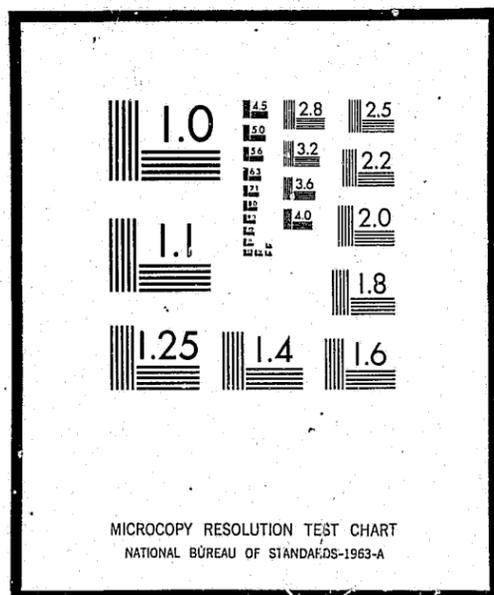


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U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed

10/31/75

STATE OF TENNESSEE
LAW ENFORCEMENT PLANNING AGENCY

SUITE 205, CAPITOL HILL BUILDING
301 SEVENTH AVENUE, NORTH
NASHVILLE, TENNESSEE 37219



PROJECT EVALUATION

PROJECT NUMBER 274A-74-4.02-E-5	PROJECT TITLE Basic, In-Service, and Specialized Training	
PROJECT DIRECTOR Capt. M. E. Bowlin	JURISDICTION Metro. Nashville/Davidson Co.	DATE EVALUATED March 4, 1975
PROJECT PERIOD FROM 8-10-74 TO 8-9-74	EVALUATOR(S) Ron Ingram, Phil McGovern, Brenda Pendergrass	

TYPE OF PROJECT: IF CONTINUATION, PREVIOUS PROJECT NUMBERS:
 ORIGINAL Metropolitan Nashville / Davidson County (TN) - Basic,
 CONTINUATION In-Service, and Specialized Training - Evaluation

PERSON(S) CONTACTED DURING EVALUATION:
 NAME CONNECTION WITH PROJECT:
 Capt. M. E. Bowlin Academy Director
 Sergeant John Ross
 Officer Johnny Manning

Project status at the time evaluation conducted

- initial stages of implementation - not fully operational
- fully operational
- close to completion
- completed

What were the project objectives:

1. Provide every officer of the Metro Police Department with a level of training appropriate to his position
2. Equip the new academy with the training aids needed to accomplish (1) above.
3. Increase training opportunities for those members of the law enforcement agencies of the Mid-Cumberland Council of Governments who desire to use academy facilities.

Rate the project in terms of achievement of objectives.

- results exceeding expectations
- generally successful
- partially successful
- more unsuccessful than successful
- unsuccessful

26177

Evaluation

Comments:

1974 Funding Level - \$230,536.49 Federal Funds

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APPENDIX

Oregon Field Training Manual

Foreword

The Tennessee Law Enforcement Planning Agency is required by LEAA guidelines to conduct evaluations of twenty-five percent of all grants awarded by TLEPA in each of the various program areas. Under program E-5, Law Enforcement Training, the "Basic, In-Service and Specialized Training Grant" (274A-74-4.02-E5) awarded to the Metropolitan Government of Nashville-Davidson County was selected for evaluation by TLEPA staff members. The purposes of the evaluation were to study the utilization of grant funds, to review operating procedures, and to provide recommendations for improvement.

The evaluation team consisted of three TLEPA staff members. They are:

Ron Ingram, Criminal Justice Planner
Phil McGovern, Criminal Justice Planner
Brenda Pendergrass, Planning Aide II

The on-site evaluation was conducted March 4, 1975. This evaluation primarily addresses the academy's organization and administration, its support services, and its training operations. We do not profess to have attended to all the details of an academy's operation. However, we do believe we have dealt with the more important ones.

By its inherent nature an evaluation such as this one is essentially a critique. Thus, emphasis is necessarily placed upon those areas where change or improvement is indicated. Therefore, we want to take this opportunity to commend the academy staff for the high level of services they are now providing. Grant funds are being effectively utilized to provide training, equipment, and materials necessary to operate a training academy which is responsive to the needs of a modern metropolitan police force.

ORGANIZATION AND ADMINISTRATION

Organization

The current organizational structure is adequate for present academy programs. However, as new programs and facilities are developed, such as specialized training and a firearms range, an evaluation of the organizational structure would be appropriate. As the programs expand, there will be a need for more clearly-defined responsibilities and lines of authority.

Administration

Management Practices

There is not a formal policies and procedures manual for the academy. The Director of the Academy should have a formal system of administrative procedures to facilitate the planning, directing, controlling, and orderly development of the academy. The manuals and other written directives must be currently maintained and periodically reviewed in order to seek improvements through self-analysis and comparative evaluations.

Fiscal Management

The academy develops its own budget separate from the departmental budget. This system should be continued.

Grant applications are submitted in a timely manner and reimbursement requests are prompt. Any problems are efficiently resolved by staff members.

Planning

The academy does not conduct any formal long-range planning. The present planning effort projects only one year into the future. It is suggested that the academy develop a comprehensive plan which will chart the development of the academy over the next five years. This plan should then be updated on a yearly basis in order to maintain a five-year projection. This method of planning would provide necessary information for determining future training needs and for preparing needed budgetary information.

Short-range planning is adequate. Weekly staff meetings are conducted for planning purposes and for discussion of current problems.

Recommendations:

Develop a Policies and Procedures Manual

Continue present budgetary practices.

Establish five year planning goals through the development of a comprehensive plan.

Continue to conduct regularly scheduled staff meetings.

SUPPORT SERVICES

Facilities

Study Area At present the library is the only suited facility for a study area. It is available for students to use during the day. Plans should be considered for enlargement for future class loads for adequate seating.

Library resources Most of the new textbooks ordered have been received, but they are lacking reference books and outside materials pertaining to law enforcement. These outside materials which include journals and current professional periodicals have been ordered. The academy is also in the process of obtaining materials bearing directly on corrections and courts to benefit the students. Another student aid to be purchased is single copies of packaged training materials for individual student use in improving specific skills.

Classroom space The classroom space is very adequate at present. Some classrooms can accommodate up to fifty students. These same classrooms can be subdivided to make 2 separate classrooms for smaller class loads.

Printing facilities Currently the academy has an offset press, which is showing signs of age. The academy reproduces many handout materials for the students' use. Future plans should include a better maintenance program concerning their press, or the purchase of a new press to meet printing needs.

Office space Office space is very adequate. Each instructor and officer has his own office space. In some offices there were 3 people per office, but it was noted there was adequate space and storage. I see no future needs of extra office space within the next few years. The staff of 19 which has just been expanded from five is adequate for present student enrollment in classes.

Recommendations:

Enlargement of seating area for library

Purchase of a new printing press

CLASSROOMS

Lighting The academy's classrooms are equipped with a regular overhead lighting system plus a dimmer switch to adjust the brightness level of the lights to be used, for example, for less light during films.

Ventilation There are no problems in this area due to the fact that there is no smoking allowed in the classrooms.

A/V Provisions A projection room is located between 2 classrooms so films and filmstrips can be shown simultaneous to two classes. We foresee no future problems.

Refreshment area There are no cafeteria facilities in the academy. They do have a kitchen area available to all the students. It is a fully-equipped kitchen with stove, refrigerator, and oven. The students are responsible for keeping it clean.

Gymnasium The academy has a full-sized gym available to academy students as well as Metro policemen. The gym is a multi-purpose gym, it will be used as a gym as well as an auditorium. Beneath the gym is an exercising area equipped with an all purpose exercising machine for the benefit of students and Metro policemen. The academy extended the opening hours of the gym until 10:00 p.m. so more of the policemen on shifts would be able to use the gymnasium. So far, working out in the exercise room has been on a volunteer basis, but they have plans of encouraging participation in a regular exercise program for physical fitness.

TRAINING

Training Advisory Committee This committee is still in the planning stages. So far, the academy relies on 3 to 4 people for advising the academy on training operations. This committee should be between 10-20 members in size. The members should be appointed by the Director to serve three-year staggered terms. The Committee would aid in determining the needs of training for the academy and in keeping the need analysis current and the instruction effective.

CLASSROOM OPERATIONS

Length of periods Classroom periods are divided up into fifty-minute periods throughout the day. This time proved to be the best length in order to keep the attention of the students and to allow for the learning process.

Mode of instruction The MLETA instructors utilize all resources available to them in several different types of instructions. Of the approximate one hundred and sixty films at the academy, seventy-five percent are shown to students during the training period. Approximately of the eight hundred hours of instruction to the trainees, forty-four hours is audio-visual. The instructors also use lectures, simulation, role-playing, and outside speakers. We feel the students are receiving a well-rounded mode of instruction.

Night classes There are no night classes presently at the academy except a firearms class when night conditions cannot be simulated. We foresee no other need than that except for a defensive driving course at night. Both of these courses should be taught at night under similar conditions that the trainees will undergo when they are in the field on the job.

Size of classes Class size mostly depends on the number of qualifying students that are hired by Metro.

Lesson plans Lesson plans are required from both police instructors and outside instructors. The lesson plans are approved by Sergeant Ross and Officer Manning who in turn submit the plans to Captain Bowlin. Lesson plans are updated periodically to keep abreast of new or improved techniques in all areas. Emphasis is being placed on the writing of lesson plans to use specifically delineated student performance objectives in carrying out instruction and testing.

Film accessibility The projection equipment the academy now has is not of the best condition. This in turn is causing greater wear and tear on their present films not to mention new films on order. It is suggested that new projection equipment be purchased to save on damage to the films in the future. The cost would also be justified because of the amount films are used in every day teaching of the students at the academy.

A/V inventory dissemination At present no organized system is set up for films or equipment available to outside instructors. Most of the regular instructors are familiar with the audio-visuals at the academy. It is suggested an information sheet be developed listing films and equipment. Also, the academy needs a remote control for instructor operation of the current projectors located inside the A/V room in order that he can start and stop presentations without leaving his class.

Library services There are sufficient textbooks available to all students. Just recently the instructors reviewed textbooks currently used by the academy and several were found to be outdated. Therefore, it is suggested that research be done by staff members to review textbooks and choose those most appropriate for courses offered. Also, during this research the staff should add any books that appear to be of value to law enforcement officers to the present library.

Use of the library now is on a voluntary check-out system which proves adequate now. But problems can be foreseen with more student enrollment and an increased library.

Research More research needs to be done in specific areas relating to law enforcement. New techniques should be thoroughly researched before being introduced in class instruction. At present each instructor keeps abreast of happenings in his particular teaching field. With their present workload, it is difficult for instructors to keep up in their field. It is suggested that one staff member be in charge for conducting needed research in all law enforcement related areas for MLETA. Basic contacts should be made with colleges that specialize in psychology, sociology, political science, law enforcement, and education.

Recommendations:

- Night simulation classes for firearms and a defensive driving course
- Writing lesson plans to use specifically delineated student performance objectives
- Purchase of a new film projector
- Develop information sheet for audio-visual aids and equipment
- Purchase of a remote control for instructor operation of current projectors
- Staff members review present textbooks for updated material for their courses.
- Put one staff member in charge of conducting research in all law enforcement-related areas for MLETA.

GENERAL TRAINING OPERATIONS

Curriculum development Sergeant Ross and Officer Manning develop the curriculum for the academy according to a subjective needs assessment. A reevaluation of the training curriculum through a job analysis of Tennessee law enforcement is already underway by a state agency. This job analysis will be used by the MLETA staff to restructure basic training along the empirically derived structure it will possess.

In the past, the MLETA staff has not defined its specific courses in terms of student performance objectives and listing operational evidence of successful student learning. It is recommended that steps be taken that all future courses of instruction be required to be laid out according to student performance objectives and that current instruction be upgraded to these standards within the next 18 months.

Student performance standard Each trainee is evaluated at the end of his first six weeks and every six weeks thereafter until his graduation.

Student critiques Until this past year student critiques were not being used. This year a questionnaire was sent to graduates of MLETA who had been in the field a little over one year. They were asked to evaluate their training against what they actually used on the job. The comments provided good feedback to the academy in which courses needed more or less emphasis. It was advised that this questionnaire be continued each year.

The students are now asked to evaluate their instructors after the completion of each training session. This enables the instructors to keep abreast of their teaching methods.

Student examinations Each instructor makes up his own tests for his course. These individual course tests are usually given once a week. Sergeant Ross and Officer Manning compile a general test that is given every 3 or 4 weeks. Information usually is repeated in certain areas. Then, a final exam is given to the trainees at the end of their training period which is a composite of the 20-week study.

Division of course material Course materials are broken up among instructors according to their fields of speciality. Course training is broken down into modules, since all courses do not require the same amount of teaching hours. The MLETA is already using the method of team teaching which is highly effective.

One area that needs research at MELTA is the area of self-paced individualized instruction. Materials are available presently for purchase and placement in the library to be used for remedial training or in-service training within the state. More emphasis should be placed in this area.

Firearms-physical fitness tests These performance areas are graded on a point system. A trainee must qualify with a set number of points in order to pass the qualifying score set by Metro in the firearms performance tests. The physical fitness test must be passed before entering the academy. Throughout the training, progress is charted on certain physical skills and trainees are expected to show improvement by the end of the training period.

Awards system for students MLETA has established an award system for outstanding students in the academy. From the staff a cash award and trophy is presented for the highest overall scholastic average. Also, the American Legion Post #83 gives plaques for the top three scores in firearms.

Recommendations:

Restructure basic training according to job analysis

Courses of instruction should be laid out according to student performance objectives

Student critique be continued from past graduates of MLETA

Evaluation of instructors after each course of instruction by students

Research into the area of self-paced individualized instruction

Maintain awards system for top students in the class

INSTRUCTIONAL QUALITY CONTROL

Student oriented instructional methods Students are encouraged to participate in as much role playing as possible. Instructors make use of all available materials at the academy such as: audio-visual materials, VU-graph slides, movies, slide projections. Team teaching, role-playing and simulation are also used about 45% of the time.

Student failures Once a student fails a test, there is no making up the test. The student sits down with the instructor and they review the test to try and locate the student's weakness, in order that he may correct it for the general tests later on. If repeated failures occur the student is dismissed.

Self-paced instruction At present there is no self-paced individualized instruction. Packet materials are on order now for individualized instruction. More research needs to be conducted in this area for the academy. With anticipation of larger classes in the future, this type of instruction may prove to be the most effective.

Monitoring and evaluation of instructors The instructors are evaluated by the students at the end of each course. MLETA is also in the process of developing a periodic monitoring of all instructors for evaluation of methodology and content of instruction. Captain Bowlin periodically drops in on instructors while they are teaching for his personal evaluation of them.

Classroom time Assessment of instructor workload should be maintained due to the fact that as more instructors are added, this factor will become more important. At present the academy emphasizes 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 maintains 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.

Class scheduling Class scheduling is handled by Sergeant Ross. He coordinates instructors' classes with the courses taught. There have been no problems with this procedure in the past and shall be continued as is.

Curriculum breakdown NASDLET recommends the following percentage of time be spent per subject.

	<u>Recommended Time</u>	<u>MLETA Time</u>
Introduction to C. J. System	8%	9.22%
Law	10%	9.47%
Human Values & Problems	22%	19.79%
Patrol & Investigation Procedures	33%	32.01%
Police Proficiency (force, arms, etc.)	18%	21.04%
Administration	9%	8.47%

After comparison of the academy's time per related fields, the figures show only a slight degree of being behind in several subject areas. This slight difference is not sufficient for drastic changes, but should be watched and not drop below present percentages. Otherwise, no problems are foreseen.

Recommendations:

Maintain close watch on each student's progress

Encourage more use of role-playing and simulation during class instruction

No instructor be assigned at anytime more than 20 hours per week of classroom duty

Student Personnel

This area was not adequately evaluated due to the absence of all student personnel. The students were involved in a search for a missing child during the week the evaluation was conducted.

A review of student personnel policies and procedures with the administrative staff revealed no significant problems. Students are given a list of rules and regulations upon entering the academy. Academy uniforms are provided to the students, who are given relatively strict daily personal inspections. A comprehensive personnel file is maintained on each student. The academy director has disciplinary authority up to dismissal. Any dismissal action is taken in conjunction with the chief of police and involves two formal hearings. No changes are recommended in this area.

Non-Staff Instructors

The academy utilized outside instructors in courses such as psychology, sociology, political science, and education who are compensated at the rate of \$10 per hour. The team teaching method is utilized in conjunction with the non-staff instructors. This agency endorses the team teaching method as it adds to the relevancy of the instruction and demonstrates the academy's belief in the importance of the instruction being offered.

The academy should require all non-staff instructors to submit lesson plans to maintain control over material taught. Also, a written evaluation should be completed on each non-staff instructor. The present procedure of having students complete evaluation forms and staff members monitor outside instructors should be continued.

Recommendations:

Continue use of non-staff instructors and use of team teaching in conjunction with outside instructors.

Require lesson plans from non-staff instructors

Conduct written evaluations of non-staff instructors and discuss the evaluation with each instructor.

Staff Personnel

The academy staff has recently been increased from five officers to 19 officers. This is an excellent manning level which reflects management's commitment to the training effort. If maintained at this level, it should result in both an improvement in the quality of instruction, as well as an increase in course offerings. The present number of instructors is sufficient to allow for continual research and upgrading of instructional material by the instructors.

The workload of each instructor varies from week to week. The number of classroom hours per instructor ranges from 12 to 15 hours per week. If possible, no instructor should be assigned more than 15 classroom hours per week. This

would leave sufficient time for each instructor to research, evaluate and upgrade his curriculum on a continual basis, as well as provide sufficient time for any extra duties.

In view of the recent increase in staff, the present system for use of audio/visual equipment does not appear to be adequate. There is no individual assigned responsibility for this equipment, nor is there a preventive maintenance program for the equipment. One instructor should be assigned to coordinate audio/visual services and equipment, which would include (1) a/v acquisition, maintenance, and control, (2) instruction in a/v techniques, (3) instruction in use of a/v materials, and (4) other related tasks.

Selection Criteria For Academy Staff

There are no formal criteria for selection of academy staff members. There is an informal requirement that an instructor should have two years of field experience and generally some type of specialized training and education. It is also an informal requirement that an instructor should attend a police instructor's school within one year of his appointment.

The suggested criteria listed below incorporate the academy requirements and expand upon them. However, it is important to maintain the ability to waive any particular requirement as may be necessary in order to achieve the best selection possible for academy staff.

1. Adequate experience for position
2. 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

These criteria are intended only to define areas of emphasis. The selection process should remain as flexible as possible within these broad guidelines. It is further suggested that new staff members be selected on the basis of providing additional instructional expertise. A majority of the staff instructors should 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.

Notice of position vacancies and particular areas of need are distributed throughout the department. This practice should be continued in order to secure the best possible selection.

Selection Discretion

It is recommended that the academy director continue to have full authority in selection of personnel under his charge.

Staff Professional Development

The current manning level should allow sufficient time for professional development activities. Professional development activities should be encouraged by the director and sufficient funds should be budgeted for this purpose each year.

The academy presently tries to allow each instructor to attend at least one professional development school or seminar per year. This practice should be continued and should be given high priority within the academy.

There is no formal program whereby a trainer periodically spends time gathering information in the field. 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. As a guideline, it is recommended that the assignment initially be one week of field service per year.

Recommendations:

Attempt to assign no more than 15 classroom hours per week for each instructor

Assign one instructor additional duty as audio/visual coordinator

The academy director should continue to have full authority in selection of personnel under his charge.

Provide for staff professional development, using the guidelines discussed in this report.

Each instructor should be required to periodically undergo tours of field service.

Firearms Range

The academy is still using the firearms range located at Tennessee State Penitentiary. This is an unsatisfactory arrangement in view of its distance from the academy, the need to coordinate its use with DOC training, and the engineering of the range.

A new firearms range for the academy is near completion. Weather conditions have hampered construction efforts, but it is estimated that the range will be completed in three to four months. The range will measure 100 yards by 100 yards. It will be equipped with a static turning system, running man system, dueling target system, and bullet trap system, all of which will be purchased with grant funds. Completion of the new firearms range should resolve all difficulties in this area.

FIELD TRAINING PROGRAM

Around the 16th week of basic training police recruits work in the field for a period of 16 hours per week for 3 to 4 weekends in order to receive field training. The days chosen for said training are on Fridays and Saturdays as police workloads are generally heavier during these days of the week. Before the recruits are sent to the field, they are given a two-hour briefing by training academy staff on what is expected of the recruits during the training

sessions. Emphasis is made that the recruits are observers and trainees while engaging in field training and should not assume the role of commissioned police officers. Following each field training exercise, a critique is held during which questions are answered and discussions encouraged concerning events which took place during the training sessions.

Assignments of rookies to veteran officers are made by station captains. An evaluation form is currently being prepared by training staff which will be completed by the veteran officer with whom the rookie is assigned. An evaluation form on the recruit is presently filled out by the training officer which indicates the rookie's field performance. No evaluation is carried out, however, on the veteran police officer. Also of interest is the fact that no standards exist which dictate the type of veteran officer to which the rookie should be assigned. As stated above, this decision is made by the captain of each station.

During field training exercises, recruits fill out police reports which are the same reports filled out by the veteran officer. Reports completed by the recruit are reviewed in a class setting and by training staff officers. Recruits are involved in every call assigned to the veteran officer but make no decisions relative to the police action taken.

We have included as an appendix to this report a copy of the Oregon Field Training Manual as taken from the IACP Model Recommendations.

In-Service Training

In-service training has been mandatory throughout the department since January 1974. It consists of forty hours of classroom instruction plus firearms qualification. The training sessions last eight hours per day. A training record is maintained on each participant. The curriculum is approved by the Tennessee Law Enforcement Training Academy. At the completion of each session a test is administered to the participant by a field representative from this agency. Those failing to pass the test are required to complete the training again on their own time. Present procedures are in accordance with agency requirements. Therefore, no changes are recommended.

Specialized, Supervisory, Management, and Executive Training

The academy does not at this time offer any specialized training. All such training is provided to officers by sending them to schools and seminars conducted in other states, such as the University of Georgia's Institute of Government and the Southern Police Institute at the University of Louisville. The expense of such training necessarily limits the number of officers who can participate. More importantly, most of this training is funded under this year's training grant. It will not be possible to fund any such out-of-state travel under next year's grant in view of the decision by the Tennessee Law Enforcement Planning Commission not to fund out-of-state travel for training. The lack of specialized training is viewed as the academy's greatest weakness. However, it should be noted that staff members indicated that serious consideration is being given to implementing such a training program.

It is strongly recommended that the academy implement a program of specialized, supervisory, management, and executive training. It is also suggested that the following specialized courses be made available at least once a year.

- A. Criminal Investigation
- B. Evidence
- C. Fingerprints
- D. Traffic
- E. Motor Vehicle Accident Investigation
- F. Drug Enforcement
- G. Juvenile Offenders Course
- H. Police Photography
- I. Middle Management
- J. Executive Development
- K. Defensive Driving

It is further recommended that the department make first level supervisory training mandatory for an officer that is promoted within the first year of his promotion.

Recommendations:

Implement a program of specialized, supervisory, management, and executive training

Speciality training should be provided at least once yearly.

First level supervisory training mandatory for an officer that is promoted within the first year of his promotion.

Rating of Recruit Training

To measure the perceived impact of the Metro P.D. Police training academy upon trainees, the evaluators requested that the department send out a consumer evaluation to each participant of their last class graduating December 20, 1974. There were 26 questionnaires circulated and 13 returned-- a 50% response rate.

Figure 1 shows the average responses from the survey:

FIGURE 1

METRO P.D. TRAINING ACADEMY
CONSUMER RATING

	1	2	3	4	5	6	7
	Unable to Determine	Completely Dissatisfied	Slightly Dissatisfied	Neither Satisfied Nor Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied
1. Your feelings about the adequacy of basic training prior to initial assignment - Average response 6.5							
2. Quality of staff instruction - Average response 6.5							
3. Quality of training comment - Average response 6.3							
4. Sufficient amount of time spent in training - Average response 6.7							
5. Relevancy of training to actual duties - Average response 6.2							
6. Overall quality of training - Average response 6.5							

Additional comments were varied and only one reflected identical concerns: perceived need for additional law and ordinance training - 3 responses. Each of the following areas were mentioned once. - Need additional training in: report writing, patrol procedures, searching buildings, booking procedure, search and seizure and emergency medical. One commented that the length training should be shortened to 12-14 weeks and another felt human relations training was a "waste of time." Six made an additional specific comment that they felt the training was "great".

The staff of the Metro Training Academy is currently engaged in a project of evaluating the recruit training curriculum. One of the methods they are using is to ask graduates of one year to rate their training. The rating forms for this evaluation are found in Appendix I.

Final Remarks

It was the unanimous opinion of the evaluation team that the Metropolitan Nashville/Davidson County Police Training Academy is a highly professional organization, fully capable of meeting the needs of the department it serves. Grant funds awarded to the academy by this agency have been effectively utilized to implement training programs and to equip the new training facility. We have made many recommendations in this report. It is our hope that 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 the Metro Training Academy. We very strongly believe and encourage that the staff should take it upon themselves to make their own plans for the future. Due to the inevitable 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. Please let us know if we can be of any assistance.

EVALUATION OF RECRUIT TRAINING

METRO POLICE DEPARTMENT TRAINING ACADEMY QUESTIONNAIRE

I. GENERAL SURVEY:

1. What assignments have you had since your graduation from the Training Academy (include special assignments, assignments such as zone commander, senior officer, etc.)?

2. Do you feel that the MPDTA (Metro Police Department Training Academy) prepared you sufficiently for your various assignments?

YES _____

NO _____

COMMENT:

3. Do you feel that your superiors understand and appreciate your training at the MPDTA?

YES _____

NO _____

EXPLAIN:

Appendix I

4. In talking with other officers concerning the MPDTA, their attitude is:

FAVORABLE _____ UNFAVORABLE _____ OTHER _____

EXPLAIN:

5. Has there been a change of attitude in you about law enforcement in general since your graduation from the MPDTA?

YES _____ NO _____

If yes, what is the nature of your change?

STAFF AND THE MANAGEMENT OF PROGRAM

- a. Quality of instruction
- b. Attitude of instructors
- c. Amount of work expected
- d. Depth in content of instruction
- e. Instruction sufficiently problem oriented
- f. Instruction useful for future tasks
- g. Accessibility of staff for help with problems
- h. Adequacy of staff for help with problems
- i. Too much discipline
- j. Manner of enforcing discipline
- k. Amount of instruction time
- l. Grading system
- m. Class notes requirement
- n. Not enough discipline

	0	1	2	3	4
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					

(CONTINUED NEXT PAGE)

II. A MEASURE OF IMPROVEMENTS NEEDED IN MPDTA:

(As you know, there should be as few obstacles as possible that hinder one's performance while at the MPDTA. It is essential that they be recognized and eliminated for true program improvement. Following is an effort to measure problems and obstacles you encountered at MPDTA.)

For each of the following items place a check in one of the spaces according to the following scale:

- 0 - WAS NO PROBLEM AT ALL
- 1 - THOUGHT OF IT (AND MAYBE HEARD OTHERS DISCUSS IT) BUT NOT A PROBLEM FOR ME
- 2 - WAS A MINOR PROBLEM FOR ME
- 3 - WAS A MAJOR PROBLEM BUT I WAS ABLE TO COPE WITH IT
- 4 - A TRULY SERIOUS PROBLEM IN THE PROGRAM AND INTERFERED WITH MY WORK

(See Chart Next Two Pages)

5. What training did you not receive at MPDTA that you now wish you had?

6. Would you reduce or increase the general education courses at MPDTA (oral presentation, report writing skills, sociology for police, etc.)?

REDUCE _____ INCREASE _____

COMMENT:

7. Do you have other suggestions for adding to the courses offered, or dropping/reducing others?

YES _____ NO _____

EXPLAIN:

IV: ADMINISTRATIVE CONSIDERATIONS:

1. PART A: Do you feel a wives club should be organized?

YES _____ NO _____

PART B: If yes, what should be the role of the wives club?

2. PART A: Have your class notes been useful since your graduation?

YES _____ NO _____

PART B: Have the printed handouts been useful since your graduation?

YES _____ NO _____

PART C: How would you suggest any of these be improved?

3. Did you find the rules and discipline at MPDTA sufficient and yet not oppressive? Please comment

YES _____ NO _____

COMMENT:

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

for the 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 forms 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 the department.

DATE RECRUIT HIRED: _____

BASIC RECRUIT TRAINING: _____

Date

Place

Class No.

FIELD TRAINING COMPLETED: _____

Date

NOTE: 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 to receive 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 concepts 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.

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.

FIELD TRAINING OFFICER WEEKLY PROGRESS REPORT

1. NAME OF RECRUIT			2. RECRUIT CLASS NO.		3. REPORT DATE	
LAST	FIRST	MIDDLE				
4. FIELD ASSIGNMENT			5. WEEKLY PERIOD (CHECK APPROPRIATE BOX)			
			1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
			5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
			9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
Check appropriate boxes in the rating areas shown below. Since this form will assist you in preparing your final evaluation of the trainee, be as objective as possible. If you wish to elaborate further on a particular rating, identify the item under comments and make your written evaluation.						
FACTOR			NEEDS IMPROVEMENT		ACCEPTABLE	
			Inadequate	Fair	Average	Good
6. APPEARANCE						
Uniform, leather and equipment			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posture and carriage (cruiser, office, public places)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal (cleanliness, hair, nails, shave)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. COOPERATION AND LOYALTY						
Works toward a common end with others			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to assume additional responsibility			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports his superiors			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good team worker			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. INTEREST AND ATTITUDE						
Seeks help with problems			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to learn			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude toward constructive criticism			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts direction and discipline			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude toward department policies			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows pride in his work			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes to good morale			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in himself			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. PUBLIC CONTACT						
Attitude toward citizens			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to express himself and communicate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease and bearing			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tact and discretion			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self control			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. JUDGMENT						
Common sense			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgment under pressure			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACTOR	NEEDS IMPROVEMENT			ACCEPTABLE	
	Inadequate	Fair	Average	Good	Outstanding
11. 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"/>
12. 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"/>
13. GENERAL PROGRESS TO DATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. COMMENTS					
15. FIELD TRAINING OFFICER SIGNATURE		16. UNIT COMMANDER SIGNATURE		17. DATE	

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.

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.

FIELD TRAINING OFFICER EVALUATION REPORT

1. NAME OF RECRUIT			2. RECRUIT CLASS #	3. REPORT DATE
LAST	FIRST	MIDDLE	5. FIELD ASSIGNMENT DATES	
4. FIELD ASSIGNMENT			FROM _____ TO _____	FROM _____ TO _____
FROM _____ TO _____			FROM _____ TO _____	FROM _____ TO _____
FACTOR			COMMENT	
6. ENFORCEMENT CONTACTS Evaluate trainee's (1) knowledge of traffic and criminal laws and pertinent departmental policies and procedures; (2) judgment in issuing citations and warnings, and in effecting arrests; and (3) ability in detecting, pursuing and apprehending violators and his skill in applying established methods and tactics during enforcement contacts.				
7. PUBLIC CONTACTS What is his attitude, conduct and language in public places? Does he discuss police activity in public? What appearance and manner does he present to the public? Is he at ease or ill at ease when meeting the public? Does he expect and accept free handouts?				
8. RELATIONS WITH OFFICIAL AGENCIES How does he get along with representatives of other law enforcement agencies? Does he have a friendly and cooperative attitude with employees of other official agencies?				
9. ACCIDENT INVESTIGATIONS Does he understand and practice recommended procedures? Does he obtain all necessary information? Does he base his opinions on factual information?				
10. PATROL OPERATIONS Does he understand and practice proper patrol techniques? Can he identify potential hazards? Can he identify and is he familiar with high crime and traffic incident areas? Can he identify major thoroughfares and is he familiar with shortest routes to various places and topography?				
11. EMERGENCY SITUATIONS Does he have the ability to make proper decisions while under pressure? Can he recognize and correctly evaluate true emergency situations? Is he familiar with available resources for handling emergencies? Can he use approved first aid techniques?				
12. REPORT WRITING Does he express himself well? Does he use proper grammar and punctuation? Does he understand the difference between necessary and unnecessary material? Does he produce accurate, complete and neat reports? Is he familiar with all pertinent reports and does he understand their purpose and use?				

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

LAST	FIRST (RECRUIT'S NAME)	MIDDLE	Department		
			Explained	F.T.O. Initial & Dates	Practiced
I. PERSONAL ITEMS					
1. Police and the public					
a. Do not congregate or loiter at crime scenes, coffee shops, stores, etc. _____					
b. Contacts _____					
c. Driving habits _____					
d. Full uniform correctly worn _____					
2. Command presence and courtesy _____					
3. Use of precaution, prepared for anything _____					
4. Personal conduct _____					
a. Smoking in public _____					
b. Offensive mannerisms and gestures _____					
c. Voice and word usage _____					
5. Acceptance of gratuities and rewards (departmental policies) _____					
6. Rapport with fellow officers and supervisors _____					
PREPARATION FOR PATROL					
1. Personal appearance and hygiene _____					
2. Uniform and equipment check and maintenance _____					
3. Locker _____					
4. Information necessary for patrol _____					
5. Roll-call procedures _____					

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
9. Department policy on recommending attorneys, bail bondsmen _____			
10. Booking and searching operations at station _____			
11. Prisoner's property control procedures _____			
12. Handling prisoners in detention facility _____			
13. Proper clearances and release procedures _____			
14. Policies and procedures in use of misdemeanor citation in lieu of arrest _____			
USE OF POLICE RADIO			
1. 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.)			
a. Proper position to hold microphone _____			
b. Use normal voice _____			
c. Use of a logical accepted phonetic alphabet _____			
d. Department policy relative to placing microphone in a position that is readily available when out of car _____			
e. Be conscious of status of other cars. If another officer has something important happening, do not use radio except in emergencies _____			
f. Keep dispatcher informed of your status _____			
2. Learn radio code, phonetic alphabet and unit identification			
a. Indicate the most used and important code numbers _____			
b. The training officer should give test when he feels the recruit knows the radio codes _____			

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			
a. Public opinion regarding disobeying traffic laws _____			
b. Defensive driving _____			
c. Driving in inclement weather _____			
d. Proper parking _____			
2. Downtown congestion and residential driving techniques _____			
3. Answering routine, non-emergency calls _____			
4. Identification and apprehension of traffic violators _____			
a. Stopping violators so not to impede other traffic _____			
b. Use of red light, siren and spotlight _____			
(1) Daylight _____			
(2) Darkness _____			
c. Positioning patrol car in relation to violator _____			
5. Stopping wanted or stolen vehicles			
a. 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 _____			
6. Pursuit driving (including policy) _____			
7. Tailing suspects _____			
8. 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. _____			
PATROL TACTICS			
1. Inspectional procedures and techniques			
a. Commercial store groups, i.e., shopping centers _____			
b. Vacation checks _____			
2. 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
8. Investigation of car theft			
9. Investigation of car believed to have been stolen			
10. Investigation of occupied suspicious cars			
11. Investigation of abandoned and unoccupied suspicious cars			
12. Investigation of stolen property			
13. Investigation of larcenies, shoplifting			
14. Investigation of purse-snatching and pickpocket			
15. Investigation of stolen auto accessories and theft from auto			
16. 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			

X. 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			

XII. 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

XVII. HAZARDS

	Explained	Demonstrated	Practiced
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 _____			

XVIII. 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 _____			

XIX. 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

	F.T.O. Initial & Dates		
	Explained	Demonstrated	Practiced
8. Press relations _____			
9. Use of police library _____			

XXI. 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 _____			

XXII. 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 _____			
XXIV 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 _____			
XXV UNLISTED ITEMS (To be entered by FTO)			
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			

END