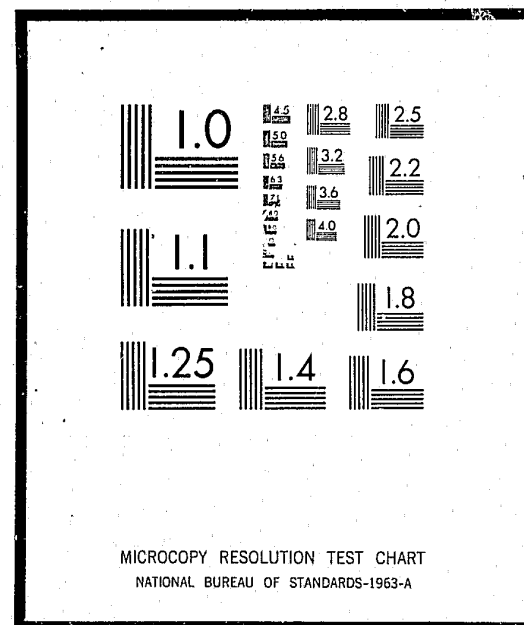


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NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed

9/19/75

15641

Evaluation Report

Law Enforcement Training Academy

Prepared by NASOLET

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APPENDICES

A. Model Lesson Plans
B. Performance Objectives and Differential Cut Scores.
C. Model Evaluation Format
D. Oregon Field Training Manual

ACKNOWLEDGMENT

Prepared with the assistance of:

Tennessee Law Enforcement Planning Agency
Tennessee Law Enforcement Training Academy
South Carolina Criminal Justice Academy
Indiana Law Enforcement Training Board
Oregon Board on Police Standards and Training
National Association of State Directors of Law Enforcement Training

With special recognition of services from:

The staff of the Tennessee Law Enforcement Training Academy
Leonard Skinner, Oregon Board on Police Standards and Training
The officers from local, county, and state law enforcement agencies
who so generously gave of their time to the evaluation team.

FOREWORD

This evaluation was conducted upon the request of Charles Grigsby, Director, Tennessee Law Enforcement Training Academy. The purpose of the study was to identify present responsibilities and provide recommendations for improvement.

The study team consisted of three persons who are responsible for providing law enforcement training in their respective states. They are:

Paul E. Bettiol, Executive Director
Oregon Board on Police Standards and Training

Herman H. Freed, Executive Director, Chairman
Indiana Law Enforcement Training Board

Clifford A. Moyer, Executive Director
South Carolina Law Enforcement Training Council

The study was coordinated by:

Preston L. Horstman, Executive Director
National Association of State Directors of Law Enforcement Training

The on-site inspection was conducted on March 13 through March 15, 1974.

Basically, this report discusses the Tennessee Law Enforcement Training Academy in terms of its organization and administration, its support services, and its training operations. We have attempted to cover as many aspects of the variables impacting on the academy's operations as possible within the short period of time allotted for the study. However, it should be noted that we do not profess to have attended to all the details of an academy's operation, but believe that we have dealt with the more important ones.

By its very nature, an evaluation such as this is a critique, and undue emphasis is placed upon those areas where change or improvement is indicated. For that reason, we wish to take this opportunity to commend the entire staff of the academy for the high level of services they are now providing. The State of Tennessee should be justifiably proud of the present operation.

INTRODUCTION

The Tennessee Law Enforcement Training Academy is located on a tract of land once owned and operated by President Andrew Jackson, one mile east of Donelson on U.S. Highway 70-N.

The academy provides training for state, county, municipal and metropolitan law enforcement officers, as well as college students who are pursuing degrees with majors in law enforcement at certain state colleges and universities. The Tennessee State Board of Education has ruled that any college or university in the state may allow up to fifteen semester hours credit for the education received at the academy.

In addition to recruit training, specialized training is offered in such courses as Criminal Investigation, Narcotics and Dangerous Drugs, Radio-Telephone Communications, and Fingerprinting. Conferences are also conducted for both sheriffs and chiefs of police.

The academy consists of a modern building housing classrooms, dormitory, offices, cafeteria, and gymnasium. A firing range is adjacent.

LEGISLATIVE NEEDS

In the preparation of this report it became apparent that certain legislative changes need to be considered in order that training of law enforcement personnel may be further enhanced.

The current Advisory Board should be abolished, and in its place a new Peace Officer Standards and Training Commission (POST) should be established. The Commission should consist of nine members, the majority of whom should have law enforcement experience. It is further recommended that the nine members consist of the Special Agent in Charge, Nashville District, FBI; three chiefs of police, two sheriffs; and three other members selected by the Governor. Term of office should be four years, with expiration on a staggered basis. The Commission should elect a chairman and vice-chairman and appoint an executive director.

We recognize that as it currently stands the State Planning Agency is responsible for the setting and policing of standards for peace officer selection within the State of Tennessee. When a POST-type system is developed, subsequent legislation enacted should place police standards and training under one agency which would also have the responsibility for the operation of the academy. In regard to the ultimate POST system recommended, reference should be made to the model Police Standards and Training Council program written by the IACP, around which the POST system in Oregon, Texas, and Idaho has evolved.

The duties of POST should include:

1. Establishment of minimum entrance standards.
2. Development of minimum curriculum requirements for mandatory training.
3. Establishment of minimum police instructor qualifications and certification of instructors meeting these qualifications.
4. Certification of police training centers.
5. Inspection and evaluation of all police training programs to insure compliance.
6. Administration of financial support for police training.
7. Provide administrative services upon the request of a law enforcement unit. Such services should consist of staff counselling, limited and comprehensive surveys. Such surveys should be designed similar to those programs now in effect in California, New Jersey, New York, and Oregon.

Presently, Tennessee possesses a voluntary law allowing two years for compliance in order for an agency to continue receiving LEAA funding through

training be completed within one year after appointment as a peace officer.

Within two years, mandatory supervisory training should be initiated. This should be required within one year after appointment to the rank of first-line supervisor. At a later date, planning should be undertaken to establish mandatory training for police instructor, middle management and police executive. The law authorizing POST should permit the development of administrative rules authorizing such proceedings.

The term "peace Officer", as presently defined under Tennessee law, needs a more precise definition.

Legislation should be accomplished to grant law enforcement commissions to the professional academy staff in order to aid in transfer of retirement benefits. This should be considered of great importance for the recruitment and retention of competent personnel. The positions to be included in such legislation should be identified by the commission.

The evaluation team noted that a great deal of the program's operating expenses are funded by federal grant funds. Due to the tenuousness of federal funding, it is recommended that a more positive financial base be established for law enforcement training within Tennessee. It is the recommendation of the evaluation team that a penalty assessment program be developed within the state for this purpose. Seven states currently use a penalty assessment program to finance their training operation. It is quite apparent that these are the states whose budgets for law enforcement training are adequate for the needs. We would recommend that the programs for the states of Oregon and South Carolina be researched as model programs for the State of Tennessee in the area of penalty assessment.

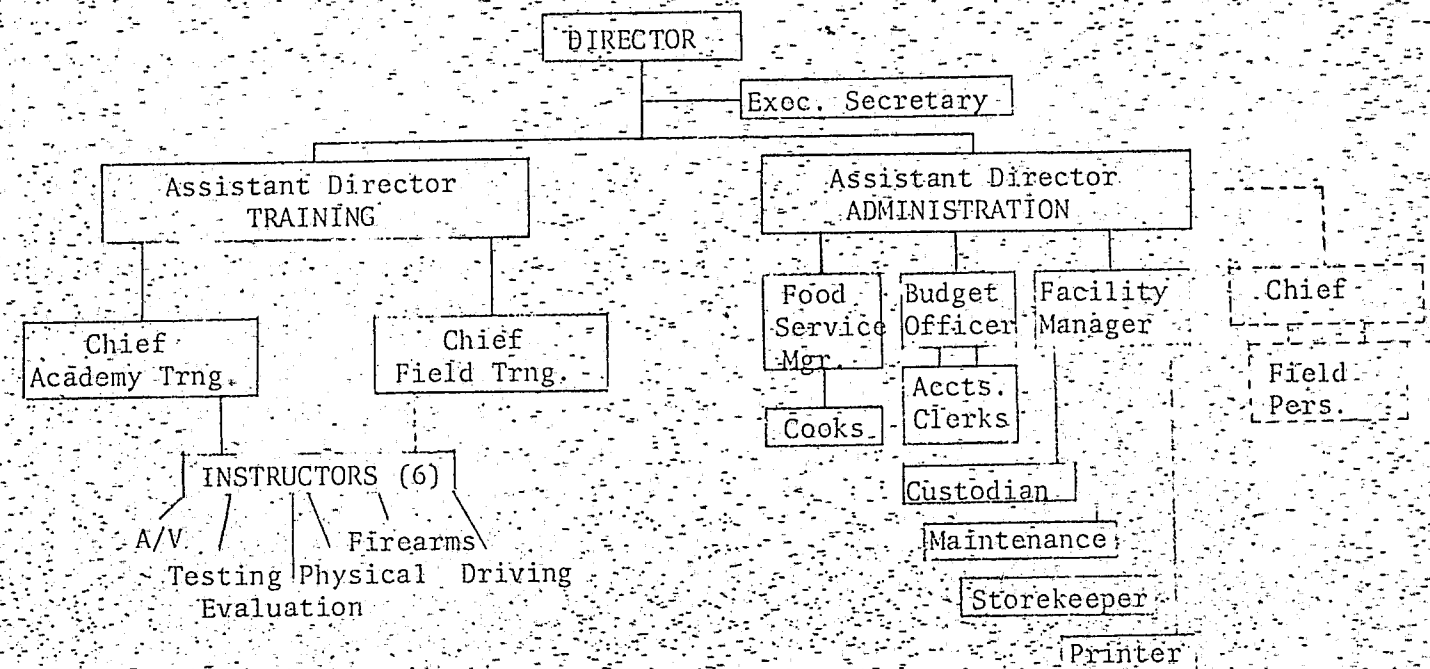
Recommendations:

1. Abolish the current Advisory Board and replace it with a Peace Officer Standards and Training Commission, following the guidelines described in this report.
2. Legislation should be passed requiring minimum mandatory entrance standards for all peace officers in the state.
3. Legislation should be passed requiring that all officers meet the minimum training requirements within one year of employment.
4. The bill authorizing a Peace Officer Standards and Training Commission should allow for development of administrative rules to require mandatory training at supervisory and command levels when such training becomes feasible.
5. Re-define the term "Peace Officer" as applied to present law.
6. Legislation to be passed granting law enforcement commissions to professional academy staff members.

ORGANIZATION AND ADMINISTRATION

ORGANIZATION

A new organizational structure has been developed by the Director of the Academy. The revised structure should prove very functional until additional programs and employees are brought into the academy, at which time re-evaluation will be appropriate. A representative structure has been developed, consistent with the recommendations of this report, and is submitted for consideration:



A professional study has never been utilized in determining the positions and classifications necessary to the operation of the academy. It is recommended the State Personnel Division be contacted to review the proposed organizational structure and to request their assistance in developing necessary job descriptions for each position recommended. In this manner, both structure and positions will be consistent with state practice.

Recommendations:

8. Adopt the proposed organizational structure as portrayed in this report.

ADMINISTRATION

Management Practices

The Director of the Academy must have a formal system of administrative procedures to facilitate the planning, directing, controlling, and orderly development of the organization. The agency must have effective channels of communication. Written directives and manuals must be currently maintained and continually reviewed in order to seek improvements through self-analysis and comparative evaluations.

Formal Directives

A Policies and Procedures Manual for the TLETA has never been developed. Such a project should be considered a priority, and a comprehensive manual describing the programs and other activities of the academy should be prepared in a configuration that allows for continual update. Several states have chosen looseleaf binders properly identified as their manual so that changes can be made and insertions sent without a great deal of difficulty. Distribution should be made to all agencies participating in TLETA programs.

Internal Directives

Although a Policies and Procedures Manual will provide much staff direction, it needs to be supplemented by management policy and rules. Traditionally, in police circles, such a publication is usually termed a Rules and Regulations Manual.

Fiscal Management

The academy operations are considered a separate budget unit from the rest of state government. There are many advantages in the academy not being a part of a larger organization budget until the establishment of POST. We recommend that the current system be continued.

Reimbursement

It is recommended that TLETA continue to reimburse the salary of officers satisfactorily completing any state mandated and approved training program during the period of the training, however, we recommend that reimbursal be modified by whatever means as are necessary to a flat rate basis to reduce office work load. Reimbursal may be made on the basis of 50% of the

Planning

Long range planning (five years or more) has not as yet been utilized as a management tool within TLETA. It is suggested that planning sessions be instigated whereby the direction of TLETA can be charted for the next five years. Such planning exercise should provide not only a plan for the future, but needed budgetary information in advance of request to the SPA.

It is further recommended that staff meetings be held on a regularly scheduled basis for short range planning, and that employees should be encouraged to submit suggestions for improvement in the operation of TLETA.

Recommendations:

10. Develop a Policies and Procedures Manual and distribute to all agencies participating in TLETA programs.
11. Prepare internal directives for staff guidance.
12. Continue the practice of maintaining the academy budget as a separate unit of state government.
13. Continue salary reimbursement to officers attending mandated training programs, but modify system to flat rate.
14. Establish long-range planning goals.
15. Initiate staff meetings on a regularly scheduled basis.

SUPPORT SERVICES

FACILITIES

Dormitory

The present dormitory facilities are extremely inadequate in regard to the academy's responsibilities, but with the present addition that is being built these inadequacies should be alleviated. However, facilities should be taken into consideration in long range planning for academy programs of the future.

The use of semi-private rooms for students, with adequate storage available, should be continued. Adequate study space should be maintained within each room for each student.

Classrooms

The present classrooms are suitable at this time. However, as additional staff is hired and capabilities expanded, even with the new auditorium, classroom space will soon prove to be inadequate for the needs of Tennessee law enforcement. For these reasons it is recommended that during long range planning the need for additional classroom space be approached realistically and in time to anticipate the future demands on TLETA. In all probability, within two years additional classrooms will be needed. The need for long range planning and orderly growth is emphasized in order to keep TLETA the vital organization it now is, providing the needed training at minimal cost to Tennessee law enforcement.

1. Lighting

It was noted that the lighting in the classrooms is adequate.

2. Acoustics

Classroom acoustics have also been found to be adequate.

3. Ventilation

The ventilation in the classrooms seems to be adequate, however, this situation cannot be fully appraised without the input of instructors and students who spend long periods of time in the classroom with other persons. The no smoking policy also tends to decrease the necessity for extraordinary measures in ventilation.

4. Temperature Control

5. A/V Provisions

Adequate provisions exist within the classrooms for using the present audio/visual equipment. TLETA should be commended on its foresight in the building of the projection room between the two classrooms allowing audio/visual presentations to be made with the least amount of distractions for the students. Additional comments are directed toward improvement of A/V capability later in this report.

Cafeteria

The evaluation of all areas of functioning within TLETA's cafeteria was extremely favorable. It appears to be large enough to handle the maximum number of students for which the academy is planning for at least the next three years, if some scheduling is given to the staggering of classes during the meal periods. The cafeteria appears to be a very efficient operation, the food quality is excellent, and the quantity is sufficient for student needs. The facilities are kept extremely clean and appear to be quite sanitary. There is adequate personnel for its operation and efficient management is reflected through the low turnover experienced by the cafeteria personnel. We would like to commend the TLETA for its general excellence in the area of their cafeteria and its management.

Refreshment Area

We have noted that there appears to be an adequate vending machine area within TLETA to provide refreshments for the students. However, the student critiques should be continually monitored to determine if change is indicated.

Lounge

The current television and lounge area appears to be adequate for the current student population. However, it was the opinion of the evaluation team that the room itself was too drab when it is considered that student residents are confined for a period of six weeks during basic training except for leave during the weekends. During the inspection, only eleven chairs were noted in the lounge area. It is recommended that an additional television set be purchased for the new lounge in the new building, and that a decorator be hired locally to provide a more comfortable atmosphere in the present lounge through decoration of the facilities. Sufficient funds must be allocated for this area, and therefore it is recommended that the decorator be consulted before budgetary needs are finalized for these changes.

Gymnasium

is a necessity for proper police training and every effort should be made to keep the facility fully equipped and viable in responding to student needs for recreational and educational opportunities requiring indoor space for physical activities. The present gymnasium may be converted into a learning resource center, an area used for crime scene sets, and a communications center mock-up.

Other Recreation Areas

The study noted there is a small indoor area providing limited recreation in the form of basketball and exercising. The all purpose exercising machine appears to be an excellent investment for the students' benefit. There is no official area designated outside TLETA's physical structure for recreational activities, consequently an outdoor recreational area needs to be developed. We recommend that the services of a professional in the area of physical education/adult recreational activities be consulted to design an area hereby TLETA for this purpose. In the meantime, it is suggested that TLETA consider the use of the nearby YMCA facilities for its students. TLETA has considerable land area that can be utilized maximally for the student benefit if adequate planning is done at this time. This planning, however, should be a part of a long range plan for TLETA's development.

To complete this section, it is recommended that a training tank be built for the TLETA in order to adequately train police officers in the area of emergency water rescue and physical coordination. The addition will enhance the value of the academy immeasurably and provide an extremely effective means of physical conditioning for the student population. It is further recommended that this facility be built with a convertible indoor/outdoor application adaptability.

TLETA should attempt to locate a surplus, or otherwise very inexpensive bus for use in field trips.

Building Security

Security is presently seen as being adequate for the entire facility, but these needs must be taken into consideration and planned for as the academy grows.

Fire Inspection

The evaluation team was unable to ascertain whether the facility had a recent, thorough fire inspection. It is recommended that a semi-annual inspection be conducted and that all maintenance personnel be trained in recognition of fire dangers.

students' protection and that fire drills are conducted for every class.

TLETA is commended for their foresight and it is recommended that the same policy be continued.

Maintenance and Custodial Services

The current method utilized appears quite adequate for present and future operations. In fact, the evaluation team would again like to commend the TLETA's administration on the very excellent job done in the area of maintenance of the academy. The academy is extremely well kept and clean. The personnel are assigned directly and permanently to the academy staff, and we recommend that this practice be continued. There is a preventative maintenance program in effect and the academy is inspected daily for deficiencies. It is noted, however, that more maintenance storage is needed and that the staff is simply "making do" at the present time. In future additions to the academy there should be a maintenance shop built if the in-house maintenance policy is to be continued.

Recommendations:

16. Continue the use of semi-private rooms for students.
17. Commence planning for additional classrooms.
18. Anticipate scheduling of staggered meal periods.
19. Purchase additional television set for new lounge.
20. Redecorate the present lounge.
21. Construct an outdoor physical education and recreation area.
22. Construct a training tank for emergency water rescue and physical coordination activities.
23. Conduct semi-annual fire inspection of buildings.
24. Train maintenance personnel to recognize potential for fire danger.
25. Continue the practice of holding fire drills for each class.
26. Consider the construction of a maintenance shop in future building programs.

TRAINING

Training Advisory Committee

It is recommended that a training advisory committee be established for the specific function of advising the academy on its training operations. It is further recommended that this committee be no larger than twenty, and preferably be confined to approximately ten in size. The members should be appointed by the Director to serve three-year staggered terms. As a possible arrangement, we would suggest that one police member be chosen from each planning region with one representative from the State Police and one from the FBI. The training advisory committee can be an invaluable aid in determining the needs of training for the entire state and in keeping this needs analysis current and the instruction effective. Each year there should be a publicized planning cycle for training activities within TLETA. At this time the training advisory committee should meet and all others who have recommendations or suggestions should be encouraged to attend for their input. Additionally, the Director of TLETA should have the responsibility of consulting a broad range of practitioners annually in order to keep training current.

Classroom Operations

The fifty-minute classroom hour is used in TLETA. This classroom-hour length has been found the most effective configuration for student learning and it is recommended this practice continue.

TLETA uses a predominantly passive classroom learning situation. It is recommended that some student activity be interjected in the early afternoon hours in order to break up the monotony of present programming. We recommend active learning situations in the areas of defensive tactics, group role playing, or other student activity based exercises. Activities such as those contained in Project STAR materials should be reviewed for the possibility of use to increase the active learning portion of the students' academy experience.

The classroom schedule indicated night classes are used extensively in TLETA. It is recommended the number of required night classes be reduced. As an alternative, it is suggested that elective training be offered at night with voluntary attendance. Attendance for such classes should be closely monitored, documented, and reported to the individual's agency at the end of his academy experience.

TLETA classes have an attendance of forty, or in some cases slightly more. We recommend that classes be confined to thirty students as an ideal class size, except under special conditions. Under exceptional conditions, it is recommended that forty be an absolute maximum for any class.

Classroom scheduling should be

ments as the needs are seen.

Lesson Plans

It was observed that adequate lesson plans have not been consistently required and kept for all instruction given at TLETA. It is strongly emphasized that lesson plans are badly needed for *every* unit of instruction given. Lesson plans should be written with special care given to the definition of specific student performance objectives for each instructional unit. References are given in Appendix A of adequate lesson plans. In Appendix B a discussion of student performance objectives is given. We would like to emphasize that there are many advantages to the use of specifically delineated student performance objectives in writing lesson plans, carrying out instruction, and testing.

Reproduction Services

Equipment and procedures appear to be adequate for the present and next three years of the TLETA operation. We have, however, noted that the current method of hand-collating materials after reproduction uses excessive personnel time and for this reason the purchase of a 24-bin electronic collator is recommended. State surplus offices should be checked for this piece of equipment first, but it is obvious this equipment will pay for itself in personnel time saved. It is also recommended that TLETA should either prepare to replace the current offset press due to its age within the next few years or develop a preventative maintenance program for it. We would also like to place strong emphasis that it is a *high priority recommendation that running water be piped as soon as possible into the printing room*. The printing operation is held to be a very important function, and the present operation is unnecessarily cumbersome and difficult without running water being near at hand.

At the present time, there is no mechanism for the periodic updating and revision of printed materials primarily due to the fact that the instructional staff does not have the time to perform necessary evaluation in re-writing of the materials. A mechanism should be established as soon as new staff is added for notification of reproduction services whenever a lesson plan or other in-house printed materials are undergoing revision so that the automatic replenishment of stock system currently followed in the reproduction services branch does not duplicate unnecessary materials.

There appears to be an adequate inventory control mechanism for TLETA reproduction services.

There appears to be an adequate and accessible storage space for printed materials at this time, and into the near future (3 years).

Film Accessibility

Through interviews with the staff it has been determined that adequate accessibility to recommended training films exists. It should be noted at this time that the 16 mm. projection equipment is not suitable for a professional audio/visual operation. Better professional quality projection machines are available at only a small increase in price, and it should be

emphasized that professional equipment induces less wear and tear on academy films being used, and therefore is a better investment. It is also recommended that arrangements be made for getting films cleaned and inspected, either through the state film library, or on arrangement through a local college.

A/V Inventory Dissemination

It was determined that visiting instructors are not regularly provided with current information as to the audio/visual capabilities available to them. Therefore, it is recommended that an information sheet be developed by TLETA listing the type of equipment available to each instructor who provides training to TLETA. Additionally, films should be categorized by subject matter to facilitate their being used by instructors in the most advantageous arrangement and sequence for effective instruction.

The inspection revealed that TLETA has need of remote control for instructor operation of the current projectors housed inside the A/V room in order that he can start and stop presentations without leaving his class, and without the need of assistance.

Recommendations:

27. *Establish a Training Advisory Committee appointed by the Director to assist in determining training needs.*
28. *Encourage suggestions for training from other practitioners.*
29. *Continue the fifty-minute classroom hour.*
30. *Schedule active learning situations in early afternoon hours to break the monotony of classroom day.*
31. *Reduce the number of mandatory night classes and initiate elective training in their place.*
32. *Reduce the maximum number of students in all classes to thirty persons where at all possible.*
33. *Require lesson plans for all courses of instruction.*
34. *Purchase a 24-bin electronic collator for collation of printed material.*
35. *Replace the offset press or establish a preventative maintenance program for the present one.*
36. *Pipe running water into the printing room as soon as possible.*

38. *Replace the present 16 mm. projection equipment.*

39. *Arrange through outside professional source to have films cleaned and inspected for damage.*

40. *Develop printed information for each TLETA instructor listing A/V training aids that are available.*

41. *Install remote control for instructor operation of A/V projector equipment.*

STUDENT PERSONNEL

Uniform Requirements

It was determined that the policy of the academy does not require any specific dress code among the trainees at TLETA. This practice has merit for classes above that of basic recruit; however, for basic training we recommend that participants be required to wear some type of uniform, either that of their department or a standard uniform for the academy. This practice has been found to be desirable, particularly in the basic recruit school. The advantage to an academy uniform is that it gives the students a measure of unanimity, a better feeling of the officialness of their training, and a readily recognizable appearance standard that can be maintained for all. If academy uniforms are chosen, we recommend that the academy purchase a supply in varied sizes to assure fit.

Personal Inspections

Through interviews, it was found that personal inspections are not being conducted on basic trainees going through the academy. We recommend that daily personal inspections be instituted for the basic academy in a somewhat less than military manner, but comprehensive in the areas of dress, general appearance, orderliness of room, personal grooming, and cleanliness.

Academy Rules and Regulations

It was found that rules and regulations for the academy are currently being written. We recommend that these guidelines be completed in a simple, easy to understand format, and be made available to all students prior to training.

In regard to the content of the rules and regulations presented on the draft that was examined, several points deserve further comment. On page 2, under G. Dress Regulations, number 4, the presented regulation states that mustaches and beards are prohibited except during specialized courses. It should be recognized that mustaches among police officers are becoming extremely common across the nation and are being accepted by both police administrations and the public. Secondly, the primary role of the TLETA is to serve the needs of the law enforcement community. Therefore, regulations of this nature are seen to be contradictory to the mission. Departmental regulations of the employing agency should control wearing of mustaches, beards and sideburns. It should be reiterated that inspections for neatness are entirely in order, but excessive regulations in regard to appearance are outside of the purview of the academy.

Under Section H, page 3, the paragraph states, "Trainees will not leave the academy grounds, either day or night, without specific permission from a staff member." It is recommended that as a condition of enrollment,

2, Section D, deals with the grading system of the academy. The second reads, "Grades will be averaged at the end of the term to determine satisfactory completion of the work... Weekly examinations and daily quizzes make up one-third of the final examination. All other grades received in special courses such as firearms, fingerprinting, etc., will count one-third and personal evaluation will count the other one-third."

This statement is inconsistent with accepted practice. Any grading system where personal evaluation counts as a portion of the grade incurs the possibility of personal bias which may influence what would normally appear to be an academic grade of a trainee. A personal evaluation of the individual is the prerogative of the hiring agency, although input to this agency may be given as long as it is not a part of a grading system. Written evaluation of those persons who are marginal or who are determined by the academy to be below the minimum necessary for effective law enforcement can, should, be sent to the employing agency chief executive in complete confidentiality. Such is completely ethical in maintaining high standards in law enforcement personnel, but the inclusion of a personal evaluation in an academic grade is not advisable.

Student Check-in Procedure

It appeared that procedures for checking in and out by the students are adequate for orderly processing. TLETA is to be commended for this and we recommend they continue this procedure, and streamline it wherever possible. Issuing of text books may be considered for inclusion into the check-in process at the academy.

Dormitory Policies

It is recommended that adequate, comprehensive dormitory regulations be included in the student rules and regulations.

Student Medical Conditions

It is recommended that as a part of the enrollment procedure all students be required to state any medical problems that they might have as well as any medication they are taking for any condition where the possibility exists of the problem becoming acute. It is further suggested that as part of the application to attend the academy a release agreement be signed by the employing agency, assuring the existence of adequate medical coverage for the student and absolving the academy of financial obligation for medical expenses.

Medical Services

It was determined that arrangements for daily sick call for academy students

Student Firearms Security

It was observed that there is an adequate mechanism for the checking of student firearms upon the arrival of students at the academy and that a secure area is utilized for firearms storage.

Smoking

It was noted that smoking is not allowed in the classrooms at TLETA. This is a good policy that should be continued.

Student Incidents

There is an informal mechanism established at TLETA for the handling of student incidents; however, it is recommended that a more formal procedure be developed for extreme cases to provide for documenting and reporting of such incidents. These methods should become part of the academy rules and regulations manual recommended previously.

Telephones

The inspection revealed sufficient telephones for the student population at present and it was noted that planning has been done in regard to the new addition and telephone needs of the students. Regulations pertaining to the use of telephones should be included in the academy rules and regulations manual.

Messages

It was observed that there is an adequate emergency message system for TLETA at the present time. This system should be maintained and enlarged as the facility grows.

Disaster Emergency Plan

It was the observation of the evaluation team that natural disasters have not been planned for in regard to student response while in residence at the academy. It is recommended that planning be done immediately and that instructions be provided each student as part of his orientation and that additional information be placed in each room outlining what should be done if a natural disaster should take place while the student is in residence. Definition of natural disasters includes such things as tornadoes, severe storms, and other disastrous acts of nature where student welfare should be considered.

Disciplinary Authority

It was determined that the current operational disciplinary authority held by the Director of TLETA is adequate for his responsibilities and we, therefore, recommend no changes.

Recommendations:

2. Academy uniforms to be furnished, or departmental uniforms to be required, for students in the basic course.
3. Daily personal inspections of students should be initiated.
4. Publish an academy rules and regulations manual and furnish a copy to all students.
5. Re-draft that part of the proposed Academy Rules and Regulations Manual that regulates beards, mustaches, and sideburns.
6. Further clarify Section H of the proposed Academy Rules and Regulations Manual as it pertains to academy leave.
7. Eliminate personal evaluation as part of academic grade.
8. Comprehensive dormitory regulations to be published in the Academy Rules and Regulations Manual.
9. Upon enrollment, require students to state any existing medical problems requiring medication.
10. Include a medical release clause in the academy application.
11. Develop a more formal method for handling incidents involving students.
12. Include student use of telephones in Academy Rules and Regulations Manual.
13. Develop a Disaster Emergency Plan describing student response and distribute to each student.

STUDENT SUPPORT SERVICES

Student Store

There is no area within TLETA where a student may purchase needed sundry items or other material that might make his stay more pleasant at the academy. It is therefore recommended that TLETA establish a student store. The store should be operated by TLETA personnel until such time as a more appropriate means may be established for staffing. The store should be opened from the hours of 12 noon to 1 p.m., and for a few hours each evening. Any profits from this operation should be put into an improvement fund to be used for purchasing equipment and academy needs to make the students' stay at TLETA more comfortable. Such an operation was established by the California Highway Patrol in their academy several years ago and has worked into a very viable operation that has purchased television sets for the lounge and recreational material for the students. The program has expanded into a substantial operation that adds quite measurably to the California Highway Patrol Academy.

It is recommended that initially the student store carry specific items of paper products, pens, pencils, and toiletries. Consideration should be given to items crested with the TLETA emblem, such as coffee mugs, tie clasps, ashtrays, academy pin and tie tac. The rationale for crested items is that they tend to carry with them an air of professionalism that permeates the ranks of law enforcement and draws graduates together into a fraternity. Eventually, the student store should handle work-out suits, crested T-shirts, sweatshirts, windbreakers, gym shoes, blazers, and baseball caps with emblems for its students. Review of similar stores operated by various academies should provide additional suggestions.

Laundry and Drycleaning Services

It was determined there is an adequate system for providing linens and towels, and that individual laundry services are available for the students.

Recommendations:

54. Establish a student store following suggestions outlined in the report.

LIBRARY SERVICES

Textbooks

a cursory review of the textbooks currently used by TLETA, we are of the general opinion that some of the textbooks are outdated, although we were adequately prepared to advise TLETA on alternative texts due to the recent proliferation of law enforcement topics by several well-known publishers. This reason, it is recommended that research be undertaken as soon as possible by staff members to determine the most appropriate textbooks for courses offered. This research should be concluded before completion of academy addition. It is also recommended that during staff review of textbooks, a second responsibility be fulfilled; that of increasing the library stock by the addition of books that appear to be of value to law enforcement officers, but which are not selected for use as textbooks. As additions to the library we recommend two sets of IACP's Police Reference ebooks, and two sets of Training Keys be purchased.

further recommend that there be a minimum of one set of textbooks per dormitory room, and that an adequate inventory control system be developed to safeguard against their loss. It is suggested that TLETA advise participating agencies of the selected textbooks so that the departments, or individuals, can purchase individual volumes if they so desire.

Management

The library appears to be adequately managed and open a sufficient number of hours for student use. The voluntary charge-out system in current operation may result in problems of book loss as the academy grows, in which case a supervised system of checking should be developed. Utilization of open checks is excellent and should be continued as it encourages the student to conduct research. The new dormitory may reflect a different demand on the library, consequently such tendencies should be monitored.

The current purchasing system is quite adequate and does not discourage the purchase of needed materials. TLETA is commended on this system and its continuance is recommended.

Stock

A rough inspection it was determined that the present stock is only marginal for a professional training academy library. We recommend that books be purchased to enlarge the library base. The present stock should be supplemented by additional purchases resulting from the staff review of textbooks previously recommended.

At present current professional periodicals are available in the library, including "Law and Order", "Police Chief", "FBI Bulletin", and others. It is recommended

and courts. An additional recommendation is "Crime Control Digest" and one or more gun magazines be added to the periodicals. At least one news magazine should also be included.

As a further aid to student development, single copies of packaged training materials should be purchased, after proper evaluation, and placed in the library for student use in improving specific skills.

Seating

It was observed that the library seating space is lacking, although in its present situation the whole dormitory may be loosely construed as a library reading room. While this is currently adequate, it is suggested that the effect of the new dormitory be evaluated in regard to increased need for library space. If it becomes necessary, additional space may be obtained for the library and reading room by conversion of the basement lounge if other suitable area is not available.

Recommendations:

55. Conduct research for updating textbooks.
56. Purchase of additional books upon staff review and recommendations.
57. Acquire a minimum of one set of current textbooks to be available for each dormitory room.
58. Continue to use open stacks in the library.
59. Subscribe to additional periodicals as described in the report.
60. Purchase single copies of packaged training material for student development.
61. Closely monitor the library and reading room for signs of overcrowding, which would denote additional space requirement.

NON-STAFF INSTRUCTORS

PLETA has made excellent and extensive use of visiting instructors in the academy operations. It is advisable, however, to establish a policy of offering payment of \$15 per hour to all persons outside of law enforcement agencies who teach in the academy. Only with payment can each instructor be required to produce adequate lesson plans permitting the academy to retain control over the material presented. The academy instructor pool is being constantly enlarged and new people evaluated for each training position. This is a good practice and should be continued.

It is recommended that a formal system of evaluation be utilized for all visiting instructors as well as academy staff. Visiting instructors may be monitored by audio/video means as well as actual presence of academy staff members during their presentation. Classes can be continuously checked very effectively and inexpensively by using the present classroom speakers in each classroom, with the wiring terminating at a central monitoring station.

Written evaluation should be conducted on each instructor on an individual basis, whether this evaluation is shown to him or not. Poor instruction by visiting instructors should not be allowed to continue in the academy.

Recommendations:

2. Continue the use of visiting instructors.
3. Establish policy of offering payment to non-law enforcement instructors.
4. Require lesson plans for all material presented.
5. Conduct written evaluation of all instructors.

Good!

Good!
Show to
INSTRUCTOR
FOR FEEDBACK

STAFF PERSONNEL

Requirements

The academy has a core of full-time instructors assigned; however, the number of instructors is much too small to carry out their mission in as efficient manner as is desired. Individually they are doing an extraordinary job, especially when their other assignments are considered.

The number of instructors must be increased to allow for the continual upgrading of instructional material by those persons who are responsible for its presentation. Enlargement of the core of instructors is a necessity if the Tennessee Law Enforcement Training Academy is to maintain its present standard of excellence and continue to upgrade training for law enforcement personnel within the State of Tennessee.

The number of classroom hours per instructor per week is quite low within the TLETA. This is a good practice and we recommend that it be continued with no more than 15 hours per week being assigned per instructor with an absolute maximum under emergency conditions of 20 hours per week. Although this may seem a light work load, it should be recognized that any good instructor must be deeply involved in his subject, researching and upgrading through constant revision. This constant updating of instruction requires considerable time and instructors must be allowed to do this in order to keep their presentations vital and effective. Currently the instructors carry extra duties that keep them from their instructional development tasks. It is recommended that these extra duties be reassigned to the larger core of instructors in a manner to allow time for program development. With proper organization, the number of hours per instructor per week may be raised to the maximum of 15, but it should be remembered that the extra duties now carried by the instructors severely limit their effectiveness.

It is recommended that immediate steps be taken to increase the staff by a total of six professional personnel. We recommend that all new staff be selected on the basis of providing additional instructional expertise. It is recommended that a majority of the six professional staff members be trained in one or more of the following areas: (1) management of police training, (2) evaluation methods, (3) validation, (4) testing, (5) audio-visual skills, and (6) defensive tactics and physical training. One professional staff member should eventually be assigned primarily to field inspections when the Tennessee training law becomes mandatory, yet should also be available for instructional assignments when needed. TLETA should also plan on future removal of the duties of registrar from the executive secretary's duties and the addition of one staff person for the function of registration and records keeper. An accounts clerk will also be needed in the future.

The current policy in regard to the checking in and out of audio/visual equipment is adequate for the current situation; however, with additional

observed that there does not appear to be a staff member assigned to produce graphic and visual aids. It was ascertained that a staff member has

been assigned to coordinate audio/visual services and equipment; however, this staff member is also assigned other duties that reduce his audio/visual services to the minimum. For this reason, it is recommended that one new staff member be assigned the duties of (1) audio/visual acquisition, maintenance, and control, (2) instruction in audio/visual techniques, (3) instruction in the use of audio/visual materials, (4) develop slide/sound programs, (5) evaluate audio/visual hardware and software, (6) provide photography and photographic techniques instruction, and (7) other related tasks that are needed now and will become even more important in the future. It is recommended that this staff member be hired within the next one-year period, and that in the interim, if possible, contact should be made with a local college to employ a student intern to fill that need.

There is no staff member assigned the responsibility of supervising recreational programs. It is advisable that one staff member should be assigned this responsibility for at least half-time. We recommend that one staff member be added to TLETA's staff whose half-time responsibility would be supervision of the academy's recreational programs, and instruction in the use of defensive tactics, physical education, emergency medical aid, or other related subjects.

It is recommended that an instructor be available between the hours of 6 and 10 p.m. each evening during live-in instruction. Secondly, it is recommended that when the time comes for replacing the present live-in dormitory supervisor that an experienced law enforcement officer be used in that capacity. We additionally recommend that the Tennessee Highway Patrol be requested to have a live-in dormitory supervisor present during all THP live-in classes. The THP dormitory supervisor would live in with the rest of the students and provide a means of daily interface with TLETA staff members.

Selection Criteria, Professional Staff

It is suggested that the following criteria be followed in the selection of professional staff with the ability, however, to waive any requirement as may be necessary in order to achieve the best selection possible for professional staff.

1. Adequate experience for position.
2. (For instructors) Demonstrated teaching expertise.
3. Good employment record.
4. Good disciplinary record.
5. Meritorious awards, if possible.
6. Extensive personal training record.
7. Proven ability demonstrated through prior assignments.

We recognize that these criteria are non-specific and provide no practical utility, except to define areas of emphasis. We firmly believe that the selection decision should remain as flexible as possible within these broad guidelines.

Selection Discretion

It is recommended that the State Director of Training continue to have full authority in selection of personnel under his charge.

Staff Professional Development

It did not appear to the evaluation team that sufficient time or funds are allowed for staff travel in order to upgrade their professional expertise through on-site evaluations of other programs, outside staff training programs, and other professional development activities. It appeared that the duties given to each member of the professional staff made time too restrictive for him to participate in professional development activities. Professional development activities should be encouraged by the Director of TLETA and sufficient funds should be budgeted for this purpose each year. Professional development not only increases the individual expertise of the professional staff members, but also has the effect of making them more satisfied with their work. It is recommended that *at least* one professional development trip per year be allowed for each professional staff member, with *at least* two per year for the Director.

It is recommended that each instructor be required to periodically undergo tours of field service, or field observation, in order to keep their instruction viable and their knowledge of conditions current. We recommend that this be done with the law enforcement agencies that utilize the TLETA through actual line-field service. As a guideline, initially it is recommended the assignment of one week of field service per year.

The training staff of TLETA was found to be current in emergency medical aid procedures. This displays excellent foresight and it is recommended this be continued for all additional academy staff members employed.

Career Apparel

The training academy personnel are currently identifiable to recruits only through their getting to know one another by contacts at the academy. This is possible only because the academy staff is small. With the additional personnel, as recommended, it will be necessary to make academy personnel easily recognizable to persons undergoing training at TLETA. It is therefore recommended that the academy adopt the career apparel approach to uniforming their personnel by furnishing blazer and slacks combination to all staff.

Salary

It was noted that salaries are, at the present time, adequate to attract and retain qualified staff and professional personnel. It should be noted that

the salaries of the academy staff should be comparable to the salaries of law enforcement command staff in the state.

Recommendations:

6. Continue to assign no more than 15 classroom hours per week per instructor.
7. Increase the staff by 6 instructors.
8. One new instructor to be assigned full-time to audio/visual duties.
9. Assign, at least on a half-time basis, one staff member to supervision of recreational and physical education programs.
10. Assign an instructor to be available each evening when live-in classes are scheduled.
11. When the present live-in dormitory supervisor is replaced, an experienced law enforcement officer should be employed.
12. Request the Tennessee Highway Patrol to assign a dormitory supervisor during THP live-in classes.
13. The Director of TLETA to continue to have full authority in selection of personnel under his charge.
14. Provide for staff professional development, using the guidelines described in this report.
15. Furnish career apparel to staff members.
16. Constantly monitor staff salaries to keep them current and competitive.

FIREARMS RANGE

Firing Points

We have found there to be a sufficient number of firing points available on the present range, however, other deficiencies make the recommendation for continued long term use of the present range questionable. Therefore, we recommend that planning be immediately undertaken for the building of a new range for TLETA within the next five years, and that steps be immediately taken to bring the present range into better conditions in the interim.

Engineering

There were several deficiencies noted in the engineering of the range, which should be corrected as soon as possible.

1. The range has been found to be in critical need of sufficient drainage, and we recommend immediate correction of this condition before it becomes a health hazard. The State Public Works Department may be able to provide the needed labor and knowledge to correct this deficiency, or an outside contract may be necessary. As a last resort, it is believed that the current range staff and maintenance personnel can correct this problem if they are supplied with the materials sufficiently to do so.
2. It has been found that the range has no turning targets, and that no lights are present as needed for safety in night shooting courses of instruction, which should be mandatory for every recruit class. We recommend that both turning targets and sufficient lighting be incorporated in plans for a new range.
3. The 50 yard line of the range is badly in need of repair. Due to the fact that a shooter's head is down hill when in a prone position, it is extremely difficult to learn to shoot properly in this position. We recommend that repair be accomplished as soon as possible to alleviate this condition.

Safety

We have found that the range is relatively safe for limited programs as are conducted at the range now, however, it is *not safe* according to FBI regulations. For this reason we recommend that the range be brought up to FBI standards inasmuch as it is feasible until a new range can be built. If, for some reason, it is felt that a new range is impossible, then the present range *must* be brought up to FBI standards as soon as possible.

We have found that the range is adequately supervised, however, we ~~will~~ make a recommendation in regard to firearms instructors at a later time.

Maintenance

The present range is badly in need of maintenance. Fill is needed, as is seeding, and pavement for the areas where water pooling is in evidence is absolutely necessary if the range is to be used under any conditions.

Target Storage and Repair

It is our opinion that a storage and maintenance shop for these purposes is a priority need for TLETA. We recommend that an addition be made to the present range house to provide for adequate repair of targets and field gun repair. Consideration should be given to the size of this addition in that greater area is also needed for general maintenance tasks, and this area could well serve both needs, if designed large enough.

Firearms Instructors Qualifications

The current program of firearms instruction appears to be adequate at TLETA, and we recommend that a majority of future instructional staff personnel be qualified as firearms instructors so as to provide for a pool of qualified instructors as the program grows.

Firearms Program

The present firearms program is seen as adequate, however, we recommend that one staff member be assigned permanently to the range to coordinate and manage the range activities, and continually upgrade the program. We recommend a continuance of the present shotgun training, and familiarization with gas equipment, but recommend that the pistol training be re-evaluated as far as content and length of instruction due to its extremely critical nature in law enforcement. We wish to make the point that discretion in the use of firearms is just as important as proficiency in their use, and that sufficient instruction should be given in *both* areas.

Recommendations:

77. That planning be immediately undertaken for the building of a new firearms range within the next five years.
78. That steps be immediately taken to bring the present range into better conditions.
79. Immediate correction of the poor drainage condition.
80. Both turning targets and sufficient lighting be incorporated in plans for a new range.
81. Repair to the 50 yard line be accomplished as soon as possible.

82. The range be brought up to FBI standards as much as possible until a new range can be built.
83. Fill, seeding and pavement be used immediately where water pooling is in evidence.
84. Addition be made to the present range house to provide for adequate repair of targets and field gun repair.
85. A majority of future instructional staff personnel be qualified as firearms instructors.
86. At least one staff member be assigned permanently to the range, at least half time.
87. Continuance of present shotgun training and familiarization with gas equipment.
88. Re-evaluation of length and content of instruction for pistol training.

DRIVING COURSE

The lack of an adequate driving course has been seen by the evaluation team to be a serious deficiency in TLETA's program. However, we hasten to add that this is a common deficiency among most police training academies. A law enforcement officer who spends in excess of 70% of his duty time behind the wheel of a police vehicle should be given training in this aspect of his work to adequately prepare him for the task. It has been found repeatedly by states possessing a driving skills training course that the savings brought about by this course in regard to vehicle damages alone exceed its cost, not to mention the value of such intangibles as human lives and suffering that can be avoided by skilled operators of police vehicles. The State of Maryland has recently conducted a feasibility study for the establishment of a driving course for the state law enforcement training program. Preliminary results are available, however, a final report will not be printed until July, 1974. Efforts should be made to secure this document when it becomes available. We recommend a driving course be built within the next two years.

We have seen the plans for the driving course for TLETA and wish to commend the staff for its foresightedness, however, we would like to recommend that the design be restudied and staff contact be made with the project coordinator for Maryland in order to utilize the latest information. Additionally, we recommend that these future plans should incorporate a garage for minor repairs to vehicles that will be used, and that a classroom be attached of sufficient size to seat the largest conceived number of students that will be using the driving course at any one point in time. We additionally recommend that one portion of the driving course be lighted so as to allow night operations. We wish to point out that a driving course properly developed can be used for other purposes besides specifically that of a defensive/precision driving exercise. Such installations have been used successfully for training in radar, vascar operations, teaching proper traffic stops, and many other practical learning exercises. We further recommend that when the driving course is put into operation that careful records be maintained of each student's driving performance on all segments of the overall driving course. We recommend that forms be developed for this purpose and that scores be given routinely to department heads with a student's comparative position in the class in order to provide feedback to him on his officers' competence in driving.

Recommendations:

89. A driving course be built within the next two years.
90. The current plans be restudied and staff contact be made with the Maryland project coordinator.
91. Future plans incorporate a garage.
92. One portion of the driving course be lighted.

... driving performance.

PARKING

Parking space has been noted as inadequate for TLETA. We recommend that parking be enlarged, planned on a formula of: one space for each student that can be in attendance at TLETA at any one time, one space for each staff member, and additionally, one space for every four seats in the auditorium. We also recommend that car pooling be encouraged whenever possible in the student population.

Recommendations:

94. *Parking area be enlarged.*
95. *Car pooling be encouraged.*

RESEARCH

We recommend that one staff member should be assigned the responsibility for developing a cooperative arrangement with a local university or college for conducting needed research at TLETA, as the needs of TLETA dictate, in exchange for the practical benefits students can derive from working and researching in an operational setup. Contacts should be made with departments in the colleges that specialize in psychology, sociology, political science, law enforcement, and education.

Recommendations:

96. *One staff member be assigned the responsibility for developing a cooperative arrangement with a local university or college for conducting needed research.*

From this point on, this evaluation report will deal heavily with recommendations emanating from the National Advisory Commission on Criminal Justice Standards and Goals, Report on Police, in reference to training. We have studied each recommendation and either stated our agreement with it, modified it, or completely done away with it in terms of its practicality and utility within TLETA. We do, however, urge the staff of TLETA to look at all the recommendations in regard to training so that any oversight on our part that appears to have potential for benefiting TLETA can be used.

TRAINING OPERATIONS

GENERAL

Job Analysis

It has been the observation of the evaluation team that TLETA's curriculum has evolved in ways very similar to that of other states, by "expert judgment", and as a result of subjective needs assessment. We recommend, therefore, that the training curriculum be re-evaluated through a job analysis of Tennessee law enforcement. It is our understanding that a job analysis is being undertaken now under a State agency. If this information can be confirmed, then we recommend that TLETA render all possible assistance to the agency conducting the job analysis in order to provide input where necessary, and speed its finish. When completed, this job analysis should be used by TLETA staff to restructure basic training along the empirically derived structure it will possess.

Program and Component Evaluation

It is strongly felt by the evaluation team that all programs and their components must be evaluated in terms of their effects on the trainees in their actual job settings. Training that has been found to have no effect, or negative effect, on student performance should be eliminated. It is felt by the evaluation team that TLETA should take an active role in research in the development of a performance evaluation for Tennessee law enforcement operational personnel. A valid performance evaluation instrument is absolutely necessary before any program can be evaluated in terms of its impact on the personnel trained. Therefore, it is recommended that one professional staff member be assigned the responsibility of working with the State agency referred to in the paragraph above in the speedy completion of a Tennessee law enforcement job analysis, and the subsequent development of a valid performance evaluation instrument for the State of Tennessee. This task is seen of extreme importance in the hierarchy of personnel assignments. Reference is made to "Guidelines for Police Performance Appraisal, Promotion and Placement Procedures", March, 1973, a 57-page document published by the National Institute of Law Enforcement and Criminal Justice.

Additionally, student critiques should continue to be sought in a structured manner on each instructor, class, and course of instruction offered. We recommend weekly evaluations for all classes and instructors, with an overall evaluation at the end of each course. A model evaluation form is included as Appendix C.

Performance Objectives

As is quite common in law enforcement training, the setting of performance objectives based in operational terms is deemed very important in the

development of all courses, as referred to in the National Advisory Commission on Criminal Justice Standards and Goals Report on Police (Standard 16.2). We have attached as Appendix B a short article on performance objectives and differential cut scores which refers to other useful references in the development of student performance objectives. It is recommended that all future courses of instruction developed from this time on be required to have been laid out according to student performance objectives, and that current instruction be upgraded to these standards within the next 18 months.

Electives

Through discussion with TLETA staff members it has been ascertained that in the past it has been possible for agency heads to request specific additional training for their men undergoing basic at TLETA, and whenever possible this additional training has been given. As we understand, this practice has been discontinued due to the overloaded staff time. We wish to commend the Director of TLETA for his foresightedness in the past allowance of these academic electives, and recommend that their continuance be considered in the five year plan recommended by this study.

Effective Instruction

It is recommended that a regular review and evaluation of all training programs offered by TLETA be done at least yearly. These reviews should be for the purpose of determining whether the instruction, as offered, is current and still needed by Tennessee law enforcement officers. Changes should be recommended at this time.

It is recommended that a continual critique of all training programs conducted by TLETA be accomplished through a follow-up student critique conducted at periodic intervals. One staff member should be assigned the responsibility for carrying out these critique operations and compiling the results thereof.

It is recommended that examinations be given frequently enough to chart student learning. A recommended time frame for examinations would be at the end of each module of instruction or, as an alternative, once per week. Additionally, it is recommended that research be undertaken by a staff member to determine the most feasible method of developing a student responder device for use in the classroom at TLETA. In referring to student responder device, we are suggesting a mechanism whereby an instructor can poll his class for their responses to a particular question so as to gauge student learning during the course of his presentation. There is an extremely wide range of prices for equipment that is available to meet these needs, and TLETA must make its own decision as to the proper amount of sophistication that it can (a) afford, and (b) utilize effectively. Such devices run from just a few dollars to many thousands of dollars, each offering its own advantages and disadvantages.

It is recommended that behavioral proficiency examinations be utilized by

in addition to the above for specific training courses being defined according to specific performance objectives. All other examinations should be developed

professionally by use of item analysis and alternate forms. It is recommended that TLETA attempt to select a staff member for the purpose of general instruction, possessing the expertise for item analysis and development of alternate forms. If this approach is found to be unfeasible for lack of expertise in the job market available to TLETA, it is recommended that TLETA develop a staff member by sending him to a specialized school or subsidizing specific college courses in these areas, such as psychometric testing.

Academy Grading

It is recommended that the student's firearms score be maintained separately from other academic portions of instruction. The firearms evaluation should be a pass/fail situation, failure of which would cause a *conditional* certificate to be issued, or would withhold the certificate of completion until satisfactory passing of the firearms portion of the program. Where an individual passes the academic portion of the academy but fails the firearms portion, a letter should be given to him and to his agency stating he has six months to qualify in the firearms program to receive certification from TLETA. If he does not qualify within six months, he should be required to attend the complete firearms course again.

Additionally, we recommend that the differential cut score method of grading be investigated for use at TLETA as delineated in Appendix B.

Division of Training

It is suggested that TLETA consider the assignment of one instructor to each module of instruction, i.e., introduction to the criminal justice system, and that that instructor be given the total responsibility of handling that module of instruction as he sees fit within certain perimeters of time and money and the knowledge that his module of instruction cannot exceed its prescribed boundaries. Such a module division of training can build a great deal of pride of accomplishment into each instructor's job, thereby making him happier with his job and more fulfilled. Another advantage of the module division of training is recognized as a portion of a reference previously touched upon and incorporated as Appendix B dealing with differential cut scores.

Awards

It is recommended that TLETA establish a basic system of providing awards for (a) the academic leader of each basic class, and (b) the top qualifier in firearms training. Additionally, it is recommended that the top five academic leaders in each class have, as a result of their accomplishment, letters sent to each of their chiefs recognizing their award. Such an award need not be large, nor expensive, but should be distinctive enough for its recipient to have pride in receiving it.

Recommendations:

7. The training curriculum be re-evaluated through a job analysis of Tennessee law enforcement.
8. TLETA render all possible assistance to the agency conducting the job analysis.
9. One professional staff member be assigned to work with the State agency conducting the job analysis.
10. Weekly student evaluations for all classes and instructors, with an overall evaluation at the end of each course.
101. All future courses of instruction developed be required to have been laid out according to student performance objectives.
102. Current instruction be upgraded to above standards within the next 18 months.
103. Continuance of allowing electives be considered in the five year plan recommended by this study.
104. A continual critique of all training programs conducted through a follow-up student critique.
105. Examinations be given at the end of each module of instruction or at least once a week.
106. Research be undertaken by one staff member to determine the most feasible method of developing a student responder device.
107. Behavioral proficiency examinations be utilized wherever possible.
108. A staff member be selected possessing the expertise for item analysis and development of alternate forms or that TLETA develop one of their current staff members in these areas.
109. Establishment of a basic system of providing awards for the academic leader of each basic class and the top qualifier in firearms training.
110. Letters be sent to the chiefs of the top five academic leaders in each class, advising the chiefs of the students' accomplishments.
111. Change the firearms portion of training to a pass/fail situation.
112. Withhold academy certification if the student fails firearms training, or issue a conditional certificate until he complies with the standard.

INSTRUCTIONAL QUALITY CONTROL

Student Oriented Instructional Methods

We recommend that TLETA begin emphasizing student oriented instruction methods allowing for active student involvement including role playing, situation simulation, discussions, reading and research projects, and individual response systems. Additionally, we recommend that passive training be minimized at TLETA. We wish to recommend that a staff study be made of the optimum flow of instruction for maximum student learning in basic training and that instruction be scheduled whenever possible to fit this model. As an example of this model, the following may perhaps be a result of this study:

First Module	- Orientation
Second Module	- Study Habits
Third Module	- Law Enforcement History
Fourth Module	- Constitutional Law
Fifth Module	- Common Law
Sixth Module	- Tennessee State Law
Seventh Module	- Theory of Law Enforcement
Eighth Module	- Duties of Law Enforcement
Ninth Module	- Organization of Law Enforcement Agencies
Tenth Module	- Patrol Operations
Eleventh Module	- Search and Seizure
Twelfth Module	- Criminal Intelligence
Thirteenth Module	- Handcuffing

and so on.

We further recommend that the following methods be used whenever possible as more student oriented instructional methods: team teaching, involving instructor and field officer; enlarged use of audio/visual aids as the in-house capability is developed; pre-conditioning material made available prior to formal training sessions (we would like to praise TLETA for its current policy in this regard).

We recommend that TLETA conduct a staff study in the area of self-paced individualized instruction methods that are available presently for purchase and placement in the library to be used for remedial training or in-service training within the State. Additionally, we wish to point out that the field of computer assisted instruction is very rapidly becoming more available for training outside of the university setting and, due to some systems' effectiveness and low cost, we would like to suggest that TLETA look into these areas for possible future use. We would suggest that some staff member contact all local universities and colleges to see if any are using computer assisted instruction, and, if so, the mechanism that would be necessary for the placement of law enforcement education programs on their system, and the advantages that could be gained from its use.

Certification of Instructors

We recommend that within three years all instructors are certified by the State based on work experience and educational and professional credentials. An additional requirement should be that of completion of a forty-hour minimum State instructor certification course with the ultimate goal of reaching an eighty-hour minimum course within the next five years. We further recommend that there be instituted a periodic renewal of certification based, in part, on instructor evaluation.

Ancillary Methods

We recommend a periodic monitoring of all instructors for evaluation of methodology and content of instruction. This recommended monitoring can be accomplished through the present existing equipment at TLETA with the addition of a central monitoring station with recording capabilities for audio signals. The system would operate in the same manner as an intercom system using present classroom speakers as microphones.

Again, we wish to reaffirm our positive position in regard to the periodic assignment of academy instructors to field observation tours of duty in order to keep the instructor current with field operations. Secondly, we wish to applaud TLETA's extensive use of outside instructors to diversify the training available to the students at TLETA, however, we feel that TLETA should re-evaluate its position and suggest that emphasis be placed on building a core of competent academy instructors working at TLETA on a full-time basis so as to maintain more staff control over the more important concept material being taught. The evaluators encountered several instances during the interviewing of students in which students reported contradiction of information in classes taught by outside instructors at TLETA. We do recognize that outside instructors can be quite beneficial, and do not wish to leave the impression that all outside instruction should be done away with, but that TLETA should maintain more control over the material taught. Continual assessment of instructor workload should be maintained due to the fact that as more instructors are added, this factor will become more important. We again wish to emphasize that no instructor be assigned, at any time, more than 20 hours per week of classroom duty, and that optimally he should be given from 12 to 15 hours per week of classroom time.

The Director should retain his administrative flexibility for efficient use of staff during fluctuations of demand, but should delegate the responsibility for scheduling to one of his assistant directors.

Review of Training Materials

We highly recommend that all training material be reviewed at least annually in order to keep it current and effective. Optimally, reviews should be done each time that the topic is taught, however, realizing this cannot always be

Recommendations:

113. *Passive training be minimized.*
114. *Staff study be made of the optimum flow of instruction for maximum student learning.*
115. *Team teaching, enlarged use of audio/visual aids, pre-conditioning material be used whenever possible.*
116. *A staff study be conducted in the area of self-paced individualized instruction methods.*
117. *Within three years all instructors be certified by the state.*
118. *There be instituted a periodic renewal of certification.*
119. *Periodic monitoring of all instructors.*
120. *Director should delegate responsibility for scheduling to one of his assistant directors.*
121. *All training materials be reviewed at least annually.*

CERTIFICATION OF ACADEMIES

we recommend that a moratorium on certification of any new academies be established if these academies do not function on a nine-month per year operational basis. We feel that the cost is unnecessary for an operation that does not run nine months of the year, and that this is the precise purpose of TLETA.

Recommendations:

12. *A moratorium be established on certification of any academies not operating at least nine months a year.*

RECRUIT TRAINING

Curriculum

We recommend that TLETA begin a program of increasing the number of hours currently offered in recruit training with the goal that within the next four years TLETA offer as their standard course a 400-hour basic recruit curriculum using NASDLET guidelines. We have listed below the proposed academy curriculum for basic recruit training from the Standards and Goals Report. It is broken down by area of instruction, number of recommended hours and percentage of total academy time allotted to this area of instruction.

Introduction to the Criminal Justice System 32 hrs. (8%)

An examination of the foundation and functions of the criminal justice system with specific attention to the role of the police in the system and government.

Law 40 hrs. (10%)

An introduction to the development, philosophy, and types of law; criminal procedure and rules of evidence; discretionary justice, application of the U.S. Constitution; court systems and procedures; and related civil law.

Human Values and Problems 88 hrs. (22%)

Public service and non-criminal policing; cultural awareness; changing role of the police; human behavior and conflict management; psychology as it relates to the police function; causes of crime and delinquency; and police-public relations.

Patrol and Investigation Procedures 132 hrs. (33%)

The fundamentals of the patrol function including traffic, juvenile, and preliminary investigation; reporting and communication; arrest and detention procedures; interviewing; criminal investigations and case preparation; equipment and facility use; and other day-to-day responsibilities and duties.

Police Proficiency 72 hrs. (18%)

the appropriate determination of the degree necessary; armed and unarmed defense; crowd,

riot, and prisoner control; physical conditioning, emergency medical services; and driver training.

Administration 36 hrs. (9%)

Evaluation, examination, and counseling processes; department policies, rules, regulations, organization, and personnel procedures.

The only recommendation in regard to curriculum that we can make at this time is that the current fourteen hours used to introduce various federal and state agencies that interact with local law enforcement be replaced by a two-hour block combining all the elements and that a physical training program be developed with no less than eight hours on defensive tactics. Any other specific recommendations must be made after the State job analysis is completed, and the report made available.

Project STAR

Additionally, we recommend that TLETA seriously consider the interjection of interpersonal communication and role training, as is being developed by Project STAR, into the curriculum.

Remedial Training

We recommend that TLETA begin planning for the development of remedial training for special cases in the academy, in which the academy staff believes an individual to be capable of doing the job of a law enforcement officer in Tennessee, but is having difficulty passing the examinations due to inability to keep up with the class. In this regard we would recommend self-paced instruction be developed, or a system of video taping selected classes be instituted whereby a student could hear presentations again on his own time. Additionally, we believe it wise that TLETA pass along recommendations to the agencies that use TLETA's facilities to encourage them to perform additional in-house training for recruits in policies and procedures when they return to their own departments.

Recommendations:

123. Begin a program of increasing the hours currently offered in recruit training to 400.
124. Consider the interjection of interpersonal communication and role playing.
125. Replace current 14 hours used to introduce federal and state agencies with a 2-hour block.
126. Develop a physical training program with no less than 8 hours on defensive tactics.
127. Begin planning for the development of remedial training.

Develop self-paced instruction or a system of video taping selected classes.

FIELD TRAINING PROGRAM

During the first year of employment, we recommend that a formal structured field training program be developed and overseen by the Commission whereby each trainee undergoes field training under a certified training coach. The field training system offers many advantages to the using departments and the effectiveness of TLETA, and is strongly recommended by the evaluation team. We have included as Appendix D a copy of the Oregon Field Training Manual as taken from the IACP Model Recommendations.

We further recommend that TLETA should suggest to departments that the trainee be rotated among field assignments so that he can be familiar with more than one aspect of police work, and that documentation be maintained of the trainee's performance in specific field situations as is allowed in the Oregon example attached. We further recommend that TLETA undertake the development and utilization of self-paced training materials provided to the trainee while in his field training situation, such as correspondence courses, pre-recorded training tapes, programmed instruction, etc. This material can also be used for remedial training. TLETA should also suggest periodic meetings between the coach, trainee, and training staff of his department in order to evaluate and chart the recruit's development.

Recommendations:

129. *A formal structured field training program be developed and overseen by the Commission.*
130. *TLETA suggest to trainee's department that he be rotated among field assignments.*
131. *Documentation be maintained of the trainee's performance in each field situation.*
132. *Self-paced training materials be provided to the trainee while in his field training situation.*

IN-SERVICE TRAINING

The evaluation team recommends that 40 hours annual, formal, in-service training be made available within two years to all sworn officers through the rank of captain within the State of Tennessee, and this annual training be mandated within five years.

Training records of each individual participating in in-service training should be forwarded to each respective department in order that the department may have adequate access to information regarding the officer's level of training and his proficiency.

Recommendations:

133. *Forty hours annual formal in-service training be made available within two years to all sworn officers through the rank of captain.*
134. *That this in-service training be mandated within five years.*

SPECIALIZED SUPERVISORY, MANAGEMENT, AND EXECUTIVE TRAINING

We recommend that TLETA make first level supervision training mandatory for an individual that is promoted within the first year of his promotion, and that this training be made mandatory within two years. Additionally, we recommend that the following speciality training be provided at least one time yearly in order to cover training for the necessary specialties within law enforcement in Tennessee.

1. Criminal Investigation
2. Evidence
3. Fingerprints
4. Traffic
5. Motor Vehicle Accident Investigation
6. Drug Enforcement
7. Instructor Certification Course
8. Firearms Instructor's Course
9. Juvenile Offenders' Course
10. Police Photography
11. Mid-Management
12. Executive Development
13. Defensive Driving

Recommendations:

135. *Speciality training be provided at least once yearly.*

FINAL REMARKS

It was the unanimous opinion of the evaluation team that the State of Tennessee has something to be proud of in the Tennessee Law Enforcement Training Academy. We do not wish to appear in any manner to have been overly critical of TLETA's programs, but have intended to give every recommendation which we believe will be beneficial to TLETA. Though these recommendations are numerous, we believe they are all necessary and that when phased properly in time they will provide an orderly progress to TLETA in response to the needs of Tennessee law enforcement. We very strongly believe and encourage that this evaluation is only the first step in upgrading TLETA, and that the staff should take it upon themselves to make their own plans for the future. We hope we have given you something to think about and that you will consider our recommendations as exactly what they are meant to be, our best thinking for Tennessee and TLETA. Knowing that there will always be misinterpretations and misunderstandings of material presented in written form, we encourage you to call us at any time for clarification of any of the points listed in this evaluation report. We apologize for the delay in the delivery of this report, however, as in any undertaking where no groundwork has been previously laid, the first steps are the most difficult. Please let us know how we can be of any further assistance to the Tennessee Law Enforcement Training Academy, and again, let us say that it was a pleasure working with the staff of TLETA and that we wish you the best of luck in your future.

SUMMARY OF RECOMMENDATIONS

As a preliminary step in the implementation of these recommendations, it is suggested that each recommendation be carefully studied and a decision made as to the planned date of implementation. The agreed date should be entered in the column so designated.

When the recommendation is actually implemented, the date should be recorded.

This procedure will provide orderly goals and serve as a guide in the overall development of the program.

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
1.	Abolish the current Advisory Board and replace it with a Peace Officer Standards and Training Commission, following the guidelines described in this report.	2		
2.	Legislation should be passed requiring minimum mandatory entrance standards for all peace officers in the state.	2		
3.	Legislation should be passed requiring that all officers meet the minimum training requirements within one year of employment	2		
4.	The bill authorizing a Peace Officer Standards and Training Commission should allow for development of administrative rules to require mandatory training at supervisory and command levels when such training becomes feasible.	2		
5.	Re-define the term "Peace Officer" as applied to present law.	2		
6.	Legislation to be passed granting law enforcement commissions to professional academy staff members.	2		
7.	Legislation authorizing a penalty assessment on fines and forfeitures to fund the POST programs.	2		
8.	Adopt the proposed organizational structure as portrayed in this report.	3		
9.	Request assistance from the State Personnel Division for help in organization, structure and development of job description.	3		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
10.	Develop a Policies and Procedures Manual and distribute to all agencies participating in TLETA programs.	5		
11.	Prepare internal directives for staff guidance.	5		
12.	Continue the practice of maintaining the academy budget as a separate unit of state government.	5		
13.	Continue salary reimbursement to officers attending mandated training programs, but modify system to flat rate.	5		
14.	Establish long-range planning goals.	5		
15.	Initiate staff meetings on a regularly scheduled basis.	5		
16.	Continue the use of semi-private rooms for students.	9		
17.	Commence planning for additional classrooms.	9		
18.	Anticipate scheduling of staggered meal periods.	9		
19.	Purchase additional television set for new lounge.	9		
20.	Redecorate the present lounge.	9		
21.	Construct an outdoor physical education and recreation area.	9		
22.	Construct a training tank for emergency water rescue and physical coordination activities.	9		
23.	Conduct semi-annual fire inspection of buildings.	9		
24.	Train maintenance personnel to recognize potential for fire danger.	9		
25.	Continue the practice of holding fire drills for each class.	9		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
26.	Consider the construction of a maintenance shop in future building programs.	9		
27.	Establish a Training Advisory Committee appointed by the Director to assist in determining training needs.	12		
28.	Encourage suggestions for training from other practitioners.	12		
29.	Continue the fifty-minute classroom hour.	12		
30.	Schedule active learning situations in early afternoon hours to break the monotony of classroom day.	12		
31.	Reduce the number of mandatory night classes and initiate elective training in their place.	12		
32.	Reduce the maximum number of students in all classes to thirty persons where at all possible.	12		
33.	Require lesson plans for all courses of instruction.	12		
34.	Purchase a 24-bin electronic collator for collation of printed material.	12		
35.	Replace the offset press or establish a preventative maintenance program for the present one.	12		
36.	Pipe running water into the printing room as soon as possible.	12		
37.	As soon as new staff personnel permits, establish mechanism for periodic updating and revision of printed material.	12		
38.	Replace the present 16 mm. projection equipment.	13		
39.	Arrange through outside professional source to have films cleaned and inspected for damage.	13		
40.	Obtain printed information for each FLETA instructor listing A/V training aids that are available.	13		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
41.	Install remote control for instructor operation of A/V projector equipment.	13		
42.	Academy uniforms to be furnished, or departmental uniforms to be required, for students in the basic course.	17		
43.	Daily personal inspections of students should be initiated.	17		
44.	Publish an academy rules and regulations manual and furnish a copy to all students.	17		
45.	Re-draft that part of the proposed Academy Rules and Regulations Manual that regulates beards, mustaches, and sideburns.	17		
46.	Further clarify Section H of the proposed Academy Rules and Regulations Manual as it pertains to academy leave.	17		
47.	Eliminate personal evaluation as part of academic grade.	17		
48.	Comprehensive dormitory regulations to be published in the Academy Rules and Regulations Manual.	17		
49.	Upon enrollment, require students to state any existing medical problems requiring medication.	17		
50.	Include a medical release clause in the academy application.	17		
51.	Develop a more formal method for handling incidents involving students.	17		
52.	Include student use of telephones in Academy Rules and Regulations Manual.	17		
53.	Develop a Disaster Emergency Plan describing student response and distribute to each student.	17		
54.	Establish a student store following suggestions outlined in the report.	18		
55.	Conduct research for updating textbooks.	20		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
56.	Purchase of additional books upon staff review and recommendations.	20		
57.	Acquire a minimum of one set of current textbooks to be available for each dormitory room.	20		
58.	Continue to use open stacks in the library.	20		
59.	Subscribe to additional periodicals as described in the report.	20		
60.	Purchase single copies of packaged training material for student development.	20		
61.	Closely monitor the library and reading room for signs of overcrowding, which would denote additional space requirement.	20		
62.	Continue the use of visiting instructors.	21		
63.	Establish policy of offering payment to non-law enforcement instructors.	21		
64.	Require lesson plans for all material presented.	21		
65.	Conduct written evaluation of all instructors.	21		
66.	Continue to assign no more than 15 classroom hours per week per instructor.	25		
67.	Increase the staff by 6 instructors.	25		
68.	One new instructor to be assigned full-time to audio/visual duties.	25		
69.	Assign, at least on a half-time basis, one staff member to supervision of recreational and physical education programs.	25		
70.	Assign an instructor to be available each evening when live-in classes are scheduled.	25		
71.	When the present live-in dormitory supervisor is replaced, an experienced law enforcement officer should be employed.	25		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
72.	Request the Tennessee Highway Patrol to assign a dormitory supervisor during THP live-in classes.	25		
73.	The Director of TLETA to continue to have full authority in selection of personnel under his charge.	25		
74.	Provide for staff professional development, using the guidelines described in this report.	25		
75.	Furnish career apparel to staff members.	25		
76.	Constantly monitor staff salaries to keep them current and competitive.	25		
77.	Planning be immediately undertaken for the building of a new firearms range within the next 5 years.	27		
78.	Steps be immediately taken to bring the present range into better conditions.	27		
79.	Immediate correction of the poor drainage condition.	27		
80.	Both turning targets and sufficient lighting be incorporated in plans for a new range.	27		
81.	Repair to the 50 yard line be accomplished as soon as possible.	27		
82.	The range be brought up to FBI standards as much as possible until a new range can be built.	28		
83.	Fill, seeding and pavement be used immediately where water pooling is in evidence.	28		
84.	Addition be made to the present range house to provide for adequate repair of targets and field gun repair.	28		
85.	A majority of future instructional staff personnel be qualified as firearms instructors.	28		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
86.	At least one staff member be assigned permanently to the range, at least half time.	28		
87.	Continuance of present shotgun training and familiarization with gas equipment.	28		
88.	Re-evaluation of length and content of instruction for pistol training.	28		
89.	A driving course be built within the next 2 years.	29		
90.	The current plans be restudied and staff contact be made with the Maryland project coordinator.	29		
91.	Future plans incorporate a garage.	29		
92.	One portion of the driving course be lighted.	29		
93.	Forms be developed to maintain a careful record of each student's driving performance.	29		
94.	Parking area be enlarged.	30		
95.	Car pooling be encouraged.	30		
96.	One staff member be assigned the responsibility for developing a cooperative arrangement with a local university or college for conducting needed research.	31		
97.	The training curriculum be re-evaluated through a job analysis of Tennessee law enforcement.	35		
98.	TLETA render all possible assistance to the agency conducting the job analysis.	35		
99.	One professional staff member be assigned to work with the State agency conducting the job analysis.	35		
100.	Weekly student evaluations for all classes and instructors, with an overall evaluation at the end of each class.	35		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
101.	All future courses of instruction developed be required to have been laid out according to student performance objectives.	35		
102.	Current instruction be upgraded to above standards within the next 18 months.	35		
103.	Continuance of allowing electives be considered in the 5 year plan recommended by this study.	35		
104.	A continual critique of all training programs conducted through a follow-up student critique.	35		
105.	Examinations be given at the end of each module of instruction or at least once a week.	35		
106.	Research be undertaken by one staff member to determine the most feasible method of developing a student responder device.	35		
107.	Behavioral proficiency examinations be utilized wherever possible.	35		
108.	A staff member be selected possessing the expertise for item analysis and development of alternate forms or that TLETA develop one of their current staff members in these areas.	35		
109.	Establishment of a basic system of providing awards for the academic leader of each basic class and the top qualifier in firearms training.	35		
110.	Letters be sent to the chiefs of the top five academic leaders in each class, advising the chiefs of the students' accomplishments.	35		
111.	Change the firearms portion of training to a pass/fail situation.	35		
112.	Withhold academy certification if the student fails firearms training, or issue a conditional certificate until he complies with the standards.	35		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
113.	Passive training be minimized.	38		
114.	Staff study be made of the optimum flow of instruction for maximum student learning.			
115.	Team teaching, enlarged use of audio/visual aids, pre-conditioning material be used whenever possible.	38		
116.	A staff study be conducted in the area of self-paced individualized instruction methods.	38		
117.	Within 3 years all instructors be certified by the State.	38		
118.	There be instituted a periodic renewal of certification.	38		
119.	Periodic monitoring of all instructors.	38		
120.	Director should delegate responsibility for scheduling to one of his assistant directors.	38		
121.	All training materials be reviewed at least annually.	38		
122.	A moratorium be established on certification of any academies not operating at least 9 months a year.	38		
123.	Begin a program of increasing the hours currently offered in recruit training to 400.	41		
124.	Consider the interjection of interpersonal communication and role playing.	41		
125.	Replace current 14 hours used to introduce federal and state agencies with a 2-hour block.	41		
126.	Develop a physical training program with no less than 8 hours on defensive tactics.	41		
127.	Begin planning for the development of remedial training.	41		
128.	Develop self-paced instruction or a system of video taping selected classes.	41		

No.	Recommendation	Page	Implementation Date	
			Planned	Actual
129.	A formal structured field training program be developed and overseen by the Commission.	42		
130.	TLETA suggest to trainee's department that he be rotated among field assignments.	42		
131.	Documentation be maintained of the trainee's performance in each field situation.	42		
132.	Self-paced training materials be provided to the trainee while in his field training situation.	42		
133.	Forty hours annual formal in-service training be made available within 2 years to all sworn officers, through the rank of captain.	43.		
134.	This in-service training be mandated within 5 years.	43		
135.	Speciality training be provided at least once yearly.	44		

APPENDICES

APPENDIX A

CHAPTER 2901

INSTRUCTIONAL UNIT 1 SECTIONS 2901-01

INTRODUCTION

Is there anyone who has a question regarding the use of the training manual?

R.C. 2901.01 - Definitions:

This instructional unit defines force, deadly force, physical harm to persons, physical harm to property, serious physical harm to persons, serious physical harm to property, risk, substantial risk, offense of violence, law enforcement officer, and privilege.

"This unit is one of the foundation blocks of the entire code and thus of the training program. The terms defined herein appear again and again as essential elements of crimes throughout the code. Each student should underline these terms in this and every instructional unit that follows to reinforce the learning of these definitions.

These "key words" must be understood for proper application of the code. They must "jump out" at the student.

There are other definitions which will follow in subsequent instructional units which should be treated similarly as they are reached.

Very few code sections can be properly understood or applied if not read in conjunction with various definitions, or companion sections.

For example, Aggravated Robbery, Section 2911.01, requires an understanding of (1) theft offenses; (2) deadly weapons or dangerous ordinance; (3) serious physical harm."

OBJECTIVES

When the student completes this Unit, he should be able:

- . to state the difference between "force" and "deadly force",
- . to describe what constitutes "physical harm" to persons,
- . to describe what constitutes "serious physical harm" to persons,
- . to describe what constitutes "physical harm" to property,
- . to describe what constitutes "serious physical harm" to property,
- . to describe what constitutes "risk",
- . to describe what constitutes "substantial risk",
- . to state the meaning of "offense of violence",
- . to state the meaning of "property",
- . to list at least five (5) different groups or types of individuals which are classified under the title "law enforcement officers",
- . to state the meaning of privilege.

GO TO TRAINING MANUAL

IV. DISCUSSION NOTES

Terms which may need clarifying:

Compulsion: Constraint; objective necessity; duress. Forcible inducement to the commission of an act.

Proximate Result: One which succeeds naturally in the ordinary course of things.

Proximate Cause: That which, in a natural and continuous sequence, unbroken by any efficient intervening cause, produces the injury, and without which the result would not have occurred.

Discussion Areas:

Question 2 - Discussion - How and where Norman attempts to cut Bill can be the determining factor - a slight cut on the hand or leg as opposed to an attempt to cut his throat - the latter is a closer example of an act carrying a "substantial risk" that it will "proximately result" in death.

Harm to Persons - Discussion - Physical harm can become Serious Physical harm as a result of the prior physical condition of the victim, e.g. the victim has a silver plate in his head; he is a hemophiliac.

Risk v. Substantial Risk - Discussion - This is a completely new area for criminal law in Ohio. For the time being, we must apply our own experience and judgment to each fact situation to determine if the action created "risk" or a "Substantial Risk".

V. INSTRUCTOR'S COMMENTS

----- "Some had difficulty completing the material - perhaps they are not properly scanning - to pick out important concepts".

----- "Only part of the class is underlining "key words" - emphasize this in introduction of next class".

----- "I should have given a set time when the early finishers should have returned to the class for discussion period".

LEGAL CONSIDERATIONS

(6 hours class time)

Instructional Goal:

The primary purpose of this unit of instruction is to provide the student with a detailed review of the Laws of Evidence and laws relating to the search for and seizure of evidence under a variety of circumstances. This review will emphasize: what constitutes real evidence; the importance of proper identification and maintaining chain of custody of evidence; limits of authority in search with and without a warrant; limits of authority in search incident to an arrest with and without a warrant; limits of authority in search based upon probable cause but not in conjunction with an arrest; limits of authority in "Search During Temporary Questioning" ("stop and frisk"); limits of authority in search of vehicles with or without a warrant; and requirements and liability factors associated with "Custody and Disposition of Things Seized."

Student Performance Objectives:

Upon completion of this unit of instruction, the student will be able to:

1. Identify and explain the three (3) general types of evidence.
 - (a) direct
 - (b) circumstantial
 - (c) real.
2. Explain each of the following as they relate to evidence.
 - (a) relevancy
 - (b) materiality
 - (c) competency
3. Explain the term "best evidence rule" and identify what is meant by primary and secondary evidence.
4. Identify and discuss at least three (3) factors which affect the integrity of evidence, either positively or negatively, and what actions should be taken by officers to assure evidence integrity is maintained.
5. State the Constitutional requirements (state and federal) of a lawful arrest.
6. Discuss the probable consequences of an unlawful arrest with respect to the admissibility of evidence seized incident to that arrest.
7. Explain the Constitutional (state and federal) prerequisites of reasonableness, probable cause and particularity as they apply to arrest, search and seizure.

8. State at least two (2) advantages of conducting a search pursuant to a warrant as opposed to searching without a warrant.
9. In general terms, identify under which circumstances the courts have approved searches of a person or premise without a warrant.
10. Explain what is meant by the following terms:
 - (a) exigent circumstances
 - (b) totality of the circumstances
 - (c) open view
 - (d) plain view
 - (e) mere evidence.
11. Describe at least two (2) factors affecting search of a vehicle without a warrant and discuss circumstances under which such a search would normally be justified.
12. Explain the circumstances under which a limited search of an individual "stopped" is warranted and give the authority for such action.
13. Identify the requirements and liability factors associated with "Custody and Disposition of Things Seized" (38 I.R.S. 108-2, 108-11, and 108-12.)

Practical Application Suggestions:

SPO #	SUGGESTED EXERCISES
Objective 4 Objective 8 Objective 11. Objective 14.	A. Class Discussion - Provide the students with a set of circumstances surrounding an incident which requires decision on their part relative to each of the following: <ol style="list-style-type: none">1. Is there probable cause for a search?2. What limits should be placed on the area to be searched?3. What types of evidence common to the area in question should be seized/not seized? B. Have the students explain the basis for each decision addressed. The instructor should critique each discussion pointing out both valid rationale and false assumptions or misconceptions.

Reference Materials and Instructional Resources:

Films: "Emergency Detention and Custody", available through FBI, Springfield, Illinois. (23 min. - color)

Books and Articles: 1. Clark, H.B. Callaghan's Illinois Evidence: Civil and Criminal, Volumes 1-6, Callaghan and Company, Mundelein, Illinois, 1964 (with periodic cumulative supplements).

2. Creamer, J. Shane. The Law of Arrest, Search and Seizure, W.B. Saunders Company, Philadelphia, Pennsylvania, 1968.
3. Donigan, Robert L. and Edward C. Fisher. The Evidence Handbook, The Traffic Institute of Northwestern University, Evanston, Illinois, 1958.
4. Israel, Jerold H. and Wayne R. LaFave. Criminal Procedure in a Nutshell, West Publishing Co., St. Paul, Minnesota, 1971.
5. Nedrud, Duane R. The Illinois Law of Criminal Investigation, L.E. Publishers, Inc., Chicago, Illinois, (Sup) 1972.
6. Black's Law Dictionary, West Publishing Co., St. Paul, Minnesota, (Rev 4th ed) 1968.
7. Illinois Revised Statutes, 1971.
8. The Criminal Law Reporter, The Bureau of National Affairs, Inc., Washington, D.C., a weekly review of developments in criminal law.
9. The North Eastern Reporter, West Publishing Co., St. Paul, Minnesota, a weekly periodic publication.

Recommended Student Materials: Illinois Revised Statutes, Chapter 38.

Travelstead, Charles E. "Stop and Frisk in Illinois", Monograph, Police Training Institute, University of Illinois, Champaign, Illinois, 1972.

Required Student Reading Suggestions: Illinois Revised Statutes, Chapter 38, Articles 107, 108.
"Stop and Frisk in Illinois", supra.

EVIDENCE POTENTIAL

(3 hours class time)

Instructional Goal:

All too frequently cases are lost at a crime scene, as well as in the court room, "because of the lack of evidence"--not necessarily the absence of evidence at the scene but because the officer overlooked or disregarded its potential. Equally important to evidence collection skill is knowledge of what is evidence and what can be learned or determined from or about specific evidentiary items or materials. The primary purpose of this unit is to review in detail evidence and its potential. In addition to the more obvious items of evidence such as weapons and ammunition in homicide investigations or latent fingerprints in a burglary investigation, discussion will entail a wide range of items having evidentiary value to include more esoteric evidence such as: physiological fluids; vegetable materials; voice print; and latent skin prints other than finger, palm, or foot prints. The prevailing theme of this unit will be that, however careful a criminal may be to avoid being seen or heard, he will inevitably leave traces or clues of his presence; the task of the evidence technician is to find and use traces effectively in the solution of the case.

Student Performance Objectives:

Upon completion of this unit of instruction, the student will be able to:

1. Identify ten (10) common items of evidence found at a crime scene.
2. Describe the type of information laboratory analysis may produce on each of the following:
 - (a) fingerprints
 - (b) footprints
 - (c) tire prints
 - (d) tool marks
 - (e) spent bullets
 - (f) cartridge cases
 - (g) stains
 - (h) strip or piece of cloth
 - (i) fibers
 - (j) hair
 - (k) blood
 - (l) body fluids other than blood
 - (m) glass
 - (n) handwriting
 - (o) typewriting exemplars
 - (p) fingernail scrapings
 - (q) soil
 - (r) paint
 - (s) metal objects.

3. Identify which of the above listed items are most likely to be found at an indoor crime scene.
4. Identify which of the above listed items are most likely to be found at an outdoor crime scene.
5. Explain the importance of photographing an item of evidence before any other processing is attempted.
6. Discuss the limitations of voice print evidence, requirements for processing and analysis, and the admissibility of voice identification in court.
7. Identify and explain the evidence potential of latent skin impressions such as nose, ear, and lip print.
8. Describe the value of graphology examinations for purposes other than handwriting identification.
9. Give a description of a typical crime scene, outline the types of evidence which would most logically be associated with the crime in question and describe the equipment and materials required to properly collect individual items of evidence.

Practical Application Suggestions:

SPO #	SUGGESTED EXERCISES
Objective 4 Objective 2 Objective 3 Objective 4 Objective 9	A. Class Discussion - Describe to the class a crime scene situation. Have the class identify the types of evidence they would expect to find in the situation described, along with the equipment and materials necessary to properly collect individual items of evidence. The scene described should challenge student imagination and initiative. The instructor should moderate student discussion and provide critique of individual response.

Reference Materials and Instructional Resources:

- Films: "Burglary Investigations", available through FBI, Springfield, Illinois (20 min. - color)
- Books and Articles: 1. Allison, Harrison C. Personal Identification, Holbrook Press, Inc., Boston, Massachusetts, 1973.
2. International Association of Chiefs of Police, Police Reference Notebook--Physical Evidence (Unit 4C4); "Evidence Collection", "Photographing the Crime Scene", "Plaster Cast Impressions",

"Dactyloscopy", "Fingerprint Evidence", "Collecting Latent Prints", "Tool Marks", Firearm and Related Evidence", "Bloodstains", "Semen", "Glass", and "Clothing--Evidence and Identification", IACP Training Keys. International Association of Chiefs of Police, Gaithersburg, Maryland, updated and published periodically.

3. O'Brien, Kevin P. and Robert C. Sullivan. Criminalistics: Theory and Practice, Holbrook Press, Inc., Boston, Massachusetts, 1972.
4. O'Hara, Charles E. Fundamentals of Criminal Investigation, Charles C. Thomas, Springfield, Illinois, (2nd ed) 1970.
5. Romig, Clarence H.A. and James G. Hennessy. "Voiceprint Identification as a Law Enforcement Tool", Illinois Police Officer, Autumn 1972 (published quarterly).
6. Soderman, Harry and John J. O'Connell. Modern Criminal Investigation, Funk and Wagnalls, New York, New York (5th ed) 1962.

Recommended Student Materials:

"Evidence Potential", handout available at Instructional Resources Unit, Police Training Institute, Champaign, Illinois.

APPENDIX B

PERFORMANCE OBJECTIVES AND DIFFERENTIAL CUT SCORES

Preston L. Horstman
Executive Director
NASDLET

In my travels and discussions with directors of training, and their staffs, one question keeps returning, "How should I measure a man in training if I'm to certify him as qualified to be a police officer in my state?" Perhaps it hasn't been phrased just this way each time, but the meaning is still there. If a director is to put his "seal of approval" on a man, isn't there a better way to evaluate this man's skills, to know he can adequately do the job? There is no foolproof way, but there are a couple of ways that the decision can be made better. The first is by delivering training based on performance objectives, and the second is through a grading method called "differential cut scores".

The development of training based on performance objectives is a process involving, (1) determining precisely the elements of each instructional unit that we want the student to learn, (2) deciding upon the best method or methods for ascertaining whether the student has learned those elements (some performance may be required), and (3) then determining what materials and techniques will work most effectively to teach those elements we wish the student to learn. An excellent text defining this process more precisely is entitled Preparing Instructional Objectives, by Robert F. Mager, from Fearon Publishers, Belmont, California. Every instructor should be familiar with the development and use of performance objectives, and utilize them in developing his instruction whenever possible. He will very quickly find that by approaching training development in this way, (1) the instruction itself will fall into place easier, (2) he will be harder to sidetrack into meaningless discussions during class, (3) he will have quicker and more positive feedback from his classes as to their learning progress, (4) examination questions over his topics will more easily be written, and (5) he will more easily see where his instruction is weak, and in need of improvement. The Police Training Institute (PTI) at the University of Illinois (Champaign) has developed a 14 week Performance Oriented Basic Law Enforcement Training Course for the Illinois Local Governmental Law Enforcement Officers Training Board, directed by Mervin O'Melia, using performance objectives as the basic building blocks for the entire course. Additionally, PTI under the direction of Charles R. Taylor, and the expertise of Bryan Stewart as program director, and Kathy McDonald, has developed four additional performance based courses: Expanded Firearms, Field Training Officer, Physical Evidence Technician, and Traffic Crash Investigation. Other courses are undoubtedly available in the country, although they have not come to my attention.

The second method of improvement involves the use of differential cut scores for determining who passes, and who fails certification. Although some states by-pass the issue by awarding certificates of completion for training, I think most of us would agree that some kind of professional responsibility always remains with us for those men on which we put our "stamp of approval" as having completed our courses, and in spirit, if not in fact, have certified as qualified to enforce our laws in a professional manner. Properly developed, the use of differential cut scores gives an administrator control over the minimum level of knowledge evidenced by every officer he certifies.

The procedure to put this kind of a system into operation is quite simple, although it does require some amount of serious thought. Additionally, input should be solicited from appropriate sources served by your training. If performance objectives have been developed for the instruction, you have a much

stronger foundation from which to build. If not, they are not necessary, although highly desirable. The next step (2) if you have performance objectives, or the first if you do not, is to take a good long look at the testing procedures within your academy. Are these procedures testing important points in the instruction? If they aren't, they should be made to do so. A testing procedure that does not cover the important points can hardly be expected to give any measure of the competency of a trainee.

The next step (3) is to arrange the test items by topic, and determine which of them, if any, must be answered correctly by the student in order to demonstrate sufficient grasp of the material to perform his job successfully. These items should be marked in such a way that they are easily identified when missed by the student. It should be borne in mind that if we signify that all students must get these items correct before they can be certified, then we must be willing to stand behind our decisions. For this reason it is well to get council approval on your scoring method, and the items that are mandatory so that there will be no hard feelings later, or a systematic deletion of items on individual bases until the system is devalued.

The second phase of this step is to determine by advisory group consensus the criticality of each topic of instruction. By criticality I mean: how serious are the consequences of an officer's not performing properly the things we try to teach him in this topic? The more serious the consequences, the more critical the topic. When this is done it becomes much easier for the advisory group to assign pass scores to each topic in terms of the percentage of correct items needed to pass the topic. It will be seen that some topics of instruction will require very high pass scores, for example, discretion in the use of deadly force, but others may be devalued in terms of their criticality, e.g., report writing.

If this procedure is handled properly, then the academy can require passage of all topics before certification is given. If all topics have been assigned criticality accurately, then requiring passage of all is only reasonable. References should be developed for students having trouble with specific topics to bring them up to satisfactory level. After all, if an academy's mission is to teach, then the assistance of all students to learn is fundamental.

There are, however, two pitfalls to this method of using differential cut scores. First, it can be done adequately by academy staff, but it is advisable to use an advisory group composed of knowledgeable practitioners to make the judgements on criticality, and to approve those on critical items, to allay the possibility of opposition to the plan simply because practitioners were not consulted. This advisory method also yields some knowledgeable backing from the field for the method if it is challenged by those who cannot see deeply enough to find its true merit.

The second pitfall is that as trainers, and executive level decision-makers, we frequently tend to set our goals a bit high. For this reason the method of establishing differential cut scores should be seen as a pilot study, and its implementation plan provide for an additional advisory group meeting after its first trial to approve any operational changes necessary to implement the strategy. Ideally the system should work very smoothly after the "shake down cruise", or pilot program, and provide a more logical method of granting, and documenting certification. If you desire to begin such a project, just let me know, and we'll provide whatever assistance is possible to you.

APPENDIX C

ADMINISTRATION INSTRUCTIONS

Time for completion of the questionnaire should be allowed at the end of each week. The trainees should have 15 to 20 minutes to complete the evaluation questionnaire; in addition trainees should not be allowed to leave class or engage in any other activity during this allotted time period. This will encourage trainees to complete the questionnaire more thoughtfully.

A separate page should be attached to each questionnaire, or the items written on a blackboard, which will indicate to the trainees possible class content or instructor presentation features. For example:

Possible class content features	Possible instructor/presentation features
Information up-to-date	Made subject interesting
Excellent audio/visual aids	Monotone voice
Poor class facilities	Encouraged student participation
	Not well-versed on subject

Scoring of the overall rating can best be handled by assigning numbers to the descriptive ratings as follows: Poor = 1, Fair = 2, Good = 4, Excellent = 5, No response = 3

The forms should be pre-printed with the classes for the week on them, and if instructors are not permanent they may be written in on indicated blank. Finally, patterns found within several trainees responses should be noted and appropriate action, whether positive or negative, taken.

Class Evaluation Questionnaire
First Week

Please complete the following questionnaire honestly and thoughtfully. Your opinions and ideas concerning the academy classes and instructors provide the academy staff with valuable information regarding its training, so please take your time when completing this form. Any suggestions or recommendations which you believe would improve the academy training will be appreciated.

CLASS	INSTRUCTOR		
Firearms		Overall rating of class content (check one)	Specific comments
		Poor Fair Good Excellent	
		Overall rating of class presentation (check one)	Specific comments
		Poor Fair Good Excellent	
		1. Best aspect of class content	
		Worst aspect of class content	
		2. Best aspect of instructor/presentation	
		Worst aspect of instructor/presentation	
		3. Other comments	

CLASS	INSTRUCTOR		
Drugs		Overall rating of class content (check one)	Specific comments
		Poor Fair Good Excellent	
		Overall rating of class presentation (check one)	Specific comments
		Poor Fair Good Excellent	
		1. Best aspect of class content	
		Worst aspect of class content	
		2. Best aspect of instructor/presentation	
		Worst aspect of instructor/presentation	
		3. Other comments	

Class Evaluation Questionnaire - First Week

CLASS

INSTRUCTOR

Search & Seizure

Overall rating of class content (check one)

Poor

Fair

Good

Excellent

Specific comments

Overall rating of class presentation (check one)

Poor

Fair

Good

Excellent

1. Best aspect of class content

Worst aspect of class content

2. Best aspect of instructor/presentation

Worst aspect of instructor/presentation

3. Other comments

CLASS

INSTRUCTOR

Police/Community Relations

Overall rating of class content (check one)

Poor

Fair

Good

Excellent

Specific comments

Overall rating of class presentation (check one)

Poor

Fair

Good

Excellent

1. Best aspect of class content

Worst aspect of class content

2. Best aspect of instructor/presentation

Worst aspect of instructor/presentation

3. Other comments

CLASS

INSTRUCTOR

Patrol

Overall rating of class content (check one)

Poor

Fair

Good

Excellent

Specific comments

Overall rating of class presentation (check one)

Poor

Fair

Good

Excellent

1. Best aspect of class content

Worst aspect of class content

2. Best aspect of instructor/presentation

Worst aspect of instructor/presentation

3. Other comments

APPENDIX D

STATE OF OREGON
BOARD ON POLICE STANDARDS AND TRAINING

FIELD TRAINING MANUAL
FOR
POLICE RECRUITS

NAME
LAST
FIRST
MIDDLE
No.

This manual is the property of the Board on Police Standards and Training. It has been issued to:

Name of Department

e purpose of training

Recruit's Name

Upon completion of the Field Training Program return this completed manual to the Board.

Included in this manual are sample forms (BPST #F-21 and BPST #F-22) as well as the actual BPST #F-23 and BPST #F-24.

Additional forms #F-21 and #F-22 will be furnished each department to be used and retained by department.

RECRUIT HIRED:

RECRUIT TRAINING:

Date

Place

Class No.

TRAINING COMPLETED:

Date

:: The Field Training Manual containing the Field Training Record (BPST #F-23) and Instruction (BPST #F-24) must be forwarded to the Board on Police Standards and Training upon completion of 50 hours training credit toward certification.

FIELD TRAINING PROCEDURES FOR POLICE RECRUITS

I. What is Field Training?

Field Training is a process by which an individual recruit receives formal instruction on the job for special and defined purposes. As part of the recruit training process, a trainee will be assigned to a Field Training Officer (coach) who is a police officer especially prepared for this type of training. The recruit will have various police duties and procedures explained and demonstrated to him. As often as practical, the recruit will be required to perform the tasks.

The Field Training is designed to run approximately twelve (12) weeks. It is possible, however, to complete the program in less time if a full-time coach-recruit relationship exists without constant interruption by other duties. Upon satisfactory completion of the program and submission of the properly executed forms, 50 hours certified training credit will be granted the recruit towards the minimum basic training requirement.

II. Purposes of Field Training

The specialized nature of police work is widely recognized. Formal classroom training and limited demonstration cannot teach the recruit all he needs to know. Therefore, the recruit needs on-the-job training which is the purpose of this program.

This field training phase is intended to give the new recruit instruction, direction, supervision, guidance, and experience so that he may develop good judgment, efficiency, and good habits of conduct and appearance. Field Training will serve as an evaluation of both the recruit and the curriculum of the training school. The field training period also serves to aid in determining if the recruit meets all the requirements to become a permanent member of the force.

III. Important Factors in the Field Training Program

The Field Training program is designed to be of the most benefit to a trainee if it is administered after the trainee has completed at least 200 hours of classroom instruction. This classroom instruction should be devoted to basic orientation, laws of arrest, use of firearms, firearms training on the range, and other procedures which should not be postponed. This gives the recruit the basic knowledge and skills needed to operate in the field with a Field Training Officer. For a recruit to obtain the utmost benefit from the classroom instruction, a week, or even two weeks of orientation in his own department is recommended so that he can better apply his classroom training.

As part of the instructional process, it is necessary that Field Training be conducted in a manner designed to develop the technically skilled and professionally oriented officer. Success of the Field Training program requires the following:

1. Field Training Officers be carefully chosen from the most skilled and effective officers on the force
2. F.T.Os. must possess the ability to communicate their knowledge and skills to the recruit officer.
3. F.T.Os. must reflect the highest levels of personal integrity, character and maturity. The use of lazy or unmotivated officers must be avoided.
4. Primary training, defining the F.T.O's. duties, responsibilities and authority must be provided.
5. In-service training for F.T.Os. covering the latest police techniques, departmental policies, and field training concept, must be provided. Regularly scheduled in-service training will also serve to standardize grading and other program mechanics as well as to provide a continuing evaluation of recruit development and of the program.

IV. Responsibility of the Unit Commander*

When a recruit is assigned to a unit for training, the Unit Commander will be responsible for the following:

1. Introduction of the recruit to as many personnel as possible.

*Unit Commander can be a shift commander, division head, shift sergeant, or anyone who has responsibility of supervising the Field Training Officer.

**BOARD ON POLICE STANDARDS AND TRAINING MANUAL ON
FIELD TRAINING FOR POLICE RECRUITS**

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APPENDIX

Sample Field Training Officer Weekly Progress Report (BPST #F-21)	A
Sample Field Training Officer Evaluation Report (BPST #F-22)	B
Field Training Record (BPST #F-23)	C
Field Training Officer Instruction Guide (BPST #F-24)	D

2. Familiarization of the recruit with basic operations of the unit. This should be done by the watch-listen-learn method and not by actual performance of duties.
3. Assignment of the recruit together with his appointed F.T.O. to a sector or beat which will provide the recruit fullest opportunity for orientation during the on-the-job Field Training period. The recruit shall be assigned to one F.T.O. at a time. It may be beneficial to the recruit to be assigned to more than one F.T.O. before completion of the Field Training period so that he can see different personalities in operation and different methods used.
4. Each week the Unit Commander should discuss with the F.T.O. the progress of the recruit in his Field Training program.
5. The Unit Commander should personally consult with the recruit and the F.T.O. when the F.T.O. believes the recruit will not develop into a successful police officer. If the Unit Commander, after consultation, is of the opinion that the recruit is not likely to become a successful police officer, he should immediately make his opinions and recommendations known to the proper authority.
6. The Unit Commander will submit the completed F.T.O. Weekly Progress Report, Evaluation Report, Instruction Guide and the Training Record Form to the department head or to the proper authority for transmittal to the department head.

V. Responsibility of the Field Training Officer

The Field Training Officer should have complete responsibility of the recruit during the Field Training assignment. The recruit should always work with the assigned F.T.O. and should have the same days off and the same work schedule whenever this is practical.

The F.T.O. will insure that the recruit is familiar with the complete operations of headquarters, including the communications operation, records facility, detective and juvenile offices, etc.

Using the F.T.O. Instruction Guide (BPST #F-24), the F.T.O. shall:

1. Explain operational procedures and existing policy on all activity encountered during the Field Training period.
2. Acquaint the recruit with the entire district, including the shortest routes to various points in the area. He shall make the recruit aware of the location of all public buildings in the district, of potential trouble spots, of areas subject to higher criminal activity, the physical hazards that exist which would tend to give cover to criminal operations, and any other information which would assist the recruit in efficient patrol operation.
3. Encourage the recruit to look for violations of the law, estimated speeds of vehicles, study descriptive data on the various makes and models of automobiles, and so on.
4. Demonstrate the fundamental procedures in the operation of police vehicles. The recruit shall be required to demonstrate his ability to operate a police vehicle within the first two-week period.
5. Direct, guide, explain, and demonstrate the fundamentals of police work until he is satisfied the recruit completely understands how and why duties are performed in a certain manner. He should stress police ethics; public, human, and community relations.
6. Examine the recruit by questioning him on patrol operations and his knowledge of all the other procedures relating to the job. This questioning should be constant throughout the Field Training period.
7. Allow the recruit to perform such tasks as he feels the recruit is competent and ready to assume
8. Place his initials and the date in the proper column of the Instruction Guide when he has explained and demonstrated the listed task.

During the Field Training period, the F.T.O. will be observing and evaluating the recruit's performance. A meaningful evaluation is possible only if the F.T.O. affords the recruit the fullest opportunity to learn. It should be the aim of every F.T.O. to start the recruit on the way to becoming the best police officer in the organization.

If at any time during the Field Training period the F.T.O. is of the opinion that the recruit will not develop into a successful police officer, the F.T.O. shall notify his Unit Commander. This

notification can be as a result of but is not limited to the following: lack of interest or ability, poor or improper conduct, inefficiency, incompetency, or anything of this nature.

VI. Description of Field Training Forms and Their Use

1. FIELD TRAINING OFFICER WEEKLY PROGRESS REPORT (BPST #F-21)

To be executed by the F.T.O. (coach) at the completion of each week. The F.T.O. should consult with the appropriate official to determine what an acceptable norm or average would be in the seven areas to be evaluated. The F.T.O. should be demanding but fair in the "general progress to date" section. His comments should be specific and should contain recommendations as to how the recruit can improve any unsatisfactory ratings. The Weekly Progress Report shall be forwarded to the Unit Commander after completion.

2. FIELD TRAINING OFFICER EVALUATION REPORT (BPST #F-22)

To be executed by each F.T.O. who has been assigned to the recruit at the completion of the Field Training program. The comments should be specific in each of the nine areas to be evaluated. The written summary portion of the evaluation should contain an overview of the entire period of time covered by the report. It should cover the particular points used to justify the Field Training Officers' recommendations to release the recruit to regular assignments or not, as the case may be. To be forwarded to the Unit Commander upon completion.

3. FIELD TRAINING RECORD (BPST #F-23)

This record will be filed in the BPST office and will enable the staff to quickly determine who the Field Training Officers were in the case of each recruit, what assignments were covered during the Field Training period, when the assignments were completed, name of supervisor accepting the record of completion, a record of the recruit signing and attesting that he has been instructed in all the items listed in the F.T.O. Instruction Guide, and, finally, a record of the department head attesting that the recruit has satisfactorily completed the Field Training program.

THIS RECORD MUST BE FORWARDED TO THE BOARD ON POLICE STANDARDS AND TRAINING AFTER COMPLETION TO RECEIVE 50 HOURS TRAINING CREDIT TOWARD CERTIFICATION. It is recommended that a copy of this record be retained in recruit's personnel file within his own dept.

4. FIELD TRAINING OFFICER INSTRUCTION GUIDE (BPST #F-24)

This guide is a listing of basic police responsibilities, tasks, and procedures that each recruit should be familiar with and have at least an adequate amount of skill in performing. The guide poses numerous common police activities and provides a method of qualitatively evaluating the situations which the recruit experiences and his reaction to them.

The F.T.O. should allow sufficient time for explaining each listed situation. He should explain and demonstrate (if appropriate) the situation or task before requiring the recruit to perform or practice the task, if performance is necessary to gain knowledge or skill. Many of the procedures will not require performance, only understanding, by the recruit. When such a situation exists, the F.T.O. should write N/A (not appropriate) in the spaces provided for demonstration and practice. If a listed task or procedure does not apply to your particular department write N/A in all three spaces.

The Field Training Officer Instruction Guide is to be brought up to date at the end of each day's training.

Upon completion of the F.T.O. Instruction Guide, the F.T.O. should submit the guide to the Unit Commander for his further action.

THIS RECORD MUST BE FORWARDED TO THE BOARD ON POLICE STANDARDS AND TRAINING AFTER COMPLETION TO RECEIVE 50 HOURS TRAINING CREDIT TOWARD CERTIFICATION.

VII. Disposition of Completed Forms

Completed F.T.O. Weekly Progress Reports (BPST #F-21) and Evaluation Reports (BPST #F-22) should be maintained in the recruit's personnel file within his own department. THE FIELD TRAINING MANUAL CONTAINING THE FIELD TRAINING RECORD (BPST #F-23) AND INSTRUCTION GUIDE (BPST #F-24) MUST BE FORWARDED TO THE BOARD ON POLICE STANDARDS AND TRAINING UPON COMPLETION. This is necessary as successful completion of this program is one of the minimum training standards to be met for certification.

It is recommended that a copy of all forms be maintained in the recruit's personnel file within his own department.

(Sample Form)

FIELD TRAINING OFFICER WEEKLY PROGRESS REPORT

1. RECRUIT		2. RECRUIT CLASS NO		3. REPORT DATE	
FIRST MIDDLE					
4. RECRUIT NAME		5. WEEKLY PERIOD (CHECK APPROPRIATE BOX)			
		1 2 3 4 5 6			
		7 8 9 10 11 12			
6. INSTRUCTIONS: Mark appropriate boxes in the rating areas shown below. Since this form will assist you in preparing your final evaluation, be as objective as possible. If you wish to elaborate further on a particular rating, identify the item under comment and make your written evaluation.					
7. FACTOR		NEEDS IMPROVEMENT		ACCEPTABLE	
		Inadequate Fair Average		Good Outstanding	
8. APPEARANCE					
a. Uniform, leather and equipment					
b. Vehicle and carriage (cruiser, office, public places)					
c. Personal (cleanliness, hair, nails, shave)					
9. CHARACTER AND LOYALTY					
a. Loyalty toward a common end with others					
b. Willingness to assume additional responsibility					
c. Respects his superiors					
d. Team worker					
10. STANDARDS AND ATTITUDE					
a. Helps with problems					
b. Encourages others to learn					
c. Open to constructive criticism					
d. Follows direction and discipline					
e. Complies with department policies					
f. Takes pride in his work					
g. Contributes to good morale					
h. Confidence in himself					
11. COMMUNITY CONTACT					
a. Attitude toward citizens					
b. Ability to express himself and communicate					
c. Demeanor and bearing					
d. Judgment and discretion					
e. Control					
12. COMMENTS					
a. Common sense					
b. Calm under pressure					

(Instructions on reverse side)

INSTRUCTIONS

(BPST #F-21)

These instructions are intended to answer the questions which most frequently arise in the use of this form.

Following are detailed instructions for the completion of each numbered item on the form.

1. **NAME OF RECRUIT:** Last name first. Full name is required.
2. **RECRUIT CLASS NUMBER:** Insert the number assigned to the recruit class attended by the trainee. If trainee has not attended a basic recruit class, so note in this space.
3. **REPORT DATE:** Date this form is executed by the Field Training Officer.
4. **FIELD ASSIGNMENT:** Show the assignment of the F.T.O. and recruit for the week being reported on, i.e. patrol, accident investigation, traffic, etc.
5. **WEEKLY PERIOD:** Place an X in the appropriate box designating which week of Field Training the progress report covers.
6. **through 12. FACTORS:** F.T.O. should place an X in the box that most clearly denotes an accurate evaluation of the recruit.
13. **GENERAL PROGRESS TO DATE:** Place an X in the box that most clearly denotes this fact, being demanding but fair.
14. **COMMENTS:** Make specific written comments on any unsatisfactory rating. Comments should include recommendations as to how the recruit can improve any ratings in "needs improvement" columns.
15. **FIELD TRAINING OFFICER SIGNATURE:** F.T.O. signs in this space prior to submission to Unit Commander.
16. and 17. **UNIT COMMANDER SIGNATURE AND DATE:** Unit Commander signs and shows date. This should only be done after he has read the Weekly Progress Report and discussed the progress of the recruit in the program.

NOTE: F.T.O. should execute this form after completion of each week's field training. Form is to be forwarded to unit commander after execution.

PENDIX A

FACTOR	NEEDS IMPROVEMENT			ACCEPTABLE	
	Inadequate	Fair	Average	Good	Outstanding
DRIVING ABILITY					
Exercises speed control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiar with defensive driving practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly uses red light and siren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows the hazards of high-speed driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands importance of safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parks vehicle properly during officer-violator contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REPORT WRITING					
Able to express himself in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses proper grammar and punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces accurate, complete and neat reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiar with department reports and understands their purpose and use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to use dictation equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GENERAL PROGRESS TO DATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS					
<div> <div>TRAINING OFFICER SIGNATURE</div> <div>16. UNIT COMMANDER SIGNATURE</div> <div>17. DATE</div> </div>					

IX B

BPST
(Sample Form)

F-22

FIELD TRAINING OFFICER EVALUATION REPORT

RECRUIT		2. RECRUIT CLASS #	3. REPORT DATE
AST	FIRST	MIDDLE	
IGNMENT		5. FIELD ASSIGNMENT DATES	
		FROM _____ TO _____	
		FROM _____ TO _____	
		FROM _____ TO _____	
FACTOR	COMMENT		
<p>RECEMENT CONTACTS</p> <p>te trainee's (1) knowledge of traffic nal laws and pertinent departmental d procedures; (2) judgment in issuing nd warnings, and in effecting arrests; bility in detecting, pursuing and appre- olators and his skill in applying estab- thods and tactics during enforcement</p>			
<p>CONTACTS</p> <p>s his attitude, conduct and language in ces? Does he discuss police activity in hat appearance and manner does he the public? Is he at ease or ill at ease ting the public? Does he expect and e handouts?</p>			
<p>ONS WITH OFFICIAL AGENCIES</p> <p>oes he get along with representatives of enforcement agencies? Does he have a d cooperative attitude with employees fficial agencies?</p>			
<p>ENT INVESTIGATIONS</p> <p>ie understand and practice recom- rocedures? Does he obtain all neces- sation? Does he base his opinions on ormation?</p>			
<p>OL OPERATIONS</p> <p>understand and practice proper pa- ques? Can he identify potential haz- he identify and is he familiar with and traffic incident areas? Can he ajor thoroughfares and is he familiar est routes to various places and topog-</p>			
<p>GENCY SITUATIONS</p> <p>have the ability to make proper de- ile under pressure? Can he recognize ctly evaluate true emergency situa- e familiar with available resources for mergencies? Can he use approved first ques?</p>			
<p>RT WRITING</p> <p>e express himself well? Does he use mmar and punctuation? Does he un- he difference between necessary and y material? Does he produce accurate, nd neat reports? Is he familiar with nt reports and does he understand se and use?</p>			

(Instructions on reverse side)

(Over)

INSTRUCTIONS

(BPST #F-22)

These instructions are intended to answer the questions which most frequently arise in the use of this form.

Following are detailed instructions for the completion of each numbered item on the form:

1. **NAME OF RECRUIT:** Last name first. Full name is required.
2. **RECRUIT CLASS NUMBER:** Insert the number assigned to the recruit class attended by the trainee. If the trainee has not attended a basic recruit class, leave this space blank.
3. **REPORT DATE:** Date this form is executed by the Field Training Officer.
4. **FIELD ASSIGNMENT:** Show the assignment(s) covered by the F.T.O. and recruit during the Field Training Period being evaluated. If F.T.O. covered more than one assignment, list all, i.e. patrol, accident investigation, traffic, etc.
5. **FIELD ASSIGNMENT DATES:** Show dates of each assignment listed under 4 above.
6. through 14. **FACTORS:** The comments on each factor should be specific in the nine factors being evaluated.
15. **WRITTEN SUMMARY:** The written summary should cover the points used to justify the F.T.O.'s recommendation to the Unit Commander that the recruit be released to regular assignments or not, as the case may be. The F.T.O. must sign this form and submit to the Unit Commander.
16. **RECOMMENDATION OF UNIT COMMANDER:** Unit Commander must make recommendation to Department Head as to whether recruit is to be released to regular assignments or not. Signature must be present upon submission to Department Head.

NOTE: This form should be executed by each F.T.O. assigned a trainee upon completion of the field training period.

FACTOR	COMMENT
DRIVING ABILITY Does he exercise speed control and is he familiar with defensive driving practices? Is he aware of the hazards of high-speed driving? Does he make proper use of the red light and siren? Does he have proper concern for his own safety as well as the violator's safety? Does he operate his vehicle properly during officer-violator encounters and accident investigations?	
ATTITUDE AND PROFESSIONAL BEARING Does he have a sincere desire to improve himself? Does he want to learn? What is his attitude towards his job and the department? Does he accept direction properly?	

WRITTEN SUMMARY OF EVALUATION

RECOMMENDATION TO UNIT COMMANDER

recommend (do not recommend) that this trainee be released to regular assignments.

SIGNATURE OF FIELD TRAINING OFFICER

RECOMMENDATION

recommend (do not recommend) that this trainee be released to regular assignments.

SIGNATURE OF UNIT COMMANDER

BOARD ON POLICE STANDARDS AND TRAINING
FIELD TRAINING RECORD

1. Name of Recruit		2. Recruit Class Number (If Appropriate)	3. Date of Recruit Class (If Appropriate) and sponsoring dept.
LAST	FIRST	MIDDLE	
4. Name of Field Training Officer		5. Field Assignment	6. Field Training Dates (inclusive) FROM TO
1.			
2.			
3.			
4.			
<p>This training guide is a listing of basic police responsibilities, tasks and procedures. The Field Training Officer (F.T.O.) will use this guide during the field training of a recruit. The F.T.O. will explain each item, and whenever practical, demonstrate the task or procedure to the recruit. When the F.T.O. believes that the recruit is capable of handling a specific task, he will require the recruit to perform the task while he observes. The F.T.O. should pace himself to insure that sufficient time is allotted for explaining and/or performing each and every task. When an item has been satisfactorily performed, the F.T.O. will enter the date of completion in the proper column and initial. This is not an exhaustive list, and when unlisted situations arise, the F.T.O. should demonstrate the proper procedure for handling the situation and record such action at the end of the guide. IF A LISTED TASK DOES NOT APPLY TO YOUR DEPARTMENT PLACE N/A (NOT APPLICABLE) IN THE ALLOTTED SPACE.</p>			
7. I have been instructed in all items as recorded in this Field Training Guide.		8.	
(Signature of Recruit)		Date	
9. Reviewed by:		10.	
(Signature of Training Reviewer—Title)		Date	
11. I attest that the above-named recruit has satisfactorily completed the prescribed Field Training Program.			
DEPARTMENT HEAD			

INSTRUCTIONS

(BPST #F-23)

These instructions are intended to answer the questions which most frequently arise in the use of this form.

Following are detailed instructions for the completion of each numbered item on the form.

1. **NAME OF RECRUIT:** Last name first. Full name is required.
2. **RECRUIT CLASS NUMBER:** Insert the number assigned to the recruit class attended by the trainee. If the trainee has not attended a basic recruit class, leave this space blank.
3. **DATE OF RECRUIT CLASS AND SPONSORING DEPARTMENT:** Insert the beginning and ending date of the basic recruit class attended by the trainee. Show which department conducted the recruit class. If the trainee has not attended a basic recruit class, leave this space blank.
4. **NAME OF FIELD TRAINING OFFICER:** List each F.T.O. assigned to coach the recruit.
5. **FIELD ASSIGNMENT:** List each assignment of the F.T.O. and recruit, i.e. patrol, accident investigation, traffic, etc.
6. **FIELD TRAINING DATES:** Indicate the date the recruit was assigned to each F.T.O. and date he was released.
7. **RECRUIT'S SIGNATURE:** Recruit must sign when he has been instructed in all items as recorded in the Field Training Guide (BPST #F-24).
8. **DATE OF RECRUIT'S SIGNATURE:** Show date recruit completed the Field Training Program and signed the record.
9. **SIGNATURE OF REVIEWING OFFICER:** The person reviewing the recruit's progress would sign here. This would be the Unit Commander, Training Division Commander or Department Head.
10. **DATE OF SIGNATURE OF REVIEWING OFFICER.**
11. **DEPARTMENT HEAD SIGNATURE:** Department Head signs when he has received documentation and is satisfied the recruit has satisfactorily completed the Field Training Program.

NOTE: THIS IS NOT A SAMPLE FORM. It should be executed as soon as is practical after the field training period is satisfactorily completed. Upon attesting and signing of this form by the department head, the Field Training Manual should be mailed to Board office without delay.

STATE OF OREGON

BOARD ON POLICE STANDARDS AND TRAINING

FIELD TRAINING OFFICER INSTRUCTION GUIDE

FIRST (RECRUIT'S NAME)MIDDLE	Department		
	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
ONAL ITEMS			
olice and the public			
Do not congregate or loiter at crime scenes, coffee shops, stores, etc.			
Contacts			
Driving habits			
Full uniform correctly worn			
ommand presence and courtesy			
se of precaution, prepared for anything			
ersonal conduct			
Smoking in public			
Offensive mannerisms and gestures			
Voice and word usage			
acceptance of gratuities and rewards (departmental policies)			
upport with fellow officers and supervisors			
ARATION FOR PATROL			
ersonal appearance and hygiene			
niform and equipment check and maintenance			
ocker			
information necessary for patrol			
oll-call procedures			

CONTINUED

1 OF 2

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
6. Patrol vehicle and equipment inspection _____			
7. Servicing the police vehicle _____			
III. ARREST PROCEDURES			
1. When to effect an arrest (search and seizure, constitutional rights) _____			
2. How to effect an arrest			
a. Difference between felony and misdemeanor _____			
b. Using force _____			
c. Use of club, chemical agents and handcuffs _____			
d. Using the pistol _____			
e. Legal and moral aspects of shooting _____			
f. Citizen arrests _____			
3. How to search a person—(males and females) in the field and in jail or lockup _____			
4. Resisting arrest; book when resistance is real _____			
5. Interference with an officer's arrest _____			
6. Removing occupants from vehicles _____			
7. Information to be gathered at time of arrest _____			
8. Transporting prisoners to station			
a. Use of auto; alone, with another officer _____			
b. Patrol wagon; when to use, following to station _____			
c. Necessity for care and watchfulness, prevent prisoner from getting behind officer _____			
d. Extra precautions for selected prisoners _____			
e. Give mileage and radio check when bringing in females _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
Department policy on recommending attorneys, bail bondsmen _____			
Locking and searching operations at station _____			
Prisoner's property control procedures _____			
Handling prisoners in detention facility _____			
Proper clearances and release procedures _____			
Policies and procedures in use of misdemeanor citation in lieu of arrest _____			
USE OF POLICE RADIO			
Use of car radio. (It is suggested that training officer do all transmitting for first few days until the recruit understands its use and proper codes.)			
Proper position to hold microphone _____			
Use normal voice _____			
Use of a logical accepted phonetic alphabet _____			
Department policy relative to placing microphone in a position that is readily available when out of car _____			
Be conscious of status of other cars. If another officer has something important happening, do not use radio except in emergencies _____			
Keep dispatcher informed of your status _____			
Learn radio code, phonetic alphabet and unit identification _____			
Indicate the most used and important code numbers _____			
The training officer should give test when he feels the recruit knows the radio codes _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
3. Each recruit shall be taken into the communications center for at least a 30-minute period. This should be with the approval of the shift commander. The following should be noted: _____			
a. Recruit should be shown how complaint dispatch cards are prepared and handled _____			
b. Shown the multiple responsibilities required of the communication section _____			
• Answering phones _____			
• Police radio _____			
• Point-to-point radio _____			
• Alarm set-up _____			
c. Explain teletype machine and general procedures _____			
d. Explain usage of the following: (if appropriate to your department)			
• "Hot Car" file _____			
• Emergency business data file _____			
• Wanted persons file _____			
• Teletype file _____			
• Stolen property file _____			
• "Status Board" and how it assists dispatchers in controlling police mobile units _____			
V. GENERAL OPERATING PROCEDURES			
1. Use of officer's notebook _____			
2. Field interrogation _____			
3. Questioning witnesses _____			
4. Statement-taking _____			
5. Obtaining descriptions of property _____			
6. Obtaining descriptions of persons _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
Report-writing _____			
Protecting a crime scene _____			
Handling evidence _____			
Giving first aid _____			
Obtaining ambulance, tow trucks, apparatus _____			
Obtaining a dying declaration _____			
Obtaining permits and licenses, buildings, liquor establishments, etc., under department policy _____			
OFFICER'S RESPONSIBILITIES			
Responsibility for patrol and general police responsibility _____			
Responsibility for crime, traffic and other conditions on beat _____			
Factors affecting officer _____			
Types of patrol _____			
One-man patrol operations _____			
Patrol methods and techniques (day, evening and night shifts) _____			
Knowledge of beat; geography, persons, property, places and situations _____			
Observations and perception on patrol _____			
Developing contacts _____			
Follow-up instructions given by patrol officer _____			
Officer's position in civil matters _____			
Relations with the public; prejudices, attitudes, etc. _____			
Relations with immediate supervisor _____			
Relations with command personnel _____			
Relations with investigative personnel _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
16. Relations with other governmental agencies _____			
17. Pitfalls to be avoided— _____			
18. Requests for assistance _____			
19. Duties in emergency situations _____			
20. Duties in doubtful cases; consult superior officer _____			
21. Knowledge of year, makes and models of automobiles _____			

VII. DRIVING TECHNIQUES

1. Proper driving habits

- Public opinion regarding disobeying traffic laws _____
- Defensive driving _____
- Driving in inclement weather _____
- Proper parking _____

2. Downtown congestion and residential driving techniques _____

3. Answering routine, non-emergency calls _____

4. Identification and apprehension of traffic violators _____

- Stopping violators so not to impede other traffic _____
- Use of red light, siren and spotlight _____
 - Daylight _____
 - Darkness _____
- Positioning patrol car in relation to violator _____

5. Stopping wanted or stolen vehicles

- Obtain assistance and position them before making the stop _____

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
b. Where and how to park police car in relation to suspect car _____			
Pursuit driving (including policy) _____			
Tailing suspects _____			
Driving and parking in emergencies			
a. What constitutes an emergency _____			
b. Use of red light and siren _____			
c. How to approach a burglary-in-progress or prowler type call _____			
(1) Proper procedures for suspect at scene or running away _____			
(2) How to arrive at assigned position			
• Need for lights out _____			
• Eliminate noise _____			
• Direct or indirect approach to scene _____			
d. How to respond to robbery-in-progress calls _____			
e. How to proceed when assigned to a fire			
(1) Assist fire trucks through dangerous intersections and thoroughfares _____			
(2) Park in position where needed for traffic control _____			
• Watch for fire hydrants, hoses, etc. _____			
ROL TACTICS			
Inspectional procedures and techniques			
a. Commercial store groups, i.e., shopping centers _____			
b. Vacation checks _____			
Open doors and windows _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
3. Finding a burglary, search of premises			
4. Residential burglary in progress			
5. Robbery in progress			
6. Bank alarm			
7. Suspicious character and prowler calls			
8. Searching yards and alleys			
9. Blockades			
10. Searching quadrant			
11. Stakeouts			
12. Man with a gun calls			
13. Conducting a raid			
14. Crowds, mobs and riots			
15. Demonstrations			
16. Strike duty			
17. General procedure when all officers are called out			
18. Bomb threats			
19. Guarding prisoner			

IX. GENERAL INVESTIGATIONS AS THEY APPLY TO ACTIONS OF RECRUITS

1. Elements of pertinent crimes			
2. Preliminary investigation of a felony			
3. Modus operandi			
4. Investigation of murder, rape and assault			
5. Investigation of robbery			
6. Investigation of residential and commercial burglaries			
7. Investigation of safe burglary			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
3. Investigation of car theft			
7. Investigation of car believed to have been stolen			
0. Investigation of occupied suspicious cars			
1. Investigation of abandoned and unoccupied suspicious cars			
2. Investigation of stolen property			
3. Investigation of larcenies, shoplifting			
4. Investigation of purse-snatching and pickpocket			
5. Investigation of stolen auto accessories and theft from auto			
6. Investigation of stolen bikes			
17. Investigation of theft, all others			
18. Investigation of bad checks			
19. Investigation of frauds			
20. Investigation of embezzlements			
21. Investigation of extortion			
22. Investigation of counterfeiting			
23. Investigation of suicides and unexplained deaths			
24. Crime scene measurements, sketching, and photographs			

TRAFFIC PROCEDURES

1. Police officer's responsibility for traffic			
2. Pertinent traffic laws and ordinances			
3. Enforcement index			
a. General explanation what it is and why it is used			
4. Selective enforcement			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
5. Recognizing traffic violation			
a. Evidence necessary for conviction _____			
b. Speeding violation _____			
c. Moving violation (non-speed) _____			
d. Equipment violation _____			
6. Approaching and handling traffic violator _____			
7. Enforcement			
a. Use of warning _____			
b. Use of citation _____			
c. Optional arrest _____			
d. When to arrest _____			
e. Use of warrant _____			
8. Parking violation enforcement _____			
9. Accident investigation			
a. Handling injuries _____			
b. Handling scene _____			
c. Locating drivers and witnesses _____			
d. Statements from drivers and witnesses _____			
e. Photographing, measuring and sketching traffic accidents _____			
f. How to determine responsibility _____			
10. How to recognize and proceed with a driving while intoxicated case			
a. Observations _____			
b. Sobriety report _____			
c. Chemical test—significance of chart or reading _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
11. Hit-run accident investigation			
a. Classification of offense _____			
b. Physical evidence left at scene _____			
c. Location of witnesses _____			
d. Possibility of following trail of evidence to responsible party _____			
e. Notify other police units of suspect vehicle _____			
12. Pedestrian violations _____			
13. Use of radar _____			
14. Vehicle identification; registration, license number and vehicle identification number _____			
15. Driver identification; operator license _____			
16. Traffic direction and control			
a. General rules of traffic control _____			
b. Standing where clearly visible _____			
c. At a street corner with and without signals _____			
d. At an accident scene _____			
e. Proper use of flares _____			
17. Police emergency escorts _____			
XI. VICE CONTROL			
1. Prostitution cases _____			
2. Gambling cases _____			
3. Liquor law violations _____			
4. Narcotic peddlers and addicts _____			
5. Marijuana _____			
6. Stimulant and depressant drugs; pills _____			
7. Contraband _____			

JUVENILE PROCEDURES

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
1. Juvenile involvement in crime _____			
2. Gaining respect of juveniles _____			
3. Policy in interviewing juveniles:			
a. Female juveniles should be talked to with matron present, or possibly in presence of mother, according to dept. policy and circumstances of case _____			
b. Neighborhood juveniles as a source of information. Don't endanger them by misuse of information _____			
4. Use of juvenile officers _____			
5. Selected cases _____			
a. Malicious mischief and BB guns _____			
b. Runaways _____			
c. Juvenile liquor law violations _____			
d. Glue sniffing _____			
e. Truancy _____			
f. Unfit home and child neglect cases _____			
g. Battered and abused child cases _____			
6. Juvenile gangs _____			
7. Relationship with agencies involved with juveniles; schools; recreation; welfare; probation; etc. _____			
8. Transporting juveniles to station or detention facility _____			
a. When and where, what documents are necessary _____			
b. Location and procedure on arrival _____			
c. Notification of parents _____			
9. Disposition of juvenile cases _____			

XIII. HANDLING PEOPLE

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
10. Juvenile traffic offender _____			
11. Missing and found child _____			
1. Questioning (constitutional rights) _____			
2. Obtaining statements from suspects _____			
3. Handling juvenile suspects _____			
4. Wanted persons _____			
5. Car prowlers _____			
6. Lookouts _____			
7. Beggars _____			
8. Peddlers; door-to-door salesmen _____			
9. Loiterers _____			
10. Drunken persons _____			
11. Sex perverts; exhibitionists, peeping toms _____			
12. Transients _____			
13. Vagrants _____			
14. Missing persons _____			
15. Mental cases _____			
16. Injured persons and prisoners _____			
17. Transporting persons to headquarters _____			
18. Transporting juveniles _____			

XIV. DISTURBANCE OF THE PEACE PROCEDURES

1. Neighborhood disputes _____			
2. Family quarrels (special hazards) _____			
3. Preserving the peace _____			
4. Simple assault _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
5. Nuisances _____			
6. Vehicular disturbance _____			
7. Loud noise, party, etc., complaints _____			
8. Street meetings _____			
9. Trespassing _____			
XV. PROPERTY CONTROL			
1. Lost property _____			
2. Found property _____			
3. Safekeeping property _____			
4. Turning in property (found and for safekeeping) _____			
5. Prisoner's property _____			
6. Deceased person's property _____			
7. Destroying property _____			
8. How to impound a vehicle _____			
9. How to release or return property _____			
XVI EVIDENCE PROCEDURES			
1. Differences between evidence and property _____			
2. Evidence records and reports _____			
3. Evidence packaging, marking and storage _____			
4. Evidence to be processed by laboratory _____			
5. Documentary evidence (checks, etc.) _____			
6. Vehicles seized as evidence (processing and release) _____			
7. Disposal (a) Release to owner _____			
(b) Other—Auction, destroy _____			

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
HAZARDS			
1. Types of hazards _____			
2. How to detect and report hazards _____			
3. Fire hazards _____			
4. Crime hazards _____			
5. Traffic hazards _____			
6. Insecure premises _____			
7. Protective devices _____			
8. Defective conditions in public property; street, sidewalk, etc. _____			
9. Attractive nuisances _____			
10. Live wires _____			
11. Light outages _____			
ANIMAL COMPLAINTS			
1. Found animals _____			
2. Wounded or injured animals _____			
3. Dead animals _____			
4. Shooting animals _____			
5. Animal bite cases _____			
6. Rabid animals _____			
7. Dog complaints _____			
8. Cruelty to animals _____			
CITIZENS' REQUESTS			
1. Vacation checks _____			
2. Medical aid assistance _____			
3. Requests for assistance _____			
4. Invalids _____			
5. Lock outs _____			

F.T.O. Initial & Dates

	Explained	Demonstrated	Practiced
6. Landlord-tenant disputes _____			
7. Mechanic and baggage liens _____			
8. Failure-to-pay cases _____			
9. Citizen arrest requests _____			
10. Information and direction _____			
XX. INFORMATION			
1. General _____			
2. Sources of information available in district station _____			
3. Sources of information available in headquarters _____			
4. Obtaining record, warrant and vehicle checks _____			
5. Conducting record searches			
a. Alpha files _____			
b. Case (report) files _____			
c. Criminal history files _____			
d. Known offender and nickname files _____			
e. Mug shot files _____			
f. Warrant files _____			
g. Accident files _____			
h. Other files _____			
6. Information and assistance available from other official agencies			
a. Local _____			
b. County agencies _____			
c. State agencies _____			
d. Federal agencies _____			
7. Sources of information on beat _____			

F.T.O. Initial & Dates

	Explained	Demonstrated	Practiced
8. Press relations _____			
9. Use of police library _____			
MISCELLANEOUS RESPONSIBILITIES			
1. Handling public gatherings and parades _____			
2. Discovery of fire, duties at fire _____			
3. Abate attractive nuisances _____			
4. Cars parked in front of driveways _____			
5. Removing parked cars from private property _____			
6. Enforcing health and welfare ordinances; i.e., bonfire; dumping garbage _____			
7. Taxi ordinance _____			
8. Notifications, death messages _____			
9. Parks, waterways, game law violations _____			
10. Permits and licenses _____			
ORGANIZATIONAL PROCEDURES			
1. Checking on and off duty _____			
2. Days off _____			
3. Overtime _____			
4. Leaves of absence, vacations, military, death in family _____			
5. Sick and injury procedures, on and off duty _____			
6. Accident in police vehicle _____			
7. Checking out supplies and equipment _____			
8. Equipment and uniform regulations _____			
9. Care of police vehicles _____			

F.T.O. Initial & Dates

	Explained	Demonstrated	Practiced
10. Repair and maintenance of police vehicles _____			
11. Discharge of firearms _____			
12. Investigation of complaints against sworn members; procedures involved _____			
13. Disciplinary procedures _____			
14. Bureau mail _____			
15. Transfers _____			
16. Performance evaluation _____			
17. Outside employment regulation _____			
18. Change of address and phone number _____			
19. Served subpoena and appearance in civil case _____			
20. Contagious disease contact _____			
21. Court appearance _____			
XXIII. EXPLAIN THE USE AND/OR PREPARATION OF THE FOLLOWING FORMS			
1. Various field offense reports _____			
2. Vehicle accident report _____			
3. Arrest report _____			
4. Traffic citation _____			
5. Other citations and summonses, i.e., juvenile, misdemeanor, etc. _____			
6. Daily bulletin _____			
7. M.O. bulletin; crime and traffic analysis bulletins _____			
8. Stolen vehicle list _____			
9. Activity report _____			
10. Vacation, sick and injury reports _____			
11. Equipment and uniform damage or replacement claim _____			

F.T.O. Initial & Dates

	Explained	Demonstrated	Practiced
12. Manuals, report-writing; G.O.; rules and regulations, training; SOP's, etc. _____			
13. Business cards _____			
14. Statistical reports—daily, weekly, monthly _____			
15. Organization phone directory _____			
16. Field contact form _____			
17. Field sobriety form _____			
18. Hospital reports _____			
19. City vehicle accidents report _____			
XIV LEGAL PROCESSES			
1. Obtaining complaints _____			
2. Search warrants _____			
3. Arrest warrants _____			
4. Extradition procedures _____			
5. Serving subpoenas _____			
6. Chain of evidence _____			
7. Rules of evidence _____			
8. Case preparation for court _____			
9. Courtroom testimony and demeanor _____			
XV UNLISTED ITEMS (To be entered by FTO)			
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			

END