

FIELD TRAINING OFFICER COURSE
BLOCK 7
COMPETENCY, EVALUATION AND DOCUMENTATION
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<p>INTRODUCTION</p> <p>FTOs must:</p> <ol style="list-style-type: none"> 1. Develop the critical skills necessary to determine if learning is occurring 2. Give critical feedback and clear direction to guide the trainee to an acceptable level of competence 3. Exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation <p>A. DEFINE COMPETENCY AS IT RELATES TO FIELD TRAINING, TO INCLUDE:</p> <ol style="list-style-type: none"> 1. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer within an agency 2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program 3. Competency may not necessarily be exact knowledge of a specific skill but rather the application of various skills that produces a successful result <p>B. IDENTIFY THE PURPOSE AND COMPONENTS OF THE DAILY OBSERVATION REPORT (DOR), WHICH MAY INCLUDE:</p> <ol style="list-style-type: none"> 1. Provide a record of trainee's progress in some or all of the following areas: <ol style="list-style-type: none"> a. Attitude b. Appearance c. Relationships d. Performance e. Knowledge <p>C. IDENTIFY THE PURPOSE AND COMPONENTS OF THE STANDARDIZED EVALUATION GUIDELINES (SEGs), WHICH MAY INCLUDE:</p>	<p><i>DORs/SEGs</i></p>

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<p>1. To provide a definition, in behavioral terms, of various levels of performance, using:</p> <p style="padding-left: 20px;">a. A behavioral description for every category listed on the DOR</p> <p style="padding-left: 20px;">b. Articulated reference points within each category description (i.e., “1”, “4”, and “7” or “NP”, “C”, etc.)</p> <p style="padding-left: 20px;">c. Terminology and rationale supporting each reference point</p> <p>D. ASSESS VARIOUS LEVELS OF PERFORMANCE AND ASSIGN A NUMERIC OR ALPHABETIC VALUE FOR TRAINEE BEHAVIOR BASED UPON SEGS</p> <p>1. Be consistent</p> <p>2. Reach consensus</p> <p>E. EXPLAIN COMMON PERFORMANCE APPRAISAL ERRORS, WHICH MAY INCLUDE</p> <p>1. Error of leniency</p> <p>2. Error of personal bias</p> <p>3. Error of central tendency</p> <p>4. Error of related traits</p> <p>5. Error of event bias</p> <p>6. Error of motivational grading (“room to grow”)</p> <p>7. Error of averaging scores</p> <p>F. DISTINGUISH BETWEEN PERFORMANCE DEFICIENCIES AND TRAINING DEFICIENCIES, TO INCLUDE</p> <p>1. Performance deficiencies are related to the trainee’s ability (or lack of) and his/her issues</p> <p style="padding-left: 20px;">a. Trainee does not know what to do</p> <p style="padding-left: 20px;">b. Trainee knows <i>what</i> to do, but not <i>how</i> to do it</p> <p style="padding-left: 20px;">c. Trainee knows what to do and how to do it, but just doesn’t <i>want</i> to do it</p>	

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<p>2. Training deficiencies are related to the FTO and/or field training program issues</p> <p style="padding-left: 20px;">a. Inconsistent instruction from FTOs</p> <p style="padding-left: 20px;">b. Not enough time provided for learning</p> <p style="padding-left: 20px;">c. Unenthusiastic/burned out FTOs</p> <p>G. EXPLAIN WHY EVALUATION DOCUMENTATION MUST SUPPORT EACH RATING OF THE TRAINEE'S PERFORMANCE, WHICH MAY INCLUDE:</p> <p>1. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses</p> <p>2. Provides the basis for any plans to help the trainee improve performance as needed</p> <p>H. DISCUSS "AIDS FOR WRITING NARRATIVES" AND HOW THEY APPLY TO THE EVALUATION AND DOCUMENTATION OF TRAINEE PROGRESS</p> <p>1. Set the stage</p> <p>2. Use verbatim quotes</p> <p>3. Report the facts – avoid conclusions</p> <p>4. Remember your audience</p> <p>5. Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing</p> <p>6. Speak to performance, not personality</p> <p>7. Use lists, if appropriate</p> <p>8. Think remedial</p> <p>9. Use quantification whenever possible</p> <p>10. Do not predict</p> <p>I. PRODUCE AN ACCURATE WRITTEN RECORD/NARRATIVE BASED ON OBSERVED PERFORMANCE, USING SEGS</p> <p>1. Use SEG language directly in the narrative</p> <p>2. Meet the four goals of documentation:</p>	

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<ul style="list-style-type: none"> a. Clear b. Concise c. Complete d. Correct 	
<p>J. DISCUSS THE IMPORTANCE OF, AND CONSIDERATIONS FOR, THE DELIVERY OF TRAINEE EVALUATIONS, TO INCLUDE:</p> <ul style="list-style-type: none"> 1. Mere completion and signatures do not achieve the purpose of proper evaluations 2. Ample time should be allowed for open discussion of evaluations prior to signing 3. Discussions should be held where privacy can be maintained with little or no interruptions 4. Discussions should be a two-way conversation 5. FTOs should emphasize that evaluations address performance, not personality 	<i>DOR Video Set A</i>
<p>K. DISCUSS ALTERNATIVE EVALUATION AND DOCUMENTATION METHODS APPROVED BY POST, WHICH MAY INCLUDE:</p> <ul style="list-style-type: none"> 1. Daily Training Notes with Weekly Progress Reports 2. Phase Evaluation Reports 3. PTO Program Journaling, Coaching and Training Reports (CTRs), Problem Based Learning Exercises (PBLEs), and Neighborhood Portfolio Exercises (NPEs) 	<i>DOR Video Set B</i>