1 or N/I *Unacceptable* – Does not understand dispatch and/or message formats. Does not recognize messages addressed to their unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.

4 or C *Acceptable* – Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status.

Readily recognizes officer safety issues involved in the disposition of calls. Types clear and brief messages. Adheres to FCC regulations and department policy.

7 or S *Superior* – Consistently recalls dispatch information without running summaries. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

KNOWLEDGE

29. Department Policies and Procedures

Evaluates the trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.

a) **Reflected by Verbal/Written/Simulated Testing:**

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

b) **Reflected in Field Performance:**

1 or N/I *Unacceptable* – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.

4 or C *Acceptable* – Familiar with most commonly applied department policies, regulations, procedures, and complies with same.

7 or S *Superior* – Has an excellent working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

30. Criminal Statutes

Evaluates the trainee's knowledge of the criminal statutes [Penal Code (PC), Vehicle Code (VC), Welfare & Institution Code (WIC), Business & Professions Code (BPC), Health & Safety Code (HSC), and all city/county codes] and their ability to apply that knowledge to field situations.

a) **Reflected by Verbal/Written/Simulated Testing:**

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

b) **Reflected in Field Performance:**

1 or N/I *Unacceptable* – Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.

4 or C *Acceptable* – Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.

7 or S *Superior* – Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser-known code sections in reference material.

31. Criminal Procedure

Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

a) **Reflected by Verbal/Written/Simulated Testing**

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

b) **Reflected in Field Performance**

1 or N/I *Unacceptable* – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.

4 or C *Acceptable* – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.

7 or S *Superior* – Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, release of information, and effecting arrests.

AGENCY-SPECIFIC

32. [To Be Filled in by Agency]

This performance category allows the agency to add a behavior that is of particular importance to their organization. If used, the agency MUST provide the applicable SEG descriptions for each rating:

1 or N/I *Unacceptable* – [To be determined by agency.]

4 or C *Acceptable* – [To be determined by agency.]

7 or S *Superior* – [To be determined by agency.]

(SEGs adapted from those first developed by the San Jose, California, Police Department, improved upon by the Houston, Texas, Police Department, revised by Glenn F. Kaminsky in 1986, 1991, 1997, and 1999, and added to by Jerry Hoover, Chief of the Reno Police Department and by the Sacramento County Sheriff's Department, and was further revised in 2011 and 2024 by POST staff.)

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APPENDIX 2

Daily Observation Report (DOR) and Narrative Evaluation

The DOR and Narrative Evaluation are key components of the FTP. In combination, these forms document the trainee's level of performance for each required category and clearly identify areas of competency, outstanding performance, or the need for remedial training.

NUMERIC AND NICS RATING SCALES

In order to effectively track the trainee's progress, the FTO uses the DOR to rate each observed behavior using one of two rating scales: **Numeric** or **NICS**. The Numeric Scale measures performance on a sliding scale between *1* and *7*. The NICS Scale uses three ratings: *NI–Needs Improvement, C–Competent, and S–Superior.* Each observed behavior is rated according to POST's Standardized Evaluation Guidelines (SEGs) as described in *Appendix 1* in the FTP Guide. Agencies decide which rating method best meets their particular needs.

A rating of "1" or "N/I" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level. The DOR also provides checkboxes if a behavior is not observed (N/O) or if the trainee is not responding to training (NRT). *The trainee, FTO, and FTO SAC are required to sign all DORs.*

NARRATIVE EVALUATION

Any ratings of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **require** a DS to describe the event that resulted in either of those ratings. The FTO checks the DS box on the DOR and documents the event using the Narrative Evaluation form. *The trainee, FTO, and FTO SAC are required to sign all Narrative Evaluations.*

Both the DOR and Narrative Evaluation forms contain detailed instructions. They can be printed and filled in by hand or filled in electronically. The Narrative Evaluation form includes continuation pages for additional comments. *The trainee, FTO, and FTO SAC are required to initial all continuation pages.*

The following links will open the applicable files for the DOR and Narrative Evaluation form for either the Numeric or NICS rating scales:

DOR & Narrative Evaluation – Numeric Scale

DOR & Narrative Evaluation – NICS Scale

Intentionally blank

APPENDIX 3

Supervisor's Weekly Report (SWR)

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	Badge / ID	Primary Field Training Officer (FTO)	Badge / ID

PART A. REVIEW OF TRAINING

☐ I have reviewed this Trainee's Daily Observation Reports (DORs) for this evaluation period: Week of: _____ to: _____.

☐ I have also discussed their overall performance with Field Training Officer (FTO): _____.

Additional method(s) by which the trainee's performance was evaluated:

☐ End of Phase Meetings ☐ Citizen Contacts ☐ Other FTOs ☐ Conferences ☐ Field Visit

☐ Radio Traffic ☐ Report Review ☐ Ride-along ☐ Daily Briefing

☐ Other (explain): _____

PART B. TRAINEE'S PERFORMANCE: STRENGTHS / WEAKNESSES

☐ I have discussed the trainee's most significant **strengths** with them.

☐ I have discussed the trainee's most significant **weaknesses** with them.

PART C. REMEDIAL TRAINING (IF APPLICABLE)

☐ The following remedial training is required based on deficient performance *(see RT Assignment Worksheet):*

PART D. SUPERVISOR'S COMMENTS REGARDING PROGRESS TO DATE

☐ The trainee's progress to date is **ACCEPTABLE** based on the above evaluation.

☐ The trainee's progress to date is **NOT ACCEPTABLE** based on the above evaluation.

PART E. REQUIRED SIGNATURES

☐ I have reviewed/discussed this Weekly Report with the FT Supervisor (FT SAC) and understand the evaluation given.

Trainee Signature _____ Date _____

Print FTO SAC Name	Badge / ID	FTO SAC Signature	Date

Intentionally blank

APPENDIX 4

End of Phase Report (EPR)

Rev. 10/2024

REPORT DATE _____ PHASE ___ START DATE _____ END DATE _____

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

PART A. SIGNIFICANT STRENGTHS / WEAKNESSES *Use the following page for any additional comment(s).*

STRENGTHS:

1.

2.

3.

WEAKNESSES:

1.

2.

3.

PART B. ADDITIONAL TRAINING / REMEDIAL EFFORTS

PART C. ADDITIONAL COMMENTS (OPTIONAL)

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed this End of Phase Report with my Field Training Officer (FTO) and understand the evaluation given.

Trainee Signature _____ **Date** _____

Print FTO Name	Badge / ID	FTO Signature	Date
Print SAC Name	**Badge / ID**	**SAC Signature**	**Date**

☐ Additional page(s) attached

End of Phase Report (EPR)

Rev. 10/2024

REPORT DATE _____ PHASE ___ START DATE _____ END DATE _____

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

ADDITIONAL COMMENTS

Trainee Initials ☐ FTO Initials ☐ FT SAC Initials ☐

APPENDIX 5

Daily Training Notes

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	Badge / ID	Field Training Officer (FTO)	Badge / ID

Performance Area	Notes

Trainee Signature	Date	FTO Signature	Date

Daily Training Notes

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___ Page ___ of ___

Trainee (Last, First MI)	Badge / ID	Field Training Officer (FTO)	Badge / ID

Performance Area *cont*	**Notes** *cont*

Trainee Initials ☐ FTO Initials ☐

APPENDIX 6

Weekly Training Report (TPR)

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

INSTRUCTIONS

- This Weekly Training Progress Report evaluates the trainee's performance during the week and identifies specific areas which are noteworthy.
- **A rating of 1 or 2 requires a written statement** outlining the steps that the FTO or agency has taken and/or will take to bring performance up to an acceptable level. *Use the following page(s) to document the necessary steps and/or provide additional comments; initial each page.*

RATING SCALE:

- **4 – BETTER THAN ACCEPTABLE:** Performance exceeds agency's standard
- **3 – ACCEPTABLE:** Performance meets agency's standard
- **2 – NEEDS IMPROVEMENT:** Performance is progressing toward "acceptable" but does not yet meet agency's standard
- **1 – UNACCEPTABLE:** Performance is not at an acceptable level
- **NRT – NOT RESPONDING TO TRAINING:** Trainee has been rated at level 1 or 2 and after remedial training shows no improvement in performance

PART A. PERFORMANCE AREA	NRT	1	2	3	4
Overall Performance for this evaluation period:	☐	☐	☐	☐	☐
The following areas are noteworthy *(see next page for additional comments):*					
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐

PART B. TRAINEE REVIEW / REQUIRED SIGNATURES

☐ I have reviewed this Weekly Training Progress Report with my Field Training Officer (FTO).

☐ I wish to discuss this evaluation with the FTP Supervisor/Administrator/Coordinator (FTP SAC).

Trainee Signature _____ **Date** _____

Print FTO Name	Badge / ID	FTO Signature	Date

Print SAC Name	Badge / ID	SAC Signature	Date

☐ Additional page(s) attached

Weekly Training Report (TPR)

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___ Comments Page 1 of ___

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

INSTRUCTIONS

If the Trainee received rating(s) of **1** or **2**, the steps taken to bring the trainee's performance level up to an acceptable level ***must*** be documented. Identify the specific performance area numbers and corresponding ratings from page 1. Continue on the additional page if needed.

PART C. REMEDIAL STEPS / COMMENTS

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ FTO Initials ☐ FT SAC Initials ☐

Weekly Training Report (TPR)

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___ Comments Page ___ of ___

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

CONTINUATION PAGE

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ FTO Initials ☐ FT SAC Initials ☐

Intentionally blank

APPENDIX 7

Phase Evaluation Report

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

INSTRUCTIONS

- This Phase Evaluation Report provides feedback to the trainee so that good performance continues and/or deficient performance improves.
- **A rating of 1 or 2 requires a written statement** outlining the steps that the FTO or agency has taken and/or will take to bring performance up to an acceptable level. *Use the following page(s) to document the necessary steps and/or provide additional comments; initial each page.*

RATING SCALE:

- **4 – BETTER THAN ACCEPTABLE:** Performance exceeds agency's standard
- **3 – ACCEPTABLE:** Performance meets agency's standard
- **2 – NEEDS IMPROVEMENT:** Performance is progressing toward "acceptable" but does not yet meet agency's standard
- **1 – UNACCEPTABLE:** Performance is not at an acceptable level
- **NRT – NOT RESPONDING TO TRAINING:** Trainee has been rated at level 1 or 2 and after remedial training shows no improvement in performance

PART A. PERFORMANCE AREA	NRT	1	2	3	4
Overall Performance for this evaluation period:	☐	☐	☐	☐	☐
The following areas are noteworthy *(see next page for additional comments):*					
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐

PART B. TRAINEE REVIEW / REQUIRED SIGNATURES

☐ I have reviewed this Phase Evaluation Report with my Field Training Officer (FTO).

☐ I wish to discuss this evaluation with the FTP Supervisor/Administrator/Coordinator (FTP SAC).

Trainee Signature _____ **Date** _____

Print FTO Name	Badge / ID	FTO Signature	Date
Print SAC Name	**Badge / ID**	**SAC Signature**	**Date**

☐ Additional page(s) attached

Phase Evaluation Report

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK ___ Comments Page 1 of ___

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

INSTRUCTIONS

If the Trainee received rating(s) of **1** or **2**, the steps taken to bring the trainee's performance level up to an acceptable level ***must*** be documented. Identify the specific performance area numbers and corresponding ratings from page 1. Continue on the additional page if needed.

PART C. REMEDIAL STEPS / COMMENTS

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ FTO Initials ☐ FT SAC Initials ☐

Phase Evaluation Report

Rev. 10/2024

REPORT DATE _____ PHASE ___ WEEK___ Comments Page ___ of ___

Trainee (Last, First MI)	Badge / ID	Evaluation Period
		From: To:

CONTINUATION PAGE

Area / Rating	Recommended RT Steps / Additional Comments

Trainee Initials ☐ FTO Initials ☐ FT SAC Initials ☐

Intentionally blank

APPENDIX 8

Remedial Training Assignment Worksheet

Rev. 10/2024

REPORT DATE _____ PHASE ___ START DATE _____ END DATE _____

Trainee (Last, First MI)	Badge / ID	Field Training Officer (FTO)	Badge / ID

PART A. PERFORMANCE DEFICIENCIES

Your FTO has identified one or more areas of deficient performance that require your immediate attention for improvement. You will be expected to fully complete this training assignment by this date: _____

Define the specific problem with example(s). Describe the training already conducted:

PART B. TRAINING ASSIGNMENT

Describe the specific assignment(s) given to the trainee to correct the above problem. The trainee will be expected to perform at a satisfactory level in identified area(s).

NOTE: Your FTO will describe the required assignment needed to improve your performance in terms of specific goals and objectives.
Example: Trainee will practice self-initiated car stops daily for 4 shifts, resulting in a minimum of 4 field interviews and 2 citations per shift.

☐ I have reviewed/discussed the above training assignment with my FTO and understand the specific goals and object.

Trainee Signature _____ **Date** _____

PART C. ASSIGNMENT COMPLETION

- Has the trainee completed this training assignment satisfactorily? ..... ☐ Yes ☐ No
- Is the trainee now performing at a competent level? ..... ☐ Yes ☐ No
- Has an additional assignment been given? ..... ☐ Yes ☐ No

NOTE: If the training plan was not completed satisfactorily, specific recommendations **must** be made regarding the trainee's continued substandard performance. Additional RT Assignment Worksheets should be generated outlining a follow-up training plan. **It is the responsibility of the *originating* FTO to ensure that RT assignment(s) are communicated to the trainee's next FTO so that follow-up can be monitored.**

Comments regarding completion of assignment:

PART D. REQUIRED SIGNATURES

☐ I have reviewed/discussed all areas noted in this RT Assignment Worksheet and understand the evaluation given.

Trainee Signature	Date	FTO Signature	Date
Print FT SAC Name	**Badge/ID**	**FT SAC Signature**	**Date**

Intentionally blank

APPENDIX 9

Field Training Program Completion Record/ Competency Attestation

Rev. 10/2024

REPORT DATE _____

Trainee (Last, First MI)	Badge / ID	Field Training Officer (FTO)	Badge / ID

PART A. PROGRAM COMPLETION

Phase	Field Training Officer	Badge / ID	Shift/Watch	Training Dates (Inclusive)	
1				From:	To:
2				From:	To:
3				From:	To:
4				From:	To:

PART B. TRAINEE ATTESTATION

I have been instructed in each phase of the prescribed training contained in the Field Training Program Guide, and my training performance and stages of progress were documented and reviewed with me by training staff as required..

Trainee Signature _____ Date _____

PART C. TRAINING CERTIFICATION / REQUIRED SIGNATURES

I certify that Officer/Deputy _____ has received the instruction outlined in the Field Training Program Guide and has performed competently in all structured learning content areas. I also certify that all tests have been completed at a satisfactory level and that this trainee is now prepared to work as a solo patrol officer.

Primary FTO Signature _____ Date _____

Print FT SAC Name	Badge/ID	FT SAC Signature	Date

PART D. AGENCY HEAD ATTESTATION / REQUIRED SIGNATURES

I attest that the above named trainee has satisfactorily completed the prescribed Field Training Program and is competent to perform as a solo patrol officer.

Print Agency Head Name	Badge/ID	Agency Head Signature	Date

Intentionally blank

Field Training Officer (FTO) Critique Form

Rev. 10/2024

DATE _____

Trainee (Last, First MI)	Badge / ID	This critique is for Field Training Officer	Badge / ID

PART A. PURPOSE

In an effort to ensure that each Field Training Officer (FTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the FTOs so they can use the information to continue to enhance their teaching/training skills. It is imperative these questions be answered honestly and directly. Field training officers will benefit by knowing the impression they have made on you, their trainee.

Your response to each item is important. Please take time to provide details about why you rated the FTO as you did. The more information that you can provide the better we can determine each FTO's level of skill and their continued suitability for the position.

This critique form is confidential and will only be reviewed by field training program administrative personnel. The general content of the feedback (not your identity) will be relayed to the FTOs to assist with improving training methods.

PART B. FTO EVALUATION

1. The Field Training Program emphasizes two areas: Training **and** Evaluating Performance. Assign percentages (totaling 100%) to the amount of effort your FTO gave to each (e.g., Training–50%, Evaluating Performance–50% / Training–70%, Evaluating Performance–30%)

TRAINING: _____% EVALUATING PERFORMANCE: _____%

On a scale of 1 to 5, rate the following:

2. Indicate how you perceived your FTO related to you:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
I WAS JUST ONE OF A NUMBER OF RECRUITS		INTERACTION WAS ADEQUATE		I WAS RECOGNIZED AS AN INDIVIDUAL

3. What type of role model was the FTO for you?

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

4. Was the FTO attentive to your needs, problems, or concerns?

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
NEVER	SELDOM	OFTEN	USUALLY	ALWAYS

5. Rate the FTO's knowledge of the training material covered:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

6. Describe the FTO's skill as a trainer and their training methods, such as handouts, visual aids, scenarios, role-play, etc.:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

7. Rate the FTO's ability to communicate with you:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

8. Rate the FTO's honesty, fairness, and objectivity in evaluating you:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT

DATE _____

Trainee (Last, First MI)	Badge / ID	This critique is for Field Training Officer	Badge / ID

PART B. FTO EVALUATION *continued*

9. Describe the FTO's method of critiquing your performance (verbally or in writing):

☐ 1 TOO NEGATIVE / TOO CRITICAL / UNFAIR ☐ 2 ☐ 3 SATISFACTORY / FAIR ☐ 4 ☐ 5 VERY POSITIVE / ENCOURAGING

10. Did the FTO work with you on areas they identified as deficient or where improvement was needed?

☐ 1 NEVER ☐ 2 SELDOM ☐ 3 OFTEN ☐ 4 USUALLY ☐ 5 ALWAYS

11. List the area(s) you consider to be the FTO's greatest strengths (e.g., training skills, officer safety, codes and laws, report writing, etc::

12. List the area(s) in which you feel the FTO needs improvement.:

13. Were there any conflicts or inconsistencies with the FTO's training and your academy training? ☐ YES ☐ NO
If YES, explain:

14. Did you experience any discrepancies between the FTOs? ☐ YES ☐ NO
If YES, explain:

15. Please list any additional comments or suggestions here:

Field Training Program (FTP) Critique Form

Rev. 10/2024

DATE _____

Trainee (Last, First MI)	Badge / ID	Field Training Officer (FTO)	Badge / ID

PART A. PURPOSE

The Field Training Program personnel are dedicated to providing trainees with an effective training experience. Below is a list of questions pertaining to the training you received during the Field Training Program. The purpose of this evaluation is to present objective feedback to be used by personnel to improve and enhance the program's effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated.

Return the completed and signed evaluation to the FTP SAC

Supervisor (FTP SAC)

PART B. FTP evaluation

☐ Y ☐ N

1. Did the orientation process help you prepare for the Field Training Program and did you understand the program's expectations of you?
Please comment:

☐ Y ☐ N

2. Was the length of the program adequate?
Please comment:

☐ Y ☐ N

3. Do you feel that the program training you received was meaningful in relation to the job you are now doing?
Please comment:

☐ Y ☐ N

4. Were there any areas of training you felt were ignored, or which should have been included or extended?
f YES, which area(s):

☐ Y ☐ N

5. Was the instruction and training provided by the FTOs generally consistent with one another?
Please comment:

☐ Y ☐ N

6. Do you feel the documented evaluations in the program (DORs, Supervisor Weekly Reports, etc.) were beneficial for your development as a police officer?
Please comment:

DATE _____

Trainee (Last, First MI)	Badge / ID	This critique is for Field Training Officer	Badge / ID

PART B. FTP evaluation

☐ Y ☐ N

7. Do you feel program personnel were objective in making evaluations, judgments, and decisions about you?
Please comment:

☐ Y ☐ N

8. Do you feel there was sufficient time available for community-oriented projects or specialized beat activities?
Please comment:

☐ Y ☐ N

9. Upon completion of the Field Training Program, do you feel you are now proficient in each of the following areas?

A. Agency Orientation/Department Policie ..... ☐ Y ☐ N
B. Patrol Vehicle Operations ..... ☐ Y ☐ N
C. Officer Safety ..... ☐ Y ☐ N
D. Report Writing ..... ☐ Y ☐ N
E. Codes and Law..... ☐ Y ☐ N
F. Patrol Procedures ..... ☐ Y ☐ N
G. Handcuffing and Searching Techniques..... ☐ Y ☐ N
H. Use of Force ..... ☐ Y ☐ N
I. Traffic (including DUI and Accident Investigation)..... ☐ Y ☐ N
J. Search and Seizure..... ☐ Y ☐ N
K. Radio Communication ..... ☐ Y ☐ N
L. Investigations and Evidence..... ☐ Y ☐ N
M. Strategic Communication/Conflict Resolution..... ☐ Y ☐ N
N. COPPS/POP ..... ☐ Y ☐ N
O. Courtroom Procedures ..... ☐ Y ☐ N

☐ Y ☐ N

10. Are there any changes that need to be made to improve the program?
Please comment:

☐ Y ☐ N

11. Use the space below to add anything that may not have been covered above.

GLOSSARY

BEHAVIOR/PERFORMANCE ANCHORED RATINGS	An appraisal of performance which measures the trainee's ability to perform as a solo patrol officer based upon standardized evaluation guidelines (*SEGs*).
COMPETENCY	Demonstration of the knowledge, skills, abilities, attitudes, and behaviors to safely and effectively perform the duties of a solo patrol officer.
DAILY OBSERVATION REPORT (*DOR*)	The report and narrative evaluation form completed by the Field Training Officer (FTO), using either the numeric or NICS rating scale, to record the trainee's performance for each workday.
DEPARTMENT	The local law enforcement agency providing the Field Training Program to the officer/deputy trainee.
END OF PHASE REPORT (*EPR*)	The form completed by the Field Training Officer at the end of each training phase which addresses the trainee's strengths and weaknesses and provides an indication as to the trainee's level of performance and progress to date.
FEEDBACK	Verbal or written response to the trainee performance provided to the trainee from the field training staff.
FIELD TRAINING OFFICER (FTO)	An experienced officer assigned the responsibility of training and evaluating the trainees during the Field Training Program who meets the minimum standards set forth in Commission regulations and who has completed a POST-Certified FTO course.
LEARNING ACTIVITY	An activity designed to achieve or facilitate one or more training goals. When participating in a learning activity, the trainees should be coached and provided feedback. These learning activities should be used to bolster a trainee's confidence and abilities, and to prepare the trainee for competent performance in the field.
LEARNING DOMAIN	An instructional unit that covers related subject matter from the *Regular Basic Course* (Academy).
NICS RATING SCALE	The NICS rating scale measures performance using the following scale: NI–Needs Improvement, C–Competent, and S–Superior.
NUMERIC RATING SCALE	The numeric rating scale measures performance using a sliding scale between 1 and 7.
PERFORMANCE OBJECTIVE	Portions of the program in which the trainee demonstrates they can acceptably do the task/goal set before them.
REMEDIAL TRAINING.	A period of time in which the trainer provides specific instruction to reinforce the required concept, skill, or competency after a trainee's job performance has been evaluated as less than acceptable
STANDARDIZED EVALUATION GUIDELINES (SEGS)	*SEGs* are categorized behavioral descriptions of the levels of performance that are applied to all trainees and reported on the Daily Observation Report (DOR).
SUPERVISOR'S WEEKLY REPORT (SWR)	The *SWR form* is completed by a Field Training Supervisor/Administrator/Coordinator (FT SAC). The form addresses the trainee's progress and performance for each week.
TEST	An evaluation of the trainee's skills, knowledge, and/or ability to perform a specific task or training goal. The trainee's competency must be demonstrated or tested minimally through one of the following types of tests: a) **Department-Constructed Tests** – A department-constructed written or verbal test that measures the knowledge required to achieve one or more training goals. b) **Scenario Tests** – A job-simulation test that measures the skills, knowledge, and/or abilities required to achieve one or more training goals. c) **Field Performance Tests** – Any tests other than an agency-constructed knowledge test or scenario test that measures the skills, knowledge, abilities, and attitudes required to achieve one or more training goals. These will generally be in the form of calls for service, traffic enforcement, and self-initiated activity.
TOPIC	A word or phrase that succinctly describes subject matter associated with a training goal.
TRAINEE	Officer or deputy assigned to an approved Field Training Program under the direct and immediate supervision of a qualified Field Training Officer.
TRAINING GOAL	The result that training is supposed to produce.