

# Walworth County Sheriff's Department

Patrol Division

## Field Training and Evaluation Program

Revised 02/07/97  
Revision 1.5

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

## **Introduction**

### What is the Field Training and Evaluation Program?

The Field Training and Evaluation Program is a systematically organized and consistently administered period of formal field training and evaluation with the goal of producing a deputy sheriff capable of providing solo patrol services in a safe, courteous, efficient and effective manner.

### The Purpose of the Field Training and Evaluation Process:

The primary purpose of a "mentoring system" is to introduce recruit officers to the inner workings of the department, help clarify department performance expectations, provide objective assessment of the recruit officer's strengths and weaknesses, and provide an opportunity for the recruit officer to learn how to apply the knowledge and skills obtained during the basic police training academy. Mentoring programs reduce much of the initial shock and ambiguity in the process of assisting the recruit officer to think and act as a deputy sheriff.

Standardization of the Field Training and Evaluation Program is achieved through the following:

- 1) Administrative commitment and support
- 2) Departmental policy and procedure;
- 3) Training checklist;
- 4) Standardized performance documentation;
- 5) Evaluations via standard evaluation guidelines;
- 6) Weekly meetings of the FTO, recruit officer and supervisor;
- 7) Field Training Unit (cadre) meetings;
- 8) On-going program review and revision

## **PROGRAM HISTORY**

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

The Walworth County Sheriff's Department Field Training and Evaluation Program is modeled after the San Jose, CA model. The San Jose model is recognized in the law enforcement profession as a leader in the area of field training. In 1974, it was established as a standard for field training by the California State Legislature.

In adapting the programs for the Walworth County Sheriff's Department all efforts were made to retain the uniqueness and effectiveness of the program and still satisfy the training needs of our department. We feel this has been accomplished, however, all training programs must remain viable in nature in order to accommodate new responsibilities and procedures as well as the development of innovative approaches which would enhance efficiency. Input regarding such ideas is welcome and will be considered during periodic review of the programs's training results.

The following history of the original San Jose concept has been adapted from San Jose Police Department Field Training and Evaluation Program - a Case Study written in 1975 by Sharon A. Moore and Aleda M. Womack .

Prior to 1960, no formal training existed for new police officer members of the Department. In the late 1950's a two-week orientation program had been implemented, but this program was very limited in scope and involved only a cursory overview of the mechanics of the Department. New officers received little or, in some instances, no "on-the-job" training. When first introduced to patrol duties, officers were assigned indiscriminately to a senior officer who happened to be working the same schedule. The "training" officer often changed from day to day, and the quality of training varied accordingly. In that most of the officers delegated the task of training felt imposed upon by this additional duty, the quality of training of a new officer ranged from "barely adequate" downward. In any case, before two weeks had elapsed, a new officer was usually considered ready for solo performance. Hence, in reality, the new officer (or recruit) was left to "sink or swim". Very few, however, sunk due to the non-existence of any effective employee evaluation system. The recruit was required to gain knowledge of the law, court demeanor, report writing, and patrol, survival, and arrest techniques as best he could. If he were fortunate, he would be able to work a beat near an officer who had mastered these arts and who was interested in imparting them to the recruit. If he were less fortunate, he would struggle along to find what worked and what did not work, sometimes at the expense of personal injury to himself, his fellow officers, or an innocent citizen.

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In the early 1960's, the Department began participation in a basic police academy under the auspices of California's Commission on Peace Officers Standards and Training (POST).

Instruction in the law, weaponry, report writing, court testimony, procedure, and arrest, survival, and patrol techniques was given to the recruit through this academy. Although the academy represented an improvement over the earlier method, the recruit still had no opportunity to practice his skills in a controlled environment. Upon leaving the academy, he was immediately assigned as a solo beat officer and he had to make the classroom-to-street transition without guidance or assistance other than that two week orientation period already mentioned. It was during this same period that certain administrators in the Department prepared a Recruit Training Checklist covering areas identified as important. The checklist was to be completed by any officer assigned the task of training a recruit. Unfortunately, the value of the checklist was minimal due to the lack of administrative control; the training officer was not held accountable for its completion!

As the 1960's progressed, very little change occurred in the Department's recruit training policy. Then, in 1969, a likeable, enthusiastic, but naive young recruit was hired. He was academy trained and placed with a training officer. From the onset, it was apparent to both his peers and his supervisors that he was unacceptable police officer material. It was at this time that the inadequacies inherent in the Department's training and evaluation policy become blatantly obvious - everyone who knew this officer knew him to be inadequate, especially in driving skills; but the official rating system used to evaluate his performance did not support this conclusion. The officer was officially rated three times by supervisors in each of nine areas. In not one of these areas was he judged to be unsatisfactory. Although there were numerous areas in which he was judged to be "in need of improvement" (judgement, safety, consciousness, and work quality), these below average ratings were balanced out by above average ratings in areas involving appearance, cost consciousness, and work quantity. Because of inadequate documentation, there was not sufficient justification to terminate. Mostly, no one had the heart or would accept responsibility for recommending dismissal. As a result, he remained on the Department. In the early spring of 1970, the officer was involved in a two car traffic accident in which he was gravely injured and the passenger of the other vehicle killed. Subsequently, the officer was dismissed.

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According to Robert L. Allen, then a lieutenant, this dreadful example of inadequacy was the catalyst which motivated him to develop the Recruit Training and Management Proposal upon which the present Field Training and Evaluation Program is based. Allen stated that it was, in his mind, imperative that police officers receive the highest degree of training and the most critical evaluation possible - for who else, if not police officers, had literally the "power of life and death" in our society? In the military and for a number of years a staff member of the California Military Academy, Allen was well-schooled in evaluation and rating concepts. In preparing the Recruit Training and Management Proposal, he adapted those concepts to fit the departmental needs.

Concurrently with, or shortly after the program's implementation, Dr. Michael D. Roberts, Ph.D., was appointed by the city to act as the Director of Psychological Services for the Police Department. Dr. Roberts, having performed a similar function for Chief Murphy in Richmond, prepared and presented a departmental attitude survey designed to discover and measure the strengths and weaknesses of the Department. The rank and file responded with a clear mandate that the Administration do something about the quality of recruit officers being retained. So, in the early spring of 1972, when the results became known to Chief Murphy, he directed Dr. Roberts and the now Captain Allen to rewrite and fine-tune the program.

Two significant changes occurred during the revision process in that the program became an identifiable unit and was given a specific geographical area in which to operate. The program was renamed the "Field Training Officer Program" (hereafter referred to in the vernacular as the F.T.O. Program). Lieutenant Bill Mallett was selected as the program's Administrator and, with the assistance of two sergeants, he appointed twelve officers to complete the staff. An existing Oakland Police Department F.T.O. Seminar, designed to train trainers, was accessed, and in June of 1972 the staff participated in technical skill training. In September, the first recruits entered the new San Jose F.T.O. Program.

According to Sergeant Dan Bullock, who joined the staff as an F.T.O. in December of that year, "It was the most challenging assignment" he had ever experienced, adding that he felt he learned more than the recruits he was training. Input was accepted, or more accurately, expected from all participants of the program. Still an unproven entity, time and effort were required on everyone's part to sell the program to both the other members of the Department and to the community at large. Since the program was still in its formative stage, a great deal of review and re-design was still in progress. There were no other valid models available for guidance or comparison. Officers who had received no adequate entry training suddenly became the responsibility of the F.T.O.'s who, because of the one-on-one

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relationship with a recruit over a period of time, often found it difficult to maintain objectivity. Thus, participation in the program required a great professional and personal commitment from each staff member and was extremely demanding of time and emotion.

The program was designed to be malleable and receptive to change as the needs of the Department changed. Therefore, in the summer of 1973, the program was completely overhauled. At this point the program had enjoyed almost a year of operation, had been exposed to forty-two different training officers, had processed approximately one hundred twenty-five recruits, and had compiled approximately three thousand five hundred completed Daily Observation Reports. Under the direction of Dr. Roberts, Doug Zwemke, an officer on the Department and possessor of a Master's Degree in Psychology, extracted ten thousand behavioral descriptions from the Daily Observation Reports and consolidated these statements into thirty-one specific behavioral traits which described the difference between a successful and unsuccessful police officer. For the first time, a police department had in its possession a simple, reliable reference which would distinguish between an officer who could, and one who could not, do the work. The availability of this data allowed the revision of both the Daily Observation Report and the Weekly Observation Summary. New forms listing the thirty-one traits, with each rated on a 7-point scale, were designed. At the same time, Sergeant Glenn Kaminski, in collaboration with the others, revised the Recruit Checklist which had been strictly oriented to departmental policy and procedure and produced a new list which delved into more critical job-related areas of training. Another major revision occurred at this time in that the curriculum for training, which up to now had been supplied and imposed by the administration, was turned over to the F.T.O. staff for redesign and updating. The program was now institutionalized in that it became a self-sustaining and self-perpetuating unit.

A single major development occurred in 1974. Sergeant Tom Perez, a member of the F.T.O. staff, distributed a questionnaire to some seventy persons currently or formally staff members of the F.T.O. Program. The questionnaire asked each recipient to describe Unacceptable, (1 on a scale of 1-7), Acceptable, (4 on a scale of 1-7) and Superior, (7 on a scale of 1-7) for each of the thirty-one traits on which recruits are being rated. The questionnaire responses were compiled and the results indicated a high level of consistency in description of rating categories for all items. Those descriptive statements found to be common to most of the responses formed the basis for the development of the "Standardized Evaluation Guidelines". This set of guidelines then became the basis for rating the recruit against the thirty-one traits.

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## **FIELD TRAINING AND EVALUATION PROGRAM**

Welcome to the Walworth County Sheriff's Department Field Training and Evaluation Program. You are now entering the major element of your training as a probationary deputy sheriff. You have completed the State of Wisconsin's basic law enforcement training requirements, or you were a certified officer when hired. You will be assigned to the patrol division where you will be provided a minimum of sixteen (16) weeks of intense field training under the direct supervision of the Shift Command and the Field Training Unit.

The Field Training and Evaluation Program is a nationally accepted training program designed to assist police academy graduates make the transition from the classroom environment to the application of learned skills in "field situations". Your Field Training Officers, or FTOs, have been selected for their abilities to perform the job in a professional manner as well as for their ability to impart this necessary knowledge to you.

It is our desire to help you become a fully competent Walworth County Deputy Sheriff. The obstacles that we most often experience are complacency and reluctance on the part of the probationary deputy sheriff and the advice we can share is to be assertive! When you are with your FTO give him or her something to evaluate. You must give us the chance to train you! If you resist or take the training program lightly, you may not succeed. You learn from your mistakes and we expect that you will make many of them; from them we learn what training needs to be done. The Field Training and Evaluation process has one goal: to assist you to become a fully competent deputy sheriff. Success depends on attitude and one's willingness to perform the job. The training is time consuming and demanding - for you and the Field Training Unit - but the reward will be well worth the effort.

The recruit officer is expected to enter the Walworth County Sheriff's Department's Field Training and Evaluation Program with the basic knowledge and skills that were provided during the basic police academy curriculum. The recruit officer must recognize that the broad background of knowledge necessary to provide safe, courteous, effective and efficient law enforcement services to the community cannot be gained entirely from the basic academy curriculum or while on duty with your FTOs. The Recruit Officer Manual shall serve as a guide along with specific direction from Field Training Officers regarding home-study requirements.

Recruit officers shall be involved in a training relationship with several FTOs throughout the Field Training and Evaluation process. It is important for you to recognize that you are not a "partner" in a two-person patrol vehicle. The FTO's mission is to assist you to certify for a solo patrol assignment. Accordingly, the Field Training and Evaluation Program is intended to provide you with instruction, direction, supervision, guidance and experience to assist you to apply critical skills in a variety of situations, learn how to quickly



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and effectively develop sound judgments and to provide excellent, uniform patrol services in the community. The Field Training and Evaluation Program will provide the Walworth County Sheriff's Department with the information necessary to determine if you possess the requisites to certify you as a non-probationary employee.

You are directed to thoroughly review the Field Training and Evaluation Program Policy and Procedure in order to become acquainted with the purpose, process, procedure, and expectations of the program. The following information will further assist you to meet the programs's expectations by expanding upon the various types of program "accountabilities".

## The Goal of the Field Training and Evaluation Program

The ultimate goal of all training is to produce a desired result. The primary goal of the Field Training and Evaluation Program is to specifically prepare you to perform the duties and responsibilities of a uniformed patrol officer with confidence and ability. It is highly improbable that any individual would automatically possess the ability to step from any occupation to the duties of a deputy sheriff and perform them in a totally acceptable manner. The intent of the Field Training and Evaluation Program is to guide you through the subsequent steps of development until you are ready to function without constant coaching from the Field Training Unit.

The actions taken and decisions made by you as a uniformed deputy sheriff may have enormous consequences. Serious errors in job performance are unacceptable and must be eliminated to the greatest degree possible. To attain this standard, the Field Training and Evaluation Program is offered as an extensive, one-on-one, individualized experience designed to replace "learning by trial and error" with learning by well-designed, systematic instruction. You will encounter numerous expectations and challenges in the days ahead. It is important for you to know how the Field Training and Evaluation Program intends to accomplish its "mission", what you can expect from the Program and what the Field Training and Evaluation Program expects from you.

You will find that this Program is demanding and stressful at times, but you will also find that it is the most enjoyable part of your training. This agency is very enthusiastic about the Field Training and Evaluation Program and the important task it services.

## Overview of the Field Training Process

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1. Recruit officer accountability and responsibility defined and discussed. Recruit officer and department manual's issued. Primary FTO assigned.
2. Phase I - This phase begins with the primary FTO. Daily observation reports (DOR) begin. A weekly summary report is done at the end of each week. Weekly meetings with the FTO, FTO supervisor and the recruit officer are held to assess the recruit officer's progress including his/her strengths and weaknesses. This period lasts approximately four (4) weeks. The Recruit Officer is assigned to work the same schedule (including regular days off) as the FTO. The recruit officer will perform between 5%-25% of the total workload of the FTO/recruit officer assignments during this phase.
3. A cadre meeting involving the FTOs, FTO supervisors, and FTO Coordinator should be held during each phase. These meetings are held to discuss the performance of each recruit officer including whether or not the recruit officer has earned an advancement to the next phase.
4. A mid-phase and end-of-phase test will be administered to the recruit officer during each phase. A passing score of 80% must be obtained.
5. Phase II - The recruit officer is assigned to a different FTO. DORs continue as well as the weekly summary reports. Workload distribution during this phase is increased to 25%-65% for the recruit officer. This phase also consists of approximately four (4) weeks.
6. Phase III The recruit officer is assigned to a different FTO. DORs continue as well as the weekly summary reports. Workload distribution during this phase is increased to 65%-95% for the recruit officer. This phase also consists of approximately four (4) weeks.
7. Phase IV - The recruit officer is re-assigned to his/her primary FTO (same FTO as in phase I). DORs and the weekly summary reports continue. The FTO may work in plainclothes or in uniform. The recruit officer performs 100% of the workload. This is an evaluation-only phase. No formal training is undertaken. There is no mid-phase test. The end-of-phase test shall consist of preparing the necessary reports and documents to successfully obtain a valid search warrant.
8. Upon satisfactory completion of the FTO Program, the recruit officer is assigned to a working shift as a probationary deputy sheriff. A monthly evaluation is completed by the FTO supervisor during the balance of the probationary period.

## **The Process of Field Training**

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The Walworth County Sheriff's Department's Field Training and Evaluation Program is divided into four (5) training and/or evaluation "Steps" while being assigned to at least three (3) FTOs on various patrol shifts. Each of the "Steps" represents time spent on different tasks and learning experiences. In this manner, the Walworth County Sheriff's Department assures exposure to the multiple responsibilities required of a deputy sheriff. The five "Steps" of the Field Training and Evaluation Program are designed to provide:

- (1) A systematic approach to in-the-field training
- (2) Consistent and standardized training
- (3) The means of developing your ability to perform the tasks necessary for competent operation of a solo patrol officer assignment
- (4) An introduction to all areas of a deputy sheriff's role and it's responsibilities
- (5) The opportunity to learn from a number of Walworth County Sheriff's Department FTOs who will assist you in learning the Sheriff's Department's procedures.

## Critical Elements of the Field Training and Evaluation Program

### **Training Checklist**

The Field Training and Evaluation Program Training Checklists represent the minimum areas that must be mastered before a recruit officer is considered to enter the field as a single-officer patrol unit. The Training Checklists will serve as a guide for you and your FTOs. The Checklists have been developed so that easier and basic tasks are introduced in the earlier weeks. These are followed by increasingly more difficult tasks which are based on the foundation of learning and skill mastery from previous areas of knowledge, skill, and task responsibility. It is imperative that you learn the skills/areas of knowledge from previous weeks and be capable of applying them at any time. Accordingly, it may be necessary to devote a portion of your off-duty time to thoroughly review materials and come to work prepared to accomplish additional areas of job/task responsibility.

Each page of the Training Checklist has a skill/task checklist used in documenting that each skill/task has been explained, demonstrated or performed whenever possible. The definition and use of each of the terms follows:

Explained/discussed by FTO and Demonstrated by FTO: Your FTOs will explain and discuss the topic/subject in detail. You and your FTO will practice and/or simulate the task until you and the FTO feel comfortable with the skill level or application of knowledge.

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There are, however, instances when actual task accomplishment cannot be achieved due to the lack of "actual condition or opportunities" (i.e., handling an armed robbery in-progress assignment, etc.). When this occurs the FTO will thoroughly discuss the knowledge and skills required to address the task, and, if possible, create a role-play and/or simulated example of the activity for demonstration/practice/evaluation purposes. When your FTO is satisfied that your handling of the skill/task/knowledge demonstrates understanding of the material(s) at hand, the FTO and Recruit will place his/her initials and date in the space(s) provided for that training topic.

Satisfactorily Performed by the Recruit: The FTO and the Recruit will enter his/her name and provide the date when you demonstrate task accomplishment without assistance from the FTO and your performance meets the minimally acceptable (4) level of competency. Keep in mind that it is your responsibility to maintain a knowledge/skill proficiency in each area throughout your employment.

## **DAILY OBSERVATION REPORT (DOR)**

A daily observation report (DOR) is probably the most important document used by the FTO to evaluate the recruit officer. The daily observation report is completed at the end of each shift by the FTO. It provides administrative control over the training process and the progress of the recruit officer in general. It also gives the FTO Coordinator the documentation to defend or explain the retention or termination of the individual recruit officer.

The observations made by the FTO during the daily work shift are entered onto the daily observation report by means of standard evaluation guidelines ranging from a "1" of unacceptable by program standards to a "5" being Highly Acceptable. The standard evaluation guidelines (SEGs) are set forth in the FTEP.

Written documentation must also accompany any ratings of unacceptable (1-2) or Highly Satisfactory (4-5) during the middle phases. The FTO shall document any additional training which was given during the shift, attach photocopies of any and all documents prepared or completed by the recruit officer and attach them to the daily observation report upon completion. The FTO, along with the recruit officer, will both sign the daily observation report. This will ensure that the FTO has discussed with the recruit officer the rating and evaluations given to the recruit officer during the shift.

The DOR is completed each shift by the FTO. This report is a permanent record of the trainee's progress as well as problem areas and remedial efforts to resolve them. The DOR is normally completed and discussed with the trainee just before the end of the shift or prior to the beginning of the next shift.

The DOR is divided into eighteen (18) categories. These categories cover the range of skills necessary to become a proficient deputy sheriff. By the end of the program, the trainee is expected to master these skills to a minimum of satisfactory level as established

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by the standardized evaluation guidelines (SEGs). A trainee's performance may be evaluated through actual performance of a particular skill or by verbal, written or simulated testing.

The initial information is self-explanatory.

- (1) A DOR will be completed for each work day of the period.
- (2) A sequential number is assigned for each DOR.
- (3) The phase assignment for the particular trainee is indicated.
- (4) "RT" refers to remedial training. Any time spent as remedial training shall be recorded in the box adjacent to the respective category. The time in minutes shall be noted.
- (5) A numerical rating according to the SEGs shall be recorded in each observed performance category. This rating scale is a fixed scale with much latitude in application of the various "degrees" of performance. It must be remembered that any rating less than a "3" means improvement is needed by a trainee in that particular category. A "3" or above means that the trainee's performance is "satisfactory" to "highly satisfactory" by FTEP standards. Narrative comments are required on the reverse side of the DOR for any ratings.
- (6) "NO" Not Observed. Indicates that the skill or function was not observed during the shift by the FTO.
- (7) "NRT" means not responding to training. A numerical rating shall be given as well as a mark in the NRT column for that particular category. A NRT is given when a trainee, after having been instructed in a task enough times that improvement or accomplishment is expected, fails to improve or fails to respond to training. This notation on a DOR is a red flag that serves to give the trainee notice that unless improvement is forthcoming through subsequent remedial training, a final result may be termination.
- (8) "TT" training time or "RT" remedial training for the particular evaluation day. This number represents the total estimated time spent on training or remedial training for the day and will include all the time spent training, which will be recorded in the TT or RT column. All TT or RT will be recorded in five minute increments. It will be noted if the training was RT or TT. Remedial efforts and formal remedial plans should be explained in the narrative on the reverse side of the DOR.
- (9) "Categories Narrative" is the section of the DOR which allows the FTO to document each incident which was rated from the SEG's on the front of the DOR. Specific documentation is necessary for particular incidents receiving high or low ratings during the middle phases. When referring to specific incidents in the narrative section, the FTO must include a case number, if one has been assigned, and the time to complete documentation of the incident.

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- (10) "Trainee Comments" allows the Recruit an opportunity to document certain incidents or comment on certain training or events of the day.
- (11) The trainee is required to sign the evaluation. A signature here means that this evaluation has been discussed with the trainee and not necessarily that the trainee agrees with the ratings and comments thereon.
- (12) Overall Rating: The lowest rating is marked on the front of the DOR. However the "OVERALL RATING" is also completed. The same documentation is done on the back of the "DOR". The "OVERALL RATING" is either "Unsatisfactory" or "Satisfactory". The Criteria for this rating differs from the criteria of the SEG's on the DOR.

\*\* The following areas should be considered collectively in determining the "OVERALL" rating.

A. Length of time in the field: A probationer performing below "3" in several categories during the first phase could be given an OVERALL rating of "Satisfactory."

B. Severity of the deficiencies: For example, if a probationer fails to act or react during a physical confrontation, the OVERALL rating would probably be "Unsatisfactory", regardless of the field time.

C. Criticality of the deficiencies: At times a probationer will perform "Unsatisfactory" (1,2) in crucial area, many times in the area of "Officer Safety." Should a probationer's actions place the officer or others in a physical danger, then the OVERALL rating might very well be "Unsatisfactory." "Below minimum" performance in one subcategory MAY justify an OVERALL rating of "Unsatisfactory."

D: Response to training: Remedial training is the responsibility of every FTO. However, if the probationer has failed at a task and has been properly remediated, then subsequently fails again, the OVERALL rating may adversely affected. There is no magic number as to how many times a probationer must fail in order to be classified as "Unsatisfactory." Again, other factors, such as length of service may be considered in assessing whether the probationer is responding to training.

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E. Amount of Deficiencies: "Below Satisfactory" performance in numerous categories may prompt an FTO to give the probationer an OVERALL rating of "Unsatisfactory." However, length of service will play a role in this area.

The OVERALL evaluation is always subject to review by the FTO supervisor, Coordinator, or Administrator. In those instances where a probationer's performance is "Unsatisfactory:", the FTO should discuss OVERALL rating with the FTO supervisor.

(13) FTO signature.

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## NARRATIVES

When writing narrative portions of the evaluation, it is important to remember several key factors. The narrative should be **clear, concise, complete and correct**. The following suggestions will aid the writer in accomplishing these goals:

- (1) Set the stage - give a description of the situation or conditions present thereby placing the trainee's actions in context.
- (2) Use verbatim quotes - it is sometimes clearer to report what was said than to attempt to describe the effect of the words.
- (3) Report the facts, avoid conclusions - let the facts speak for themselves.
- (4) Remember your audience - who is going to read this report and what is it you are trying to accomplish?
- (5) Watch your grammar, spelling and legibility. – take your time and write neatly so others can read your writing in the future. If not, the DOR shall be typed.
- (6) Speak to performance, not personality - criticize or praise the act, not the person.
- (7) Use lists - if appropriate
- (8) Avoid slang, jargon, swearing - slang and jargon have no place in a narrative report of a factual situation. Remember, you have a wide audience and some members of that audience may not understand jargon used within our department. Profanity and swearing must not appear in the narrative unless it is necessary to recreate a factual situation.
- (9) Case number/time - include the appropriate case number with the time.
- (10) THINK REMEDIAL.

Writing narratives should be no mystery to any officer selected to be a FTO. If a FTO can write an acceptable offense or crime report, he/she can write an evaluative narrative.



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## **CHARTING**

The use of a "chart" will allow the tracking of each numerical rating earned in each of the 18 categories of the D.O.R. The FTO will use the S.E.G.'s to rate the recruit in each of the 18 categories which were observed during the shift. The FTO will use the lowest rating which was earned by the recruit on the D.O.R. for the shift. That rating will then be transferred onto the "Chart". Complete written documentation will be done on the back of the D.O.R. for all incidents. Each D.O.R. will be "Charted". The "Chart" will allow the FTO and the FTO supervisor to quickly review the ratings the recruit has earned from the start of training, to the present date or D.O.R.

## **Daily Observation Report - Self Evaluation**

The FTO may periodically direct you to complete a DOR in addition to his/her documentation of your performance. You are to utilize the Standard Evaluation Guidelines when completing the self-evaluation. The FTO will utilize the DOR you complete to periodically gauge your perceptions regarding the progress of your training and development.

## **Weekly Summary Report**

The Weekly Summary Report serves as the basis for a series of weekly meetings between you and your FTO and FTO Supervisor, which will normally be a Shift Sergeant. The Weekly Summary Report process insures that your progress is thoroughly scrutinized and all responsible parties are accountable for your continued training and development. Your FTO will direct you to transfer information from the "face sheet" of the DOR onto the Weekly Summary Report located in the Recruit Officer Manual. Total the training time or remedial training time at the conclusion of every week of Field Training and Evaluation.

## **Recruit Officer Self-Evaluation Report**

All recruit officers must complete the Self-Evaluation Report at the conclusion of each phase in the Field Training and Evaluation Program. It is an opportunity for you to self-assess your performance. It is imperative that you thoroughly reflect upon your overall performance before completing this report.

## **"Open Communications"**

Effective instruction and guidance is built upon a foundation of open and frank discussions between you, the Field Training and Evaluation Program Unit, and the department's command and supervisory personnel. It is your responsibility to ask questions and share feelings and opinions at all times. If you have any questions regarding the FTO's assessment of your performance you have an obligation to first

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discuss it with your FTO. You may request a meeting with your Shift Sergeant if the discussion between you and your FTO does not lead to a resolution of the disputed area of evaluation. In the event that you do not agree with either your FTO or Shift Supervisor's explanation/resolution of disagreement, you may forward a memorandum to the Field Training Coordinator stating the reason(s) why you believe that the performance was acceptable in the disputed evaluation area(s). You will have an opportunity to discuss the issues with the Field Training Coordinator and Administrator.

The Field Training and Evaluation Program is designed to maximize the Walworth County Sheriff's Department's resources to assist you to earn non-probationary employment status. The Field Training and Evaluation Programs' structure is designed to provide recruit officers with a strong foundation of critical, need-to-know skills and the confidence to apply the required standards.

## **Evaluations of Probationary/Recruit Officers**

Evaluation, in its simplest form, is merely the act of appraising for determining the value, worth, or quality of something. In the Field Training and Evaluation Program, we seek to determine the quality of work performed by recruit officers while undergoing training. Our intent in determining the quality of the work performed is to fulfill two obligations of the Walworth County Sheriff's Department. The first obligation, to the citizens of our community, is to do whatever possible to insure that those individuals who are granted tenure and given police powers are competent and efficient in the performance of their duties. The second obligation, to those who seek careers in law enforcement, is to do whatever possible to insure that each of those individuals is given a fair and equal opportunity to achieve tenure as a deputy sheriff. The formal evaluation system is utilized by the Field Training and Evaluation Program and is designed to meet these obligations by improving the quality of training given and by increasing the reliability of predicting future job performance.

In order to assign a value to a particular type of performance, some type of instrument must be developed in order to measure the quality of the work observed. The evaluative instrument used in the Field Training Program is the graphic rating scale. A graphic rating scale consists of a series of consecutive numbers which normally begins with the number "1" and ends with some pre-determined number. In this program we utilize a scale of "1" through "5", where "1" represents unsatisfactory performance and "5" represents highly satisfactory performance.

The way people perceive things may vary greatly from individual to individual. Since all recruit officers should be evaluated in a similar manner, attempts must be made to keep individuals perceptions at a minimum. One method of accomplishing this is to define the various levels in the scale. When a narrative definition is attached to a number in the scale,

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the number is referred to as an anchor point. The anchor points of the scale simply serve to identify specific types of behavior. Since all FTOs will be referring to the scale points, the uniformity and reliability of the valuations should increase. Normally, not all scale values (numbers) are identified through the use of anchor points. This allows for a certain degree of discretion by utilizing the numbers between the anchor points.

In the Field Training and Evaluation Program, there are three anchor points - scale value "1", scale value "3" and scale value "5". A scale value of "1" is defined as "unsatisfactory" performance. A scale value of "3" is defined as "satisfactory" performance. A scale value of "5" is defined as "highly satisfactory" performance. The use of discretion, consequently, occurs when assigning a scale value of 2 or 4 to a particular type of performance. A "2" would be a little better than total unsatisfactory yet not quite satisfactory, a "4" would be a little better than satisfactory, yet not quite total highly satisfactory. Refer to the Standard Evaluation Guidelines (SEG)

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## Standard Evaluation Guidelines/Designators

The Field Training and Evaluation Program utilizes eighteen (18) distinct performance categories to assess the recruit officer's quality of work. Each of the Standard Evaluation Designators, behaviorally describes the various expectations for task accomplishment by defining the criteria for Highly Satisfactory, Satisfactory, and unsatisfactory performance levels. It is important for you to thoroughly review each designator and guideline in order to better understand what is expected of you. Additionally, it is important for you to recognize that an unsatisfactory rating (less than "3") does not mean that you are destined to fail! It is common for a recruit officer to earn less than satisfactory ratings in some categories during the initial days of the Field Training and Evaluation Program. You learn from your mistakes and we expect that you will make a number of them; from them we learn what additional training needs to be done. This Program does not exist to "ambush" you when you make errors. The guidelines and designators are designed to assist you and your FTO to address your job strengths and weaknesses in order to bring the unsatisfactory performance into the satisfactory and highly satisfactory performance evaluation levels.

The establishment of anchor points helps to reduce individual perception problems which may occur when using a graphic rating scale. Since we have identified our anchor points, anyone who has reason to complete or to review an evaluation report will know that an evaluation of "1 or 2" indicates unsatisfactory work, an evaluation of "3" indicates satisfactory work, and an evaluation of "4 or 5" indicates highly satisfactory work. Anchor points, however, do little to reduce perceptual problems which surface when using specific rating categories. In other words, how do we decide if an observed behavior is unsatisfactory, satisfactory, or highly satisfactory and keep that decision reasonably uniform from FTO to FTO? This could be accomplished by defining each anchor as it relates to each category and identifying every task which might be included in the category. However, police work is so diverse even within a single category that a performance dictionary would be impossible to develop and impractical to use. Therefore, rather than define each anchor point for each rating category, examples of the types of performance associated with the anchor points of each category have been developed and are called "**Standardized Evaluation Guidelines**". The Standardized Evaluation designators include a definition of each category along with specific examples of performances within each category. In applying the SEG's to the designators the FTO observes a recruit officer's performance and then compares the observed performance to the examples provided in the designators. Based on the FTO's training and experience, he/she simply determines which examples identified by the guidelines are most similar to the observed performance. By using this procedure, different FTOs will be able to view and evaluate individual performances in a reasonably uniform manner from situation to situation and from recruit officer to recruit officer.

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## NOT RESPONDING TO TRAINING (NRT)

Another principle that is important is the scale value assigned to performance where additional training efforts have been undertaken and the recruit officer is not responding to the training effort. A recruit officer who performs at a unsatisfactory level might be rated as a "1 or 2" for a particular task/activity. The FTO must attempt to assist the recruit officer in correcting his/her mistakes and assess the recruit officer's performance as quickly as possible. If the FTO has provided detailed and extensive retraining and the recruit officer continues to fail, a reduction in the scale value might seem contradictory if the recruit does no worse than before. The Not Responding to Training (NRT) designator allows the FTO to document continued failure and the failure on the recruit officer's part to improve, while maintaining the integrity of the initial rating.

It is important to recognize that a recruit officer may be earning satisfactory performance ratings and still be designated as NRT if there is no improvement in performance in spite of intensive remedial instruction directed by the FTO. For example, a recruit officer's failure to improve from a satisfactory rating of "3" may constitute an NRT.

In summary, an NRT is an indication that, 1) a problem has occurred in the past; 2) has been the object of appropriate remedial effort by the FTO; and 3) the remedial effort has not produced the desired result(s). "Chronic NRT" generally requires that the FTO, recruit officer, FTO coordinator and administrator collaboratively formulate a Performance Improvement Plan (PIP) to specifically address the recruit officer's most serious areas of performance deficiency. The decision to provide an extension of training (recycle) may be recommended by the FTO Supervisor based on approval by the FTO coordinator and administrator. In some instances, the Field Training Unit (cadre) may assist in the performance problem-resolution process.

The process of evaluating a recruit officer's performance and applying the evaluation to the graphic scale consists of four (4) steps:

1. Observe Behavior - only the performance of tasks actually performed by the recruit officer and observed by an FTO are to be included.
2. Determine Rating Category - based on the behavior observed, the FTO determines which categories should be evaluated (a review of the Standardized Evaluation Guidelines will indicate what types of performances are appropriate to which categories). Normally, a single incident will have some effect on the ratings in several categories
3. Compare Observed Behavior to the Standardized Evaluation Guideline after the appropriate rating categories have been determined, the performance

# Walworth County Sheriff's Department Field Training and Evaluation Program

observed is compared to the anchor point examples given in the Standardized Evaluation Guidelines. The determination is then made as to which anchor point example is the most similar to the performance.

4. Assign the Rating - if the FTO finds that the performance which was observed matches the example identified by the guidelines, the anchor point is assigned. However, if the FTO feels that the observed performance does not quite match the most similar anchor points, the next most appropriate scale value would be assigned.

## Managing the Not Responding to Training "NRT" Recruit Officer

1. Check over the recruit officer's documentation
  - + Are the deficiencies specifically noted?
  - + Has the "NRT" been checked and the corresponding documentation entered on the DOR?
  - + Is the amount and type of training assistance specifically documented?
2. Have the performance areas requiring additional training and recruit officer effort been discussed and thoroughly documented?
3. Did the Cadre review/discuss the recruit officer's deficiencies?
  - + Any remedial training recommendation or performance improvement plan PIP ideas?
  - + Has the "utility FTO" been identified?
4. Has a formal "Extension of Training" memorandum been forwarded to the recruit officer and a PIP meeting arranged?
  - + Has the recruit officer been counseled regarding the extension of training?
5. Recruit officer + FTO + Shift Sergeant (and/or FTO Coordinator) meet to formulate "Performance Improvement Plan"
6. Extension of training period commences and PIP categories are closely monitored:

# Walworth County Sheriff's Department Field Training and Evaluation Program

- + Recruit officer's formal performance is assessed.
7. Field Training Unit/FTO Coordinator forwards recommendation regarding "continuation of employment".
- + Employment Status Hearing is held if performance is below acceptable levels.
  - + Recruit officer dismissal/retention and "salvage" decision made by the Sheriff.

## Monthly Evaluation/Cadre Meetings

The FTO cadre will meet to conduct a group evaluation of the recruit officers on a monthly basis or as needed. This group evaluation will allow other FTOs who have observed the recruit's performance to comment on such. Where necessary, special training can be discussed and advice for special training problems sought and given within the confines of the cadre meeting.

This meeting will also give the recruit's next FTO a profile on the recruit officer's strengths and weaknesses. This group evaluation provides another means for the FTO staff to follow the relative progress being made by the recruit officer.

The FTO will also make a judgment as to what week the recruit officer is actually in (relative to performance) in comparison to the chronological week of training. This will assist the FTO staff in identifying and providing remedial training as soon as the need surfaces. These forms will be left within the recruit officer's file and may be referred to by the FTOs as the need arises.

## Phase Transition Meetings

Towards the end of each phase the primary FTO as well as the FTO in the current phase and the FTO assigned to the next phase will meet to discuss all aspects of the probationary officers progress to make the transition as easy as possible from phase to phase.

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

The Patrol FTEP program will consist of 5 phases as well as a Mini-Academy and an Orientation week as defined in the next few pages.



# **Walworth County Sheriff's Department Field Training and Evaluation Program**

## **MINI-ACADEMY**

The mini-academy will last approximately 40 hours and will allow the recruit officer to be trained and evaluated in various skill areas prior to be allowed to go into phase 1. These skill areas include, but are not limited to, Firearms, DAAT, EVOC, Vehicle Contacts, Professional Communications, Taser, CPR/AED, Stop Stick training, various Videos, etc. This week of training and evaluation will ensure the recruit officer is able to satisfactorily perform in the skill areas prior to be allowed to go out onto the street saving time during phase 1-4. The recruit officer will NOT be allowed to carry his/her duty weapon per policy until he/she has "qualified" during the mini academy.

## **PHASE TRAINING**

### **Phase I**

Phase I is a training and evaluation period with a primary FTO lasting approximately four (4) weeks (20 shifts). During this period the recruit officer performs 5%-25% of the police functions. The recruit officer may assist the FTO, in some cases, concurrent with his/her capabilities. Each police function which has been performed by the FTO will be discussed with the recruit officer to help him/her better understand what has happened and the reasons for the actions taken. Attitude-building topics will be discussed and, when possible, check-list items signed off. During this period DORs and weekly summaries will be completed.

A weekly meeting with FTO, recruit officer and FTO Supervisor should take place to review the weekly summary. A mid-phase test and end-of-phase test will be administered and a minimum of 80% must be attained by the recruit officer.

The FTO should attempt to cover each item in the checklist of phase I. During the phase, a cadre meeting should take place with FTOs, FTO Supervisors the FTO Coordinator, and FTO administrator to discuss performance of the recruit officer and make recommendations for advancement to the next phase. This should include positive and negative aspects of the recruit officer's performance during the current phase. The FTO who will take over training the recruit officer in the next phase should be made aware of the recruit officer's progress.

During this period the recruit officer will prepare "mirror" reports of all work the FTO does. These mirror reports will be placed with the DOR for that day.

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

## **ORIENTATION WEEK**

Orientation week will take place in most circumstances between Phase 1 and Phase 2. This will allow the recruit officer to familiarize themselves with the overall department. The recruit officer will spend one (8) hour shift in the following divisions, Communications, Investigations, Court Security, Process, and the Jail. The reason it is put in between Phase 1 and Phase 2 is to allow the recruit who may be new to Walworth County and the Sheriff's Department, the ability to spend Phase 1 (20 shifts) getting acquainted with the various divisions so when they go through the orientation week they get a clear picture of how all the divisions work together in our department

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

## **Phase II**

Phase II, lasting approximately four (4) weeks (20 shifts), is a training and evaluation period when upon successful completion of phase I the recruit officer is assigned a new FTO and may be assigned to another shift. DORs and Weekly Summaries are completed. Weekly meetings with the FTO Supervisor to identify the recruit officer's strengths and weaknesses are still held. Where weaknesses or deficiencies are noted, the FTO Coordinator will develop and institute additional or remedial training should efforts of the FTO and/or FTO Supervisor fail to remedy the deficiency.

During this period the recruit officer will perform 25%-65% of the police functions. The items in phase II of the checklist should be covered by the FTO

A cadre meeting should be held during the phase attended by the FTOs, FTO Supervisors, the FTO Coordinator and FTO Administrator discussing the current performance of the recruit officer. A recommendation should be made as to whether or not the recruit officer should be advanced to the next phase. This information should be given to the FTO who will take over the training of the recruit officer during the next phase.

A mid-phase and end-of-phase test will be administered and a minimum of 80% must be attained by the recruit officer. All paperwork generated by the recruit officer will be photocopied and placed with the DOR for that day.

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

## **Phase III**

Phase III, lasting approximately four (4) weeks (20 shifts), is a training and evaluation period when upon successful completion of phase II, the recruit officer is assigned a new FTO and may be assigned to another shift. DORs and Weekly Summaries continue to be completed and the weekly meetings with the FTO Supervisor also continue.

During this phase the recruit officer will perform 65%-95% of the police functions. The FTO should work on the items in phase III of the checklist and review areas previously covered as time permits.

A cadre meeting should be held during the phase attended by the FTOs, FTO Supervisors, the FTO Coordinator and FTO administrator discussing the current performance of the recruit officer. If remedial training to correct a deficiency is needed, it will be provided through a plan developed by the FTO, FTO Supervisor, FTO Coordinator, and FTO Administrator.

A mid-phase and end-of-phase test will again be administered to the recruit officer. A score of 80% is required for these tests. This phase is the final training phase of the program.

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## **Phase IV**

Phase IV is an evaluation-only phase, lasting approximately four (4) weeks (20 shifts). This is a "shadow" period during which the FTO observes and evaluates the recruit officer while on patrol. The FTO may dress in uniform or in plainclothes. The purpose of the "shadow" period is to afford the recruit officer the opportunity to provide patrol services in a "solo" fashion. The recruit officer shall perform all the duties and bear the responsibilities required to handle the call/activity without the FTO's assistance. The FTO will intervene only when the failure to do so would jeopardize the safety of those involved or the quality of police service delivery would be compromised. When the FTO participates in police functions to insure the efficiency of police service to the community, the recruit officer may still receive acceptable performance ratings if evaluation guidelines and requirements contained in this manual are complied with.

The "shadow" period is the recruit officer's opportunity to demonstrate his/her ability to earn a solo patrol assignment.

No mid-phase or end-of-phase tests are administered during this phase. A final work project will be completed by the recruit officer prior to successful completion of this phase.

## **Phase V**

In Phase 5 the deputy is on solo patrol and will be evaluated monthly by the FTEP supervisor(s) until the end of the probationary period

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

## **Schedule Changes**

To insure a consistent level of training within the Field Training and Evaluation Program, it is necessary that the recruit officer remain with the assigned FTO for the entire phase. Therefore, it may be necessary to adjust the recruit officer's working schedule to coincide with the assigned FTO's schedule for each phase. In the event the assigned FTO is on vacation or leave, the recruit officer should work with an unassigned FTO, the FTO Supervisor or FTO Coordinator. The recruit officer should not be assigned to other patrol personnel during the three (4) training phases except in exigent situations. The FTO Coordinator will make every effort in scheduling the FTO phases for each recruit as easy a transition as possible taking into consideration the need for days off. Due to scheduling differences on each shift, this is not always possible. A recruit officer may not always have a standard work schedule during the FTO program. This will be coordinated with Human Resources and payroll. The recruit officer is expected to complete the FTO program in about 4 months. Recruit officers taking days off during the FTO program is possible due to pre-planned events on a case by case basis approved only by the FTO Administrator.

## **Extension of Training**

The Field Training Unit will meet on a regular basis to review the recruit officer's progress in satisfactorily meeting the Field Training and Evaluation Programs's requirements. The Field Training Unit has a latitude to recommend an extension of field training beyond the minimum number of scheduled days in each training and evaluation phase. This extension is granted when problems are identified which would hinder the recruit officer's performance or if the recruit officer is behind schedule to the point that he/she could not be expected to catch up under normal circumstances. The extension of training or "recycle" allows the Walworth County Sheriff's Department to work with the recruit officer on specific problems. The recruit officer should view

The "recycle", if it occurs, as if he/she have been placed in a holding pattern for a short time. No stigma is attached to a recruit officer who receives a Field Training and Evaluation Program "recycle". The extension of training should be viewed as a positive decision to assist the recruit officer to get back on track.

By the end of phase III, the recruit officer should be consistently performing at least "3" level work in all evaluation areas. If the recruit officer has not attained "3" level performance, the training period may be extended under the following conditions:

- (1) There is a specific, identifiable problem
- (2) During the previous four months of training, the recruit officer has not shown progress in this area

# Walworth County Sheriff's Department Field Training and Evaluation Program

- (3) There is a specific remedial training plan to correct the problem
- (4) It is reasonable to believe that the remedial training plan should correct the problem within a specified period not to exceed one month

If it becomes necessary to extend a recruit officer's training and the fourth requirement listed above is met, the FTO will complete a "Request for Extension of Training Form and forward it through the FTO Supervisor, FTO Coordinator, FTO Administrator, and Undersheriff for approval. If there is non-concurrence (on approval or disapproval) within the chain-of-command, the non-concurrence will be documented in writing and attached to the request. A recruit officer who has been granted an extension will be assigned on a basis of what shift and what FTO has evaluated him and who would best accomplish the goal of the extension. During the extension of training, DORs and weekly summaries will be completed as in the standard phase.

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

## **Selection of Field Training Officers**

Selection of FTOs is crucial to the success of the Field Training and Evaluation Program at the Walworth County Sheriff's Department as many of the values, tactics and attitudes of FTOs are transmitted to inexperienced deputies.

The Field Training and Evaluation Program is another career path within the Sheriff's Department. It provides incentive for the demonstration of proficiency in the knowledge, skills and abilities needed to perform patrol functions while performing the duties of FTO. The deputy gains experience and knowledge that increases leadership, training and evaluation skills and may enhance career opportunities.

The Walworth County Sheriff's Department shall post notice of FTO openings. A short written letter should be submitted to the FTO Coordinator expressing why he/she would like to be an FTO.

The FTO applicant shall have a minimum of 3 years experience as a full-time law enforcement officer, two of which must have been served at the Walworth County Sheriff's Department as a solo patrol deputy, as well as past satisfactory evaluations. FTO's shall also have been given favorable recommendations by their sergeants in order for consideration. They must possess essential knowledge, skills, and abilities. They must also successfully pass a minimum of 24 hour basic FTO course after appointment to be allowed to remain as an FTO.

Qualified applicants should be assessed by a selection board comprised of current FTO's, FTO Supervisors, FTO Coordinator, and FTO Administrator. Final selection as an FTO shall be made by the Sheriff and/or Undersheriff or designee.

## **Training of FTO**

All FTOs shall receive formal FTO training. This shall consist of a 24 hour basic FTO school. The FTOs should attend as much specialized training as possible in order to maintain an above-average knowledge in police-related fields. The FTO training should be geared to reacquainting the FTO with department policy & procedure and providing reminders of basic supervisory skills.

## **Supervision of FTO**

The FTO has two primary roles to fulfill: that of a Deputy Sheriff assuming full patrol responsibility and those of a trainer and evaluator of recruit officers. The FTO shall follow the normal chain of command while having an FTO Supervisor review the DORs and Weekly Summary Reports. The FTO Supervisor shall report to the FTO Coordinator.



# Walworth County Sheriff's Department

## Field Training and Evaluation Program

### Job Description - Field Training Officer (FTO)

The Field Training Officer (FTO) position is a specialized duty of a patrol officer. His/her primary duty will be that of a patrol officer who will perform those duties as outlined in the patrol officer job description. The FTO is under the direct supervision of the FTO Supervisor with the added responsibility of training probationary employees in conjunction with the Field Training and Evaluation Program established by this department. Additionally, all FTOs are directed by the FTO Coordinator through the FTO Supervisor for that particular function of their duties.

#### Examples of Work Performed:

- (1) Be available as a resource to the recruit officer.
- (2) Teach the recruit officer the policies and procedures of the Walworth County Sheriff's Department.
- (3) Show the recruit officer the geographic lay-out of the roads and businesses of Walworth County and be responsible for having the recruit officer learn the county.
- (4) Show the recruit officer, by demonstration and field performance, the duties of a patrol officer.
- (5) Develop written and verbal tests to quiz the recruit officer on information needed by a patrol officer.
- (6) Evaluate the recruit officer on a daily basis and identify strong and weak areas. This evaluation will be discussed with the recruit officer and a written copy will be prepared for the FTO Coordinator.
- (7) Assign remedial training when needed with the FTO coordinator.
- (8) Prepare all required reports completely and promptly.
- (9) Promote positive community/public relations in all ways possible. He/she shall strive to promote a positive image for the recruit officer.

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- (10) Keep himself/herself abreast of changes in the laws and be able to relate these changes to the recruit officer.
- (11) Attend as much specialized training as possible in order to maintain an above-average knowledge in police work.
- (12) Function as a liaison between the recruit officer and members of the Dept.
- (13) Be willing to select and train new FTOs with the FTO coordinator.
- (14) Be willing to assist in the intern program.
- (15) Have good communication skills and be able to relate these skills with hands-on performance to the recruit officer.
- (16) Serve as a model to the recruit officer.
- (17) Be willing to assist in remedial training of veteran officers.
- (18) Perform all related tasks as assigned.

## **Required Knowledge and Skills**

He/she must have a thorough knowledge of the policies and rules of the Walworth County Sheriff's Department and a working knowledge of federal and state laws and county ordinances. The FTO must be skilled in criminal investigations, traffic enforcement, accident investigations, and public relations. The FTO must be familiar with court procedures and must be able to demonstrate and articulate this knowledge. The FTO is required to make decisions within the scope of his authority and accept responsibility for decisions of the recruit officer and himself/herself; be willing to acquire the knowledge and skills required of a supervisor and be a direct supervisor to the recruit officer. He/she shall not abuse his/her authority but be ready to shoulder his/her given authority and exercise it judiciously.

## **Liaison with Academy Staff**

The Field Training and Evaluation Program is an important adjunct of the formal recruit classroom training and should be as carefully organized, administered and evaluated as classroom training. The Walworth County Sheriff's Department will be closely allied with the recruit academy so that the FTOs are aware of what skills and subjects have been taught and what roles the FTOs are to assume. FTO's are encouraged to visit the

# **Walworth County Sheriff's Department Field Training and Evaluation Program**

recruit class and observe the training and become involved in the early stages of the training process.

## **Field Training Program Scenarios**

The purpose of training scenarios is to allow the recruit officer the opportunity to be exposed to situations which may not become available during the Field Training and Evaluation Program and to evaluate the recruit officer's ability to perform in various types of situations in which a deputy sheriff might become involved.

Each of the scenarios will be scripted. The role actors will follow those scripts within the accepted range. The communications center shall be notified that a training scenario is going to be conducted along with what squads will be involved and where the training will take place.

Safety will be the utmost concern during the performance of a scenario. NO LOADED WEAPONS OR LIVE AMMUNITION WILL BE ALLOWED IN THE AREA DURING SCENARIOS. A safety officer will be assigned to ensure all safety measures are followed. The Training Safety Officer (TSO) will be in control of safety of the scenario to ensure it will be conducted within the proper safety guidelines. The scenario will stop immediately if the safety officer gives the order to stop. The safety officer shall not assume any other role during the scenario. An OIC will be utilized to conduct the scenarios working in conjunction with the TSO.

Training scenarios will begin at the end of phase I or the beginning of phase II. The scenarios shall be videotaped for review and evaluation later by the FTO and the recruit officer. If they are videotaped, the videotapes will become part of the training record of the recruit.

Scenarios will give the recruit an opportunity to perform tasks which he/she might not be familiar with, or become better able to perform under circumstances in which the recruit has had minimum exposure. Upon completion of a scenario the FTO will hold an evaluation period with the recruit. If videotaped, the tape should be reviewed. The evaluation should allow the FTO to bring out both weak and strong points which were seen or demonstrated during the scenario. A DOR will be done as normal, but the DOR should contain specific details on the scenario training which took place. The DOR shall also note that the performance being evaluated took place in a scenario. The scenarios can also be used to check off items on the checklist.

If a recruit has extreme difficulty during a scenario situation, an evaluation should be done and any required corrections should be addressed. The recruit should be given an

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opportunity to replay the same scenario to ensure the needed corrections or improvements have been made. If continued problems still exist, additional training should be arranged by the FTO Supervisor and FTO Coordinator.

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# ADULT EDUCATION

**THE TEACHING/TRAINING/LEARNING PROCESSES**

# Walworth County Sheriff's Department

## Field Training and Evaluation Program

The information in this chapter addresses the teaching/training/learning processes that occur in the FTEP. The chapter is divided into several sections designed to assist the FTO in handling the various training problems that arise during the phase training.

The first section is entitled Field Training Program Orientation. A reading of these pages ought to provide the FTO with some insight into what the trainee may be experiencing as they enter this new phase of their training. Empathy and patience are skills essential to every FTO. The need for these skills are clearly identified in this section.

The second section, FTO Instructional Techniques, is a valuable two-part thesis on two major phases of training: Fundamentals of Learning and Effective Teaching Methods. These sections are adopted from the Anchorage, Alaska Field Training Officer Manual.

The third section, Remedial Training Strategies, should prove to be one of the more useful segments of this manual. It covers some proven training strategies for use with trainees displaying particular problems.

The fourth and final section, Proxemics as they Relate to the FTEP will give the FTO some insight, and perhaps guidance, to working with non-assertive trainees and trainees who have recently moved to our community and are experiencing problems in this new, "foreign" environment. The FTO must be aware of the particular needs of this group of trainees and, to that end, this information will prove useful.

### FIELD TRAINING PROGRAM ORIENTATION

The trainee's first few days in the FTEP are the most critical from the standpoint of learning and development. It is during this period that important attitudes and behavior patterns are established. During the first few days of training, the trainee forms permanent attitudes toward the Department and law enforcement work. This is also the time when the trainee learns what is expected of him or her during training, and during much of the remainder of their law enforcement career. The trainee expects to be challenged, and he or she expects to be put in his or her proper place by superiors. Any comments that the superiors make to him or her about performance is likely to be taken seriously and, perhaps, literally. He or she will be very concerned about meeting the requirements of the training program, and following the instructions of his or her FTO. The trainee wants to succeed.

Even though a trainee should be expected to conform to the training regimen, and to respond to instruction, the FTO should realize that there are natural forces that

# Walworth County Sheriff's Department Field Training and Evaluation Program

work on the trainee to make the first days in training more difficult than they would otherwise be, and to decrease the quality of performance. The new trainee is faced with the prospect of starting a new job, or for the trainee who comes from an academy experience, a new situation. Change, or the facing of a new situation. Well, the trainee is no different. Just because an experienced FTO no longer feel the pangs of starting a new job, he or she should not expect the new trainee to feel as comfortable. The "limbo period" was developed to offset somewhat the negative forces at work during this transition period. It also helps the FTO help the trainee to settle into his or her new role at a less stressful pace.

To compound the situation, many new trainees are starting their first real jobs. They often do not have prior work experience to guide their behavior and performance. They do not know what to expect either. Beyond that, they probably developed some inaccurate impressions or perceptions at the police academy about the training program and the job. They are probably very disoriented and they do not know what the job entails.

As a result of facing a new situation of not knowing what to expect or of having false impressions about the job, a new trainee is likely to be apprehensive, nervous and seemingly dull-witted. He or she will probably have a case of the jitters and will not respond to instruction as well as more advanced trainees will.

The FTOs should reflect on how he or she felt when they began their own training and they will better appreciate the trainee's predicament. The trainee's problems and fears can be allayed by the simple application of a little human understanding by the FTO. The trainee should not be pampered, but he or she should be treated in an empathetic, understanding manner.

A FTO should attempt to create a positive training relationship with the trainee. A clear understanding of the FTO's role is necessary. The FTO should quickly and realistically advise the trainee of the trainee's role. The sooner the trainee knows where he or she stands in relation to the FTO and what is expected, the less apprehensive and the more responsive he or she will be.

During the initial orientation process, the FTO should also establish a friendly, open, and professional rapport with the trainee. Development and learning come through effective communication and rapport is of paramount importance to communication

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because people are not likely to share their ideas, questions or feelings unless they feel their listener is open or sympathetic to their conversation.

The FTO should also convey an open, positive attitude that implies that the trainee will succeed in the program. A person as impressionable as a new trainee is not likely to develop when he or she has more or less been told that they cannot succeed. They need to know that their FTO wants them to succeed, and that the FTO will help them succeed. There is nothing so disconcerting as going up against a stacked deck. Everyone needs to know that they have an even chance of success.

It is particularly important that a FTO maintain a positive and objective attitude when he or she receives a trainee who has not performed well with another FTO. The new FTO should give the trainee every opportunity to succeed. The FTO should not be prejudiced and should base any judgments on independent observations, not on others' comments. It is entirely possible that the change of FTOs, and the application of a positive attitude by the new FTO may in themselves be sufficient to elicit an acceptable performance from the trainee. The emphasis should be put on developing a viable officer rather than discharging the employee. Avoid the negative side of the self-fulfilling prophecy.

Sufficient flexibility has been designed into the program so individual needs of the trainee and the overall needs of the Department can be both met. It is expected that new trainees have the necessary qualities to succeed and that with proper training, the majority of them will become acceptable officers. It is therefore incumbent upon the program staff and the FTO to apply individual training approaches for each trainee so that the trainee can fully develop during training. Again, the atmosphere should be one in which the trainee has the maximum opportunity to succeed.

The FTO should use training methods that are conducive to producing success. This latter point cannot be overemphasized. All too often, ineffective or counterproductive stress training methods are used. The use of profanity, table pounding or humiliating tactics should not be relied upon. These methods do not contribute to good learning, nor do they place the trainee in a proper state of mind. They have no place in the daily training routine. Instead, a FTO should seek to reinforce the positive attributes or accomplishments, rather than to constantly emphasize the weaknesses.

Remember, people respond much more quickly to a positive statement than to a negative one. Above all, within the limits of good judgement, a FTO should use effective, realistic, and established training methods that are conducive to the trainee's temperament, needs, and development as a deputy sheriff.



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In summary, the FTO should recognize that the first few days of training are critical. The FTO must apply an effective orientation process that adequately takes into account the very real and natural forces that serve to lessen a trainee's performance. The FTO should work to create a positive learning environment that suits the individual characteristics and development of the trainee. Above all, the FTO should begin to use a selection of good, reliable and acceptable training techniques that are most conducive to producing a viable officer with a professional orientation.

## **TRAINEE PERSONAL HISTORY**

The trainee/personal history form is completed at the beginning of the FTEP and is kept in the trainee's CFTE program personnel file. Its purpose is to provide FTOs the opportunity to get to know the trainee as quickly as possible. As FTOs are assigned new trainees, they should familiarize themselves with their new trainee by reviewing the pertinent file. Information obtained may help them break the ice and begin the training sooner.

The trainee personal history form shall remain brief and should not pry.

## **INTRODUCTION TO INSTRUCTIONAL TECHNIQUES**

FTOs interested in transmitting skills and knowledge to others must answer three important questions. What should be taught? What materials and procedures will work best to teach what we wish the student to learn? How will we know when we have taught it? Not only must these questions be answered to instruct effectively, they must also be answered in the order they are listed.

Once course objectives are developed, lesson plans and the duration of the lessons must be established. Instructional methods that enable recruit officers to progress more rapidly toward the course objective should be used. Moreover, procedures to evaluate the trainee's progress toward the objective should be implemented.

The course objectives must be communicated to the learner. He or she must fully understand them, recognizing that a clearly stated objective succeeds in communicating to the learner a visual conception of a successful trainee's skills at the end of a course or at the end of part of a course. Objectives are fully realized only when the trainee can demonstrate competence. A statement of specific course objectives is not sufficiently explicit unless it indicates how the instructor intends to sample understanding. The teacher must describe what the learner will be asked to do to demonstrate his understanding.

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Thus, the statement that communicates best will be one that describes the expected terminal behavior of the trainee. Such a statement should identify and define the desired behavior as well as specify the criteria of acceptable performance.

Specifying the minimum acceptable level of ability for each objective creates a performance standard against which instructional programs can be assessed; it can then be readily ascertained whether or not a program has been successful in achieving the instructional intent.

One of the most successful ways to indicate a lower limit of acceptable performance is to specify a time limit for completion of an activity. For example, the evaluation of rapid fire on a pistol course is directly contingent upon completion within a specified period of time. Time limits often are imposed upon trainees more informally when they are told how much time will be allowed to complete a written examination.

Time limits and minimum numerical scores are not necessarily essential. What is essential is there be a reliable, accurate method to measure the trainee's performance according to the stated course objective.

Research reveals that participating students learn more effectively than non-participating students. The more a person participates in an incident, the better he becomes in handling it's demands providing, of course, that his responses are accompanied by effective critiques. If participation is to be effective, students should acquire basic knowledge prior to the formal training sessions. Homework assignments may assist in the acquisition of this foundation.

Because individuals learn at different speeds, standardized programs can hold some students back while others move ahead. Self-paced, individualized programs of instruction are a method of overcoming the learning rate problem; the individualized, clear definition of what the student will be able to do after the training.

FTOs should plan lectures, discussions and individualized programs carefully. An acceptable standard in the field of vocational education is the "Five-Step Teaching Process". These five steps are:

- (1) Rehearsal - testing the competency of the lesson plan through others.
- (2) Preparation (also known as the "introduction") - preparing the student's mind to receive the information.
- (3) Presentation - giving the student new knowledge or demonstrating the new operation through an organized lesson plan.
- (4) Application - giving the student an opportunity to apply his newly gained knowledge.

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- (5) Test or Summary - checking the ability of the student to perform the operation or to apply the knowledge in a new situation.

## FUNDAMENTALS OF LEARNING

Before we can begin to understand the fundamentals of teaching, we must first look and see how a person learns. Therefore, this section on instructional techniques will be divided into two parts, (1) how people learn; and (2) effective teaching methods.

**HOW PEOPLE LEARN:** The general purpose of all instruction is to help the student learn. Fundamentally then, the instructors work to see that learning occurs. When learning takes place we can say the objective to effect behavioral change happens. When the FTO enters this field of endeavor, the professional must consider his own goals in the conduct of field instruction. He or she must ask, "What must the FTO strive to accomplish?"

Education has three distinct purposes; the discovery of new knowledge, the dissemination of existing knowledge, and the translation of facts and knowledge into a practical application of action on the part of the student. This then, is the basic nature of the FTO. Armed with knowledge and skill, the FTO approaches the recruit officer with the responsibility to teach him or her to perform professionally as a solo unit according to the facts and law applicable within the situation. Field training, a critical extension of the formalized training setting of the academy, is therefore mainly a communications issue.

Communication is known to take place at several levels. Information may be simply transmitted and received. Some students may receive a communication and even be able to recite it verbatim, but comprehension has not taken place. This is an example of the lowest level of learning. Communication at the understanding level goes far beyond the receipt of information. Ideas must be comprehended. Understanding is a higher type of communication than is the mere acquisition of facts. However, to be effective, the FTO must go beyond this level of communication.

Effective communication requires information to be presented in such a manner as to affect the behavior of the student. The FTO who directs his/her student within a field situation or problem and as he/she does so, explains the effects of legal status, discretionary principles and departmental policies, is controlling the student recruit's behavior and at the same time building a structural understanding of the corrected procedures to implement. In this manner, the communication of instruction goes directly to the action required and the reason for it. If properly presented and explained, at the conclusion of the situation, on the basis of all attending circumstances known to the student, this will lead to effective learning.

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Theoretically speaking, learning is sometimes defined as changes in behavior which result from experiences. This, of course, is somewhat of a loose definition and must be remembered as such because mental strain, physical fatigue or even maturity may determine the extent of behavioral changes. It is often said that a baby first learns to eat by drinking milk and then learns to crawl and finally walk. It would be unrealistic to feed a baby a steak under the assumption that only learning is necessary. The body, of course, requires the facilities as well as abilities to perform a given function. So in a practical sense, learning may be said to have occurred when a student's actions and behavior are governed by all relevant information known to him at the time. Consequently an instructor must be sensitive and knowledgeable of some of the factors which are involved in and affect the development of this learning.

**PERCEPTION AND INSIGHT:** Perception is the basis of, or for, all learning. Bits of information called perceptions are directed to the brain by a combination of the senses. The senses are the doors to the brain. In becoming a deputy sheriff these senses begin to play a major role in the development of maturity. The recruit's use of all his or her perceptive abilities is extremely important and the culturing of these tools is essential for the FTO to pay particular attention because from the standpoint of learning, behavior is the end result and the goal of the perceptions to which he is introduced.

Perceiving involves more than the receipt of sights and sounds. Perceptions result when a person gives meaning to the sights and sounds which come his way. People base their actions on the way they believe things to be. The trained, experienced deputy sheriff receives quite a different perception from observing a diabetic undergoing a diabetic shock, from that received by the inexperienced student who will relate his observations to elements of intoxication.

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Real meaning comes only from within a person, even though the sights and sounds which evoke those meanings come through the eyes and ears, nose or touch. Since the meaning which is derived from the information furnished by the senses may depend on many factors and because perceptions are the basis of all learning, knowledge of the factors affecting the perceptual process is important to every FTO.

Among the vitally important factors which affect a student's perceptions are:

- (1) Physical organism
- (2) Needs and requirements
- (3) Goals and values
- (4) Self-concept
- (5) Time and opportunity for perception
- (6) Element of threat

**PHYSICAL ORGANISM** - This is the vehicle by which the individual becomes aware of and operates within the world of which he/she is a part. As a deputy sheriff, a person must be able to utilize his senses to the degree of immediate response adequate within the existing circumstances and situation. A person whose perceptual apparatus distorts reality is denied consideration to serve as a deputy sheriff.

A human's basic need is to maintain and enhance the organized self. The self is complete. It is his/her past, present and future combined. It is both physical and psychological. A human's most fundamental, pressing need is to preserve and perpetuate this self. All perceptions are affected by this need.

Just as the foods one eats and the air one breathes become the physical self, so do the sights one sees and the sounds one hears become the psychological self. Psychologically, we are what we perceive. A man has physical barriers which keep out those things which would be damaging to the physical being, such as blinking at an arc welder or flinching from a hot iron. So, likewise, humans have perceptual barriers which block those sights, sounds and feelings which threaten him in a psychological way.

Helping people learn, then, requires finding ways to aid them in developing better perceptions in spite of their defense mechanisms. Since man's basic need is to maintain and enhance his self, the instructor must recognize that anything he asks of the student which may be interpreted by the student as imperiling this self will be resisted or denied. To teach effectively, it is necessary to work with this life force rather than to try to go against the grain.

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Perceptions depend on one's **GOALS AND VALUES**. Every experience and sensation which is funneled into one's central nervous system is colored by the individual's own beliefs and value structures. Spectators at a ball game may "see" an infraction or foul differently depending on which team they support. The precise kinds of commitments and philosophical outlooks which the student holds are important for the FTO to know since this knowledge will assist the FTO in predicting how the student will interpret the experiences and instructions he or she receives.

Motivations are also a product of one's value structure. Those things which are more highly valued and cherished are pursued; those which are accorded less value and importance are not sought after. Motivations are one of the most important factors in learning. They are affected by many other factors also, and will be discussed in some detail later in this section.

**SELF-CONCEPT**, how a person pictures himself, is one of the most powerful determinants in learning. A student's image of himself or herself, described in such terms as "confident" and "insecure", have a great influence on his total perceptual process. If the student's experiences tend to support his or her own image of himself or herself as a deputy sheriff, he/she tends to remain receptive to subsequent experiences. If the learner has negative experiences which tend to contradict or destroy self-concept, he/she tends to reject additional training.

Negative self-concepts inhibit the perceptual processes by introducing psychological barriers which tend to keep the student from receiving them and then perceiving what the instructor intends. They may even inhibit the ability to properly implement that which is perceived. That is, they affect unfavorably the ability to do. Learners who view themselves positively, on the other hand, are less defensive and more ready to "digest" experiences by assimilating all of the instructions and demonstration offered. Self-concept affects perception.

It takes **TIME AND OPPORTUNITY** to perceive. Learning some things depends on other perceptions which have preceded them, and on the availability of time to sense and relate these new things to the earlier perceptions. Thus, sequence and time are necessary. Making the most effective use of the time available as well as exposure to as many different field experiences within the allotted time is a basic problem. Many factors, in addition to the length and frequency of training periods, affect the rate of learning. The effectiveness of the use of a properly planned training syllabus is proportional to the consideration it gives to the time and opportunity factor in perception.

**THREAT RESTRICTS PERCEPTION** - Fear adversely affects a student's perception by narrowing his perceptual field. Confronted with a threat, the student tends to limit his attention to the threatening object or condition he has recognized. His field of vision, for

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example, is reduced when he is frightened and all of his perceptual faculties are focused on the thing which has generated his fear.

Learning is a psychological problem, not a logical one. Trying to frighten a student by threatening him with unsatisfactory reports or reprisals may make sense logically, but is not effective psychologically. The effective instructor is one who can organize the logic of his teaching to fit the psychology of the learner. If the situation ever seems to overwhelm him, the student feels unable to handle all of the factors involved and a threat exists. So long as he feels capable of coping with the situation which he recognizes, each new experience is viewed as a challenge.

Realizing that behavior is a function of the way in which the individual perceives, and knowing that perceptions are affected by any and all of these factors enables a good instructor to facilitate the learning process by avoiding any actions which negate the attainment of teaching goals. Teaching is consistently effective only when these factors which influence perceptions are recognized and taken into account.

**INSIGHTS** involve the grouping of perceptions into meaningful wholes. Evoking these insights is the instructor's major responsibility. To insure that these occur, it is essential to keep each student constantly receptive to new experiences and to work to help him or her realize the way that each piece relates to all other pieces of the total pattern of the task to be learned.

Understanding the way in which each factor may affect all others, and knowing the way in which a change in any one may affect changes in all others is imperative to true learning. This mental relating and grouping of associated perceptions is called insight. Insight is basic to true learning.

Insights will almost always occur eventually, whether or not instruction is provided. For this reason it is possible for a person to become a deputy sheriff by trial and error if he or she supervises his exploratory actions, just as one may become a lawyer by "reading law". Instruction, however, speeds this learning process by teaching the relationship of perceptions as they occur, and so promoting the development of insights by the student.

As perceptions increase in number and are assembled by the student into larger "blocks" of learning to become more insights, learning becomes more and more meaningful to him or her and more and more permanent. Forgetting is less of a problem when there are more anchor points to which one can tie his insights. It is a major responsibility of the instructor to organize his demonstrations and explanations and the directed student practice so that the learner has better opportunities to understand the interrelationships of

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the many kinds of experiences he has perceived. Pointing out the relationships as they occur, providing a secure and non-threatening environment in which to learn, and helping the student officer acquire and maintain a favorable self-concept are most important in fostering the development insights.

**MOTIVATION** is probably the dominant force which governs the student's progress and ability to learn. Motivations may be tangible or intangible. They may be negative or positive. They may be very subtle and difficult to identify or they may be obvious.

Negative motivations are those which may engender fears, and be perceived by the student as threats. While they have their uses in limited situations, such as the instruction of "captive" groups, they are not characteristically as effective in promoting efficient learning as are positive motivations.

Positive motivations are provided by the promise or achievement of rewards. These rewards may be personal or social. They may involve financial gain, satisfaction of the self-concept or public recognition. Some motivations which can be used to advantage by the instructor include the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image or sense of achievement.

The desire for personal gain, either the acquisition of things or position, is a basic motivation for all human endeavor. A man may be motivated to dig a ditch or to design a supersonic airplane by only the desire for financial gain.

Students are like all other workers in wanting a tangible return for their efforts. If such a motivation is to be effective, they must believe that their "take home pay" is worthwhile, and that their efforts will be suitably rewarded. These rewards must be constantly apparent to the student during his instruction whether they are to be financial, self-interest, or public recognition.

Many lessons with objectives which are not obvious will pay off well during later instruction, but the student does not appreciate this fact. It is important for the instructor to make him aware of those applications which are not immediately apparent if the student's motivation is to be maintained. Likewise, the devotion of much time and effort to drill and practice on operations which do not directly contribute to competent performance as a deputy sheriff should be avoided.



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The desire for personal comfort and security is a motivation which is often inadequately appreciated in field training instruction. All students want secure, pleasant conditions and states of being. If they recognize that what they are learning may promote this objective, their interest is easier to attract and hold. Insecure and unpleasant training situations retard learning.

All people want to avoid pain and suffering. The student deputy sheriff will apply himself generally to learning actions and operations which he realizes may prevent injury or even save his/her or another's life. This is especially true when he knows that the ability to make quick decisions or to instinctively act correctly in an emergency results from adequate learning.

The attractive features of the activity to be learned can provide a powerful motivation. Students are anxious to learn skills which may be used to advantage in a pleasant hobby or vocation. If they can understand that each learning task in which they are directed will be useful in preparing for the activities for which they undertook training, they will be eager to pursue it.

Group approval is a strong motivating force. Every man wants the approval of his friends and superiors. His interest can be stimulated by building on this natural force. Most students enjoy the feeling of belonging to a group and are interested in attaining an accomplishment which will give them prestige among their fellow students. If the student respects his instructor as a person and has confidence in his ability, he will also value his approval.

In group instruction, praising and giving credit to students who have performed well not only encourages those praised, but also motivates others in the group to greater efforts.

Every man seeks to establish for himself a favorable self-image. This self-image may be submerged in a feeling of insecurity or despondency which results in expression of self-negation.

Fortunately, there is somewhere within each person who addresses himself to any task the belief that he can succeed under the proper combination of circumstances and good fortune. It is this belief in his own capability and desire to confirm it which can be the most powerful motivating force for any but the genuinely timid student.

This motivation can best be fostered by the instructor through the introduction of perceptions which are solidly based on facts previously learned and which are easily recognized by the student as achievements in learning. Each additional block of learning toward the insight to be developed and toward the ultimate goal contributes to the

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confirmation process and confidence is achieved, and advances can be more rapid and the resulting motivation will be strengthened.

Negative motivations in the form of chastisement and threats should be avoided with all but the most overconfident and impulsive students. Positive motivations are essential to true learning. Slumps in learning are often due to slumps in motivation. Motivation does not remain at a uniformly high level and may be influenced by outside influences such as physical or mental disturbances or inadequate instruction. The instructor must tailor his instruction to the maintenance of the highest possible level of motivation and should be alert to detect and counter relapses in motivation which originate away from the department.

**BEHAVIOR MODIFICATION** - Training is actually a method used to modify behavior. The FTO should be aware of this and guide the training efforts toward the accomplishment of this goal. Behavior modification is a strategy that every supervisor and FTO should be aware and use.

The two fundamental principles of behavior modification are:

- (1) As human beings, we tend to repeat the things for which we are rewarded.
- (2) As human beings, we tend to avoid those things for which we are punished.

Therefore, when we see an act that we deem proper and would like to see it repeated, we should reward that person. If we ignore the action, then the likelihood of it being repeated again becomes a matter of chance. This fact must be reinforced by the FTO Supervisor with his or her FTOs. The reward does not have to be an obvious one either. A comment on the DOR or a verbal recognition may be all that is needed. Social reinforcement is a powerful tool!

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Unacceptable behavior should not be ignored, but should be punished. Chances are that the person may perceive silence as tacit approval and commit the act again. A negative comment about the nature of the act followed by reference to it in the DOR suffices as punishment in most instances.

The following must be remembered when delivering reward or punishment:

- (1) The reward or punishment must be immediate if it is to be effective. This may not always be possible but we should try to adhere to this principle whenever possible.
- (2) The reward or punishment must be consistent. If not, accusation of unfair practices could occur, but more important, the trainee may not understand the relative importance of the act.
- (3) The reward or punishment must fit the behavior. Do not overreact to a minor failure, nor should a major success be treated with minimal response.

**OBSTACLES TO LEARNING** are numerous and varied. They may range from disinterest and distractions to complete mental blocks and may originate with such different sources as the student's family troubles or his misconceptions based on previous instructions. Among those obstacles which are common to instruction and which have been recognized as major factors to be considered by instructors are:

- (1) A student's feeling of unfair treatment.
- (2) Impatience to proceed to more interesting operations.
- (3) Worry or lack of interest.
- (4) Physical discomfort, illness or fatigue.
- (5) Apathy fostered by poor instruction.
- (6) Fear, anxiety or timidity.

A student who believes that his instruction is haphazard or superficial, or that his efforts are not conscientiously considered and evaluated will not learn well. If a student develops the idea that his instructor would rather spend his time with other students or at other duties, his motivation will suffer no matter how intent he is on learning.

Motivation will also suffer when a student believes that his instructor is making unreasonable demands for performance and progress. The assignment of goals which the student considers difficult but possible usually provides a challenge which promotes learning. The assigning of impossible goals discourages the student, diminishes his efforts to perform adequately, and retards the learning process.

Impatience is a greater deterrent to learning than is generally recognized. The impatient student fails to understand the need for preliminary training and seeks only the

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ultimate objective without considering the means necessary to reach it. Becoming an efficient deputy sheriff, as with every other complicated human endeavor, necessitates the mastery of the basics if the whole task is to be performed adequately and safely. Impatience to learn can be corrected by the instructor only by presenting the necessary preliminary training one step at a time with clearly stated goals for each step. The procedures and elements mastered in each step should be clearly identified in demonstrating the performance of the subsequent step.

Impatience can result from instruction keyed to the pace of a slow learner when it is applied to an apt student or a characteristically fast learner. It is just as important that a student be advanced to the subsequent step as soon as one goal has been attained as it is for him to complete each step before the next one is undertaken. Disinterest grows rapidly when unnecessary repetition and drill are required on operations which have been adequately learned.

Worry or lack of interest has a very detrimental effect on learning. A student who is worried or emotionally upset does not learn well and derives little benefit from any practice performed while in this condition. His worry or distraction may be due to his concern about his/her progress or completely unrelated to his instruction. Significant emotional upsets may be due to personal problems, psychiatric disturbances, or an dislike for the training concerned or the instructor.

The student's experiences outside his training activities affect his behavior and performance in training. The two cannot be separated. When he reports for training, the student brings with him his interests, his enthusiasms, his fears and his troubles. The instructor cannot be responsible for these outside diversions, however, he cannot ignore them because they vitally affect the results of his teaching. Instruction must be keyed to the utilization of the interests and enthusiasms of the student. Efforts must be made to divert the student's attention from his worries and troubles to the learning tasks at hand. This is admittedly difficult, but must be accomplished if learning is to proceed at a normal rate.

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Worries and emotional upsets which result from the course at hand can be remedied. Such occurrences are usually indicative of inadequacies on the part of the course or the instructor concerned. The most effective cure is prevention. The instructor must be alert to see that each student understands the objectives of each step of his training, and that he knows at the completion of each lesson or tour of duty exactly what his progress and deficiencies have been. Discouragement and emotional upsets are rare when the student feels that he is genuinely a party to his training, and that nothing is being withheld from him or is being neglected in his training.

Physical discomfort, illness and fatigue will materially slow the rate of learning. This is important for both classroom instruction and in field training. A student who is not completely at ease, and whose attention is diverted by discomforts such as the extremes of temperature, poor ventilation, inadequate lighting or noise and confusion, cannot learn at his normal rate. This is true no matter how diligently he tries to apply himself to the learning task.

Illness or injury will interfere with the normal rate of learning. This is especially important to the conduct of field training instruction because most illnesses adversely affect the acuteness of vision, of hearing, and of feeling which are essential to the correct performance as a deputy sheriff. No effective instruction can be conducted when the student is incapacitated by illness.

The detection of fatigue and/or stress in a student is important to competent field instruction. This is important both in assessing the student's performance early when he might be suffering from inadequate rest the night before, and in recognizing the deterioration of his performance which results from continuing intensive concentration on a complicated assignment. Once fatigue occurs as the result of application to a learning task, respite, when possible, should be offered by a break in instruction and practice, or by a change of pace.

Instruction should be continued only so long as the student is alert, receptive to instruction and his level of performance continues to be consistent with his experience.

Apathy in a student develops rapidly when he recognizes that the instructor has made inadequate preparations for the instruction he is giving, or when this instruction is deficient, contradictory, or appears insincere. To hold the student's interest and to maintain the motivation necessary for efficient learning, well-planned, appropriate and accurate instruction must be provided. Nothing destroys a student's interest as quickly as the "let's see now, what did we do last time?" approach to a new period of instruction.

Even an inexperienced student realizes immediately when the instructor has failed to properly prepare a lesson he is trying to conduct. Poor preparation leads to spotty

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coverage, misplaced emphasis, repetition, and a complete lack of confidence in the instructor on the part of the student.

Instructions may be overly explicit and so elementary as to fail to hold a student's interest, or they may be so general or complicated that they fail to evoke the interest necessary for effective learning. The instructor must teach for the level of the student if he is to be effective. This does not mean that the instructor must lower his own standards and viewpoint to that of a student. He must adjust his presentation to be meaningful to the person for whom it is intended.

For example, instruction in handling a mentally disturbed subject should be presented quite differently for a student who has several years law enforcement experience from a student with no previous law enforcement experience. The psychology involved in each case is the same, but a presentation meaningful to one of these students would be inappropriate for the other.

Poor presentations of instruction may result not only from poor presentation, but also from distracting mannerisms, personal untidiness, or the appearance of irritation with the student. Sending the impression that he is "talking down" to the student is one of the surest ways for an instructor to lose the student's confidence and attention. The learning rate is unnecessarily retarded once this confidence is lost by the instructor.

Fear, anxiety and timidity place additional burdens on the FTO if he/she is to teach effectively. These are obstructions which limit the student's perceptive ability and retard the development of insights from those perceptions which do find their way into his consciousness.

The student must be comfortable, confident in his instructor and at ease if he/she is to learn effectively. Providing this atmosphere for learning is one of the first and most important tasks of the instructor. Although doing so may be difficult at first, successive accomplishments of recognizable goals and the avoidance of alarming occurrences or situations will rapidly improve the student's ease of mind. This is true of all law enforcement students, but may require special handling by the instructor only for obvious cases.

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**HABITS AND TRANSFER** - Learning by developing perceptions and combining them into insights is a process of forming performance habits, and transferring the habits formed in one task to the performance of more complicated subsequent tasks. The influence of these small habits in the student's learning of the subsequent task is called "transfer". Transfer is usually considered to be either positive or negative. Positive transfer describes an element of performance carried over which is useful to the correct performance of the subsequent learning task. Negative transfer describes an element of performance which hinders, or at least does not aid the performance of the new task. It is therefore, the responsibility of the instructor to insist on correct performance of procedures from the outset of training to establish proper habit patterns. He will find it much more difficult to correct faulty habits later in training than it is to foster correct habits from the beginning.

**LEVELS OF LEARNING** - Learning may be accomplished at any of many levels. The lowest level of learning is the ability to repeat back something which one has been taught without understanding or being able to apply what he/she has learned. Progressively high levels of learning are understanding what one has been taught; achieving the skill to apply what one has learned, and to perform correctly; and associating and correlating what one has learned with other things previously learned or subsequently encountered.

The highest level of learning, which should be the objective of all instruction, is that level at which the student becomes able to associate an element which he has learned with other segments, or "blocks" of knowledge or accomplishment. The other segments may be items or skills previously learned, or new learning tasks he undertakes in the future. The student who has achieved this level of learning has developed the ability to correlate the elements of an incident with what his senses are relating to him, as they are happening.

**RATES OF LEARNING** - Although it would be convenient if the rate of learning should be uniform and predictable, it is not always so. Students may progress rapidly for a while, and then suddenly progress more slowly or even regress for a period of time. Such variations are to be expected, but it is the responsibility of the instructor to detect them as soon as possible and to try to eliminate their causes by redirecting his instruction to level them out as much as possible.

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**ADVANCES AND PLATEAUS IN LEARNING** - Characteristically, learning proceeds rapidly at first when a new task is introduced and then slows as a reasonable degree of proficiency is achieved. When plotted on a graph, this decrease in the rate of learning is shown as a leveling off of the ascending line which represents progress in learning. As the student achieves the ability to correlate what he has learned with other bits of learning, progress tends to be resumed, and the line of the graph resumes its upward climb at a slower, but fairly uniform rate.

The level or relatively level portion of the learning curve on a graph is termed a "plateau". It may represent a period of training during which the student is perfecting his ability to apply the new skill he is learning, and has not yet awakened to its application to and correlation with other learning tasks.

It should be noted that the typical learning curve rises rapidly as a new learning skill is introduced, levels off as skill and knowledge are achieved, and then continues its rise at a slower, steady rate as the student learns the associations and correlations of his newly acquired accomplishment. Actual learning curves rarely follow exactly the classical, or ideal, curve.

The rate of progress in learning is affected by so many outside influences that it is not often predictable. The rate of learning is adversely affected by diversions, lagging motivation, and emotional disturbances; and training schedules are upset by such factors as details and unavoidable absences. It is these influences on learning which the good instructor can counter by careful planning and by redirection of emphasis in his instruction.

Temporary random plateaus in the learning rate are not necessarily serious and can be expected with any student. Each should be examined carefully, however, to identify any contributing influences which can be countered. The instructor must be aware of the plateau's characteristics in the learning process and be evaluate their significance when slumps occur and to take corrective measures when appropriate.

Slumps of plateaus in the rate of learning are more likely to occur as a student advances to more complicated operations. Often the reason for this is that the student has failed to master one element of the operation which leads to the appearance of deficiency in the performance of all of the elements involved. Improvement usually occurs again when this one element is mastered. The instructor can accelerate this improvement by identifying the element which is disturbing the student and by concentrating his instruction on that one phase of the operation concerned.



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Without competent instruction, the student probably will not understand why he is not showing improvement and will become discouraged. This discouragement itself, tends to prolong the plateau. During such periods of discouragement, the instructor should step in to isolate and correct the difficulty and to provide special incentives which will maintain the student's interest until normal progress is resumed.

Reversals sometimes occur during which a student's performance becomes worse with continued practice. Generally such reversals are due to a faulty habit pattern involving one of the basic elements of a task or operation. This habit causes the student to repeatedly practice an erroneous performance until correction is very difficult. The instructor must not accept such errors and misunderstandings as normal plateaus in the learning process. They must be corrected before any further progress can take place.

**MEMORY AND FORGETTING** - One key to the achievement of satisfactory progress in learning is attention to the principles which relate to remembering and forgetting. While the learning of a mechanical skill, such as operating controls of a vehicle, is often considered to consist mainly of demonstration and practice, memory plays an important role.

In considering the role of memory in learning, one soon encounters the great area of overlap between conscious memory, as we think of it and habit patterns. Memories, as they are reinforced by constant usage, become established as habit patterns, and so become a part of us. Viewed in this light, each bit of information or element of performance remembered is a potential habit pattern. The ability to remember disassociated bits of information which are not regularly used, such as names or telephone numbers, is a faculty with which we are not all favored. The most reliable means for the instructor to use to assist his student in remembering vital bits of information and performance is to require him to use and associate them as frequently and with as many different applications as possible.

Drill, recitation and quizzing assist the student in establishing information in his memory. None of these alone is so effective, however, as is continuing usage, practice and application to different situations.

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Forgetting is subject to the same considerations as remembering, but with the reverse effect. Bits of information which are not used or associated with other information tend to be quickly forgotten. Habit patterns, however, become deeply ingrained in a person's being, and although recall may be difficult they are always present to some degree. Thus, habit patterns which have been firmly established and cultivated by repeated usage are retained and will often come to the fore in emergencies even after years of neglect.

Those phases of learning which are purely memory work should be recognized and presented to the student as such. Presentation in the most simple form possible will assist him in remembering them. Requiring the student to dig such information out for himself, or assuming that he will eventually run into this information without direction is poor instruction. Making it easier for him to acquire the necessary memory learning will free the student to concentrate on the more involved skills and mental features of his training.

Most importantly, attention directed to providing the student with the necessary "memory" information as it is needed, and providing continuing usage and associations for this information is essential to fostering a desirable learning rate. Permitting gaps in this information as field training progresses, or inadequate fixing of information in the student's memory will eventually result in slumps and reversals of the learning process.

Memory is the major factor in learning. It constitutes essentially all of the learning classified as "knowledge" and has a basic effect on the retention of motor skills. The following are five significant principles which are generally accepted as having a direct application to remembering and consequently to learning:

- (1) **Praise stimulates remembering** - Responses which give a pleasurable return tend to be repeated. Absence of praise or recognition tends to discourage one, and any form of negativism in the acceptance of a response tends to make its recall less likely.
- (2) **Recall is promoted by association** - Each bit of information or action which is associated with something to be learned tends to facilitate its later recall by the student. Unique or disassociated facts tend to be forgotten unless they are of special interest or application.
- (3) **Favorable attitudes and retention** - Man learns and remembers only what he wishes to know. Without motivation there is little chance for recall. The most effective motivations are those based on positive or rewarding objectives.
- (4) **Learning with all our senses is most effective** - Although we generally receive what we learn through the eyes and ears, other senses also

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contribute to most perceptions. When several senses respond together, fuller understanding and greater chance of recall is achieved.

- (5) **Meaningful repetition aids recall** - Each repetition gives the student an opportunity to gain a more clear and accurate perception of the subject to be learned, but mere repetition does not guarantee retention. Practice gives an opportunity for learning, but does not cause it. Further, it is believed that three or four repetitions provide the maximum effect, after which the rate of learning and probability of retention fall off rapidly.

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## EFFECTIVE TEACHING METHODS

**PROFESSIONALISM IN FIELD INSTRUCTION** - The FTO instructor must really believe in his work if he is to do his best. So long as he is instructing, he should constantly strive to be the best field instructor in the business no matter what his final goal in law enforcement may be.

In the past, qualification as a FTO was often based only on the applicant's proficiency in the performance of practiced law enforcement procedures. This has not always been productive of effective field instructors. It should now be generally recognized that instructor qualification must be based equally on teaching ability.

The FTO must be fully qualified as an officer without deficiencies or faults in his performance. His qualifications must go far beyond those required for certification as a deputy sheriff if he is to achieve recognition as a professional instructor. Professionalism in field instruction is necessary if instructors are to teach effectively, command greater prominence and merit increased responsibilities.

Although the word "professionalism" is widely used, it is rarely defined. In fact, no single definition can be provided which will encompass all of the qualifications and considerations which must be included. Among these are:

- (1) Professionalism exists only when a service is performed for someone or for the common good.
- (2) Professionalism is achieved only after extended training and preparation.
- (3) Professionalism presupposes an intellectual requirement. The professional must be able to reason logically and accurately.
- (4) Professionalism requires the ability to make good judgmental decisions. The professional cannot limit his actions and decisions to standard patterns and practice.
- (5) Professionalism demands a code of ethics. The professional must be true to himself and to those he serves. Anything less than a sincere performance is quickly detected and immediately destroys his effectiveness.

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The prospective FTO applicant should carefully consider this list. Attempts to operate as a FTO without any one of the qualities listed can only result in poor performance and deficient students. Preparation and performance as a FTO with these qualities constantly in mind will soon command recognition as a professional in the area of field training.

**THE INSTRUCTOR-RECRUIT RELATIONSHIP** - The instructor's first step in teaching is to gain the student's confidence. If he fails to gain and hold the confidence and respect of the student all of the instruction provided will be ineffective. Gaining the student's confidence and respect is very much a personal matter. Consideration for the student's point of view and personal interests and careful planning of each period of instruction are essentials without which the student's confidence is quickly lost.

From their first meeting, the instructor must attempt to carefully and correctly analyze the personality, thinking, and ability of each student. The ability to correctly analyze a student and to apply instruction in the same manner to which he is most receptive is essential to good instruction.

No two students are alike and the same methods of instruction cannot be equally effective for all students. To analyze the student and develop the appropriate methods of instruction for him, the instructor must talk with him at some length to learn his background and interest, to study his way of thinking, and to understand his temperament. His methods of instruction may change as the student advances through successive stages of his training. A gentle introduction must sometimes be followed by strict instruction if progress is to continue in advanced stages.

An instructor who has not correctly analyzed his student may soon find that his instruction is not producing the desired results. This could mean that, for example, he has analyzed as a slow thinker a student who is actually a quick thinker but hesitant to act. Such a student may fail to act at the proper time, even though he has correctly understood the situation and knows the correct procedures, because he lacks confidence in his own judgement or capability. The correction would obviously be instruction directed toward developing his self-confidence, rather than drill on task fundamentals.

The slow student requires instructional methods which combine tact, keen perception, and delicate handling. If he receives too much help and encouragement, he may develop a feeling of incompetence. Too much criticism of his performance may completely subdue a timid person, whereas brisk instruction may force him to apply himself more diligently.

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A student whose slow progress is due to discouragement and a lack of confidence should be assigned "sub-goals" which can be attained more easily than the normal learning goals. For this purpose, complex situations can be separated into their elements and each element discussed and analyzed and sometimes practiced until an acceptable performance is achieved before another situation or operation is attempted. As the student gains confidence and ability, his goals should be increased in difficulty until his progress is within the normal range.

The apt student can also become a problem. Because he makes few mistakes, he may soon assume that the correction of errors is unimportant. Such overconfidence soon results in faulty performance. For such a student, a good instructor will constantly raise the standard of performance for each lesson, demanding greater efforts from the student. Man learns when his errors become known to him. A student who is permitted to complete every lesson without corrections and guidance will fail to retain what he has

practiced as well as he would if he has his attention constantly called to the analysis of his own performance. This does not mean that deficiencies must be invented for his benefit because unfair criticism immediately destroys the student's confidence in his instructor.

The fact that a student needs patient guidance must not lead the instructor to provide constant support and assistance on all training. If, after full consideration and consultation with other available instructors and supervisory personnel, it is apparent that the student recruit does not have the temperamental and physical aptitude necessary to become a safe and efficient officer, then termination procedures should be recommended.

The student should be constantly aware of his progress. The failure of an instructor to communicate to the student his evaluation of the student's progress establishes a barrier which blocks further effective instruction. This does not mean that the student must be presented with a grade slip or performance analysis at the conclusion of each tour of duty. Many recruits have a natural awareness of their progress and can derive from the instructor's directions, corrections and comments a very accurate idea of their own progress. Others may be less perceptive and need an actual review and evaluation of each lesson after the tour of duty in order to satisfy their need for an assessment of their progress.

The demands on an instructor to serve as a practical psychologist are much greater than is generally realized. Only by a keen analysis of his students and a continuing deep interest in them can he live up to his responsibilities and be an effective field instructor.

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**SAFETY PRACTICES** - The work habits of the FTO, both during his instruction and as he is observed conducting other operations, have a vital effect on safety. The student's observations of his work practices are not limited to the job involved in the instruction he gives them. The FTO's description and advocacy of safety practices become meaningless when he is observed to violate them. For this reason, a FTO must not only meticulously observe the safety practices he teaches his recruits, but he must also maintain the appearance of doing so.

A FTO must also carefully observe all regulations and recognized safety practices during all of his operations if he is to preserve his image as a professional instructor. Habitual observance of regulations, safety precautions, and of the precepts of courtesy in all of his contacts will enhance and support the instructor's image of professionalism. More importantly, they make him a more effective instructor by inspiring in his students the same habits of care and respect for the citizens and the safety of other officers.

The instructor must go beyond the requirements to develop technically proficient students who are knowledgeable in the areas of their equipment and responsibilities. He must not only teach the student to know his limitations and those of his equipment, but he must also teach him to respect and be guided by what he knows.

**THE TEACHING PROCESS** - There are four basic steps in the teaching process, without which effective instruction is impossible. These are: (1) preparation; (2) explanation and demonstration; (3) trial and practice, and; (4) review and explanation. These four basic steps in teaching are often explained in different terms, listed in different orders or broken down in greater detail, but they are always recognized in any serious consideration of the teaching process.

**THE PREPARATION** - It is necessary for each lesson or period of instruction to include the instructor's determination of what is to be covered, the objectives of the lesson and the goals which he hopes to attain. It may also include home study or other special preparation by the student for the scheduled lesson.

The instructor's preparation may be relatively informal or it may include actual reference to the syllabus for the course involved and a study of course and stated objectives. It must include the development of a lesson plan if the instruction period is to be effective.

The instructor's lesson plan may be prepared mentally in the case of an experienced instructor planning a simple period of instruction, or it may be worked out with care and

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prepared in written form. The lesson plan is simply the instructor's statement of the lesson objectives, the procedures and facilities to be used for presenting it, the specific goals to be attained, and the means to be used for evaluating the results achieved. Lesson plans will be described in detail later in this chapter.

**EXPLANATION AND DEMONSTRATION** - This constitutes the instructor's presentation of his knowledge and skills which make up the lesson. Explanations must be clear, pertinent to the objectives of the lesson and based on the known experience and knowledge of the student.

Any demonstration should be presented to implement the explanations which introduce them. As little extraneous activity as possible should be included and the student should clearly understand that the instructor is accurately performing the actions he has described. Any deviation in performance from that described which is caused by unanticipated circumstances should be immediately acknowledged and explained. Failure to do so may diminish the student's confidence in the instructor and the training he is receiving.

**TRIAL AND PRACTICE** - This constitutes the student's activity during the lesson. In classroom instruction, this may consist of recitation or problem solving. In field training, it means trying for himself the resolution of the conflict and demonstrating and practicing it until he achieves a thorough understanding of the factors involved.

Actually, although they are technically separate segments of the lesson, portions of the instructor's explanation and demonstration activity are usually alternated with portions of the student's trial and practice activity. It is rare that the instructor completes his explanation and demonstrations, and then allows the student to accomplish his trial and practice activities without interruptions for corrections and further demonstration.



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**REVIEW AND EVALUATION** - These are integral parts of each lesson. Before the completion of the instruction period, the instructor should summarize what has been covered during the lesson and require the student to demonstrate the extent to which he has met the lesson objectives. The instructor's evaluation may be informal and noted only for his use in planning the next lesson for the student, or it may be recorded to certify the student's progress in his course.

In either case, the student should be aware of his progress and the advances and deficiencies noted at the conclusion of the lesson. The failure of the instructor to ensure that the student is cognizant of his progress, or his lack of it, may impose a barrier between them. Though it may be slight, it will make further instruction more difficult.

The instructor must remember that it is rather difficult for a student to obtain a clear picture of his progress since he has little opportunity for a direct comparison with others, particularly in the early phases of his training. The student recognizes that he is in a competitive situation which is unlike any other he has experienced. His unseen competitor is that intangible "proficiency" which he must achieve. The student's own evaluations can only be subjective. Direct comparisons for him are only possible with the performance of his field instructor. This tells him very little about his performance in comparison with that of other students with similar backgrounds. Only the field instructor can provide him a realistic evaluation of his performance and progress.

In addition to knowledge and skills learned during the instruction period just completed, each lesson should include a review and evaluation of things previously learned. If this evaluation reveals a deficiency or fault in the knowledge or performances on which the present lesson is predicated, it must be corrected before the next lesson can begin.

If deficiencies or faults not associated with the present lesson are revealed, they should be carefully noted and pointed out to the student. Corrective measures, as are practicable within the limitations of the situation, should be taken immediately, but more thorough remedial actions must be included in future lesson plans for the student involved. The evaluation of the student's performance and accomplishments during the lesson should be based upon the objectives and goals that were established in the instructor's lesson plan for that lesson.

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**PLANNING INSTRUCTIONAL ACTIVITY** - Any training activity, whether it be at the kindergarten or the college level, must be competently planned if it is to be effective. The principles which govern the effectiveness of this planning are equally applicable to all types of training activity. Most of the basic planning necessary for field instruction is already provided by the FTO through his personal law enforcement knowledge and skill requirements, approved school curricula and many authoritative texts on field training. A short review is provided here to give the prospective training officer a background for the planning he must do in the field.

**DETERMINATION OF OVERALL OBJECTIVES** - Before instruction can begin, a determination of objectives and standards is necessary. In field training, the overall object is obvious and the minimum standards are provided by the regulations.

The general overall objective of field training is to qualify the student to be a competent, efficient, safe deputy sheriff in the conduct of his/her business.

**IDENTIFICATION OF BLOCKS OF LEARNING** - It is not practicable for an instructor to proceed immediately toward the overall objectives he has established for a major training activity he is undertaking. Training for any such complicated and involved skill as law enforcement work requires the development and assembly, in their proper relationships, of many "blocks" of learning. In this way, a student can master segments of the overall performance requirements individually, and can progressively combine these with other related segments until their sum meets the final objective.

Seen in this manner, training is much like building a pyramid. Each block is an identity in itself, but the pyramid is incomplete if any one is missing. The instructor and the student must both recognize the interrelationship of the blocks and the place of each in the total objective of the lesson.

After the overall training objectives have been established, the next step is the identification of the blocks of learning which constitute the necessary parts of the total objective. Just as in building a pyramid, some blocks are submerged in the structure and never appear on the surface, but each is an integral, necessary part of the structure. While identifying the blocks of learning to be assembled during the proposed training activity, the planner must examine each carefully to see that it is truly an integral part of the structure. Extraneous blocks of instruction are expensive frills, especially in field instruction and detract from rather than assist in the completion of the final objective.

The blocks of learning identified during the planning of a training activity should be progressively smaller in scope. They should represent units of learning which can be measured and evaluated, not a sequence of periods of instruction. For example, the

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training of an officer might be divided into the following major blocks: achievement of the skills necessary for acute decision-making, the skills necessary for effectively producing, and the skills appropriate for application of operating within the legal system. Each of these, in turn, should be broken into component blocks of learning.

The skills necessary for the decision-making might be broken down into common sense, evaluation, separating fact from fiction and prejudices. Each of these, in turn, must be subdivided to produce effective lesson plans for each period of instruction.

As seen from above, the possibility for breaking down and categorizing training objectives is infinite. For practical planning, the test for a useful size of a minimum block of learning is whether it contains sufficient learning to (1) provide a challenge for the student; (2) to promise a reasonable return in accomplishment for the training effort necessary, and; (3) to provide measurable objectives. If it meets all of these requirements and is determined to be an integral, necessary part of the overall objectives of the training undertaken, it should be assigned a place in the training syllabus.

As training progresses and these blocks of training are completed and the student's performance is at an acceptable level, the related blocks will be combined to form larger segments of the total training objective. In this manner, the use of a properly planned syllabus makes it possible for the instructor to direct each period of instruction directly toward the completion of blocks of learning which are, in turn, combined with others to lead directly toward the overall objective.

**THE SYLLABUS** - The field training syllabus is the backbone and framework of the training curriculum. It consists of the blocks of instruction to be completed in the most efficient order. It does not include the amount of instruction in the blocks, the training procedures to be used, or the standards for their completion. These are properly parts of the training curriculum.

The field instructor may develop his own syllabus after he has established his overall objectives, and has identified his blocks of learning.

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Any practical field training syllabus must be flexible and should be used primarily as a guide. The order of training can and should be altered, when necessary, to suit the progress of the student and the exigencies of special circumstances. In departing from the order prescribed by the syllabus, however, it is the responsibility of the field instructor to consider the relationships of the blocks of learning affected. It is often preferable to skip to a completely different part of the syllabus when the conduct of a scheduled lesson is impossible, rather than proceeding to the next block, which may be predicated completely on skills to be developed during the lesson which is being postponed.

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**THE LESSON PLAN** - Instruction is adequately planned only when the instructor has a lesson plan for each period or unit of instruction. As is seen from the above discussion, the lesson plan is the culmination and the direct application of general and specific planning which must be the basis of all effective instruction. Each success depends more upon lesson planning than it does on presentation, personality, ability or experience. Teaching is somewhat like a battle in that effort, strength and sincerity will not win if the strategy of its conduct is faulty. The finest workmanship and materials will not build a good airplane if the basic design is faulty.

An experienced field instructor who has trained many students is instinctively able to construct an effective lesson plan for a routine period of instruction or at least without committing it to writing. However, an instructor who has been through the course only a few times, or an experienced instructor who must modify his procedures to effect special emphasis, should always prepare a written lesson plan. This lesson plan may be very brief, topical in nature, and need not follow a prescribed format. It is prepared for the instructor's own benefit and should be done in the form most useful to him.

The lesson plan may be more or less detailed, and may include special or associated considerations which should be covered during an instruction period. A lesson plan prepared for one student is rarely appropriate to another without some modification. Every lesson plan, however, must include at least the following items if it is to result in properly organized instruction:

- (1) **Lesson objectives** - The objectives should be established in terms of what is to be learned by the student, the mechanical skills to be developed, and the standards of performance expected at the end of the lesson.
- (2) **Elements involved** - A statement of the elements of knowledge and skills which will be necessary for the fulfillment of the lesson objectives. These may include elements previously learned and elements to be introduced during this lesson.
- (3) **Allocation of time available** - The instructor should estimate the proportion of the lesson to be devoted to each element to be learned and the presentation and practice of each new operation. If the time available does not allow adequate coverage, the lesson objectives should be reviewed and revised.
- (4) **Equipment** - A review of all equipment required for the lesson.

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- (5) **Instructor's actions** - A determination of the instructor's responsibilities and his proposed procedures for presenting the elements of knowledge and performance involved.
- (6) **Student's actions** - The anticipated and the desired responses of the student to instruction and a reasonable estimate of the practice needed to understand the elements involved.
- (7) **Evaluation** - The means and the program proposed to evaluate the student's learning and accomplishments. These should include the standards of learning and proficiency expected.

The lesson plan may be carried by the instructor to assist him as a checklist in the administration of the lesson or he may study it until he is confident that he cannot be easily diverted from his planned procedure.

Once the lesson has begun, the instructor should not allow the application of his lesson plan to be diverted to other subjects and procedures. This does not mean that the planned instruction should not be modified by circumstances, or by the discovery of pertinent deficiencies in the student's knowledge or in performance of elements essential to its effective completion. It is possible that the whole lesson may have to be abandoned in favor of a review of knowledge and operations previously covered.

To facilitate this, each lesson should begin with a brief review of elements covered during previous lessons and any practice necessary to bring the student's performance up to the proficiency assumed for the start of the present lesson. If this review grows to unanticipated proportions, or necessitates the abandonment or significant revision of the lesson plan, the instructor must be prepared to mentally construct a new lesson plan to guide the remainder of the instruction period.

The mechanics of constructing a lesson plan for each period of instruction may seem cumbersome and unduly burdensome. However, the conscientious development and use of lesson plans is the most effective means of developing orderly and effective teaching habits. The procedure soon becomes habitual and each segment falls into place for the experienced instructor with little effort on his part.

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The use of a standard or prepared lesson plan for all students is rarely effective because each student requires a slightly different approach. Assistance from an experienced field instructor in preparing lesson plans is often helpful for a new instructor, but a lesson plan prepared by someone else is not as helpful to an instructor who has devised one himself.

**USING THE STUDENT'S MOTIVATIONS** - In his original analysis of the student, the instructor has attempted to determine what things interest the student and what motivations have led him to become a law enforcement officer. These motivations are seldom recognized by the student himself and are occasionally concealed because of self-consciousness. The instructor should, from the outset, carefully note what interests the student and to which motivations he shows the strongest reactions. While these usually are the motivations the instructor has originally identified with the student, this may not always be the case.

The instructor must be careful not to project his own motivations or those he has observed with other students. Motivations vary and while the student response to the motivations which work with others may seem genuine, they may not be effective in arousing and holding his interest.

When using the student's motivations to encourage him and to maintain his interest, the instructor must direct them in a positive manner so that the instruction offered is furthered not deterred or retarded.

The student whose attention is called to all of the perceptions available to him in each field operation soon learns to examine his own sensory inputs and his performance and rate of learning benefits as a result. He becomes an interested participant in all situations rather than a passive passenger.

**TEACHING FROM THE KNOWN TO THE UNKNOWN** - All learning proceeds from the known to the unknown. Descartes, the French philosopher, founded his whole conception of man's knowledge on the simple premise "I think, therefore I exist". From this simple assumption of one fact, he proceeded to others which he combined, developed and refined to support everything we accept as truth today.

This, on a smaller scale, is exactly what each instructor must do in every field of instruction. Only the points of departure and the objectives are different. The instructor takes the experience and knowledge which the student brings with him, gives it meaning toward the subject which he is to teach and adds directed experiences, perceptions and insight.

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Perceptions are personal meanings within the individual which he derives from his experiences. The teacher takes the student from where he finds him toward the objective he seeks. He arranges that to be learned and the experiences provided so that the student is constantly moving from the familiar to the unfamiliar, a step at a time.

This is the principle of the "building block" concept of learning which has been explained in an earlier section. Each new field experience should isolate and identify one piece of the totality of law enforcement. In a like manner, each lesson should also help the student to tie a specific piece of learning to the overall task of learning the total law enforcement task.

Each new bit of learning must be experienced in many ways and with many different associations to guarantee retention and understanding. Instruction which disregards what was learned yesterday leads to inadequate learning and wastes time. Accomplishing a new maneuver without recognizing and understanding the previously learned elements involved is poor instruction and results in disinterest and forgetting. Each lesson should present some new knowledge and skills, but each lesson should also require the student to recall and to apply his previous learning.

Telling, showing, and in other ways presenting to a student an experience which is not based on or associated with things previously learned will have little meaning to the student and little learning will occur. To ensure that his instruction is meaningful, the instructor must be sure that it is based on perceptions which are meaningful to the student because of his previous knowledge and experience.

**EVALUATION** - Evaluation is one of the basic steps in the teaching process. The evaluation of the student's learning is a continuing process carried on throughout each period of instruction. The instructor's evaluation may consist of simple observations of the student's rate of comprehension as evidenced by his performance or by the administration of oral or written quizzes on pertinent legal and tactical knowledge.



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**ORAL QUIZZING** - Regular and continuing evaluation of the student's learning is necessary for judging the effectiveness of instruction given and for planning the emphasis and pace of subsequent instruction. Proper quizzing by the instructor can have a number of desirable results:

- (1) It reveals the effectiveness of his own training procedures.
- (2) It checks the student's retention of what he has learned.
- (3) It reviews material already covered by the student.
- (4) It can be used to retain the student's interest and stimulate his thinking.
- (5) It emphasizes the important points of training.
- (6) It identifies points which need more emphasis.
- (7) It checks the student's comprehension of what he has learned.
- (8) It promotes active student participation which is important to effective teaching.

Effective quizzing requires preparation. Good questions are rarely spontaneous. Questions which are ambiguous, not clearly associated with the subject at hand or which do not solicit specific answers are of little value. They provide little information useful to the instructor and are confusing or frustrating to the student.

Catch questions should be avoided at all times. The student will soon develop the feeling that he is engaged in a battle of wits with the instructor and the whole significance of the subject of the instruction involved will be lost.

Irrelevant questions should be avoided. The teaching process must be an orderly procedure of building one block of learning upon another in orderly progression until a desired goal is reached. Diversions and the introduction of unrelated facts and thoughts will only obscure this orderly process and retard the student's progress. Answers to unrelated questions are not helpful in evaluating the student's knowledge of the subject at hand.

Leading questions are a waste of instructional time. A question which suggest its own answer is a much less efficient means of teaching than is a direct explanation. "Pumping" questions which seek to extract an answer from the student which is considered to be within his knowledge are a waste of time. Answers which he is unable to recall would be of no use to him in a field situation. If the question has been clearly stated and properly presented, the student's failure to answer must be accepted as evidence that he would not respond correctly in the field situation described.

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Quizzing may be used effectively in several ways by the field instructor. He may ask questions of the student, he may permit the student to ask questions, or he may present written questions for the student's consideration and answers. The principles of questioning, as described, apply to both verbal and written quizzes by the instructor.

The answering of students' questions must also conform with certain considerations if it is to be an effective teaching method. The instructor must be sure that he understands the question before attempting to answer. He should display interest, by words and attitude, in the student's question and frame as direct and accurate an answer as possible. After completing his response, the instructor must seek to determine that he has completely answered the student's request for information and that the student is satisfied with his answer.

Sometimes it may be unwise to introduce the more complicated or advanced considerations necessary to completely answer a student's question at the current point in his training. When this is the case the instructor should carefully explain to the student that he has asked a good and pertinent question, but that the answer would, at that time, unnecessarily complicate the learning tasks at hand. The instructor should advise the student to reintroduce the question later at the appropriate point in his training, if it has not in the meantime been resolved in the normal course of instruction.

A student may ask a question which the instructor cannot answer. In such cases, the instructor should admit that he does not know the answer. He should promise to get the answer, or if practicable, offer to help the student look it up in available references.

In all quizzing conducted as a portion of the instruction process, "yes" and "no" answers may be specific and factual, but one word answers may well be the product of a good guess and not truly representative of the learning or ability of the student. This applies to instructors' answers to the students' questions and to students' answers to quizzes used in the furtherance of training.

**PROXEMICS AS THEY RELATE TO TRAINING** - Proxemics is the study of space as we perceive it and use it around us. While this is a broad and complex topic of human behavior, information regarding proxemics is given here as it relates to the training of new deputy sheriffs.

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Today in law enforcement, candidates are often hired from other states. Movement of trained personnel is influenced by recruiting methods and a desire for change by the candidates. This presents a unique problem for the FTO in that he or she may be training experienced, as well as non-experienced people who are new to the geographic area and must face the challenges that come with relocation. There is a natural tendency for barriers to exist between those people who are experienced in the locale and those people who are new and have not yet been "accepted".

New officers regardless of the amount of previous experience they have are sometimes hesitant to display assertiveness because they are unfamiliar with the surroundings. Until they become familiar with their new home, they will not feel as though they are part of a team or that they are welcome. This can lead to difficulty in giving attention to the training efforts. This has been a problem in the past, but one which has been rectified by knowledgeable FTOs.

Three identifiable concepts of proxemics are:

- (1) Personal space
- (2) Territory
- (3) Home range

Personal space, while very important to police officers in their contacts with the public, is equally important to the FTO in his or her relations with a trainee. Personal space is that space immediately surrounding the human body. Its cultural uses are divided into four categories corresponding to distance. These distances are primarily used to describe average American tolerances, keeping in mind that cultural/ethnic differences exist.

The first category, and most important one, is the **intimate zone**. This zone represents that area from the body out to approximately 18 inches. This intimate zone is normally reserved for close relatives, spouses, close friends, and even pets. Trainees of the opposite sex as their FTOs may sometimes use this zone to remove or lower any barriers, whether perceived or real, and may even manipulate their FTOs with a touch or quick brush to an exposed part of the FTO's arm. FTOs should also be aware that contact within this same zone may be perceived as a threat by some people. Trainees may inadvertently threaten an inmate or another department member by inappropriate use of this distance. This concept of space is particularly reinforced by the uniform. FTOs may be many times more effective if they increase their knowledge of non-verbal communications beyond that which is covered here. FTOs must also remain aware of their own actions. While it may appear or feel normal, an arm on or around a trainee's shoulder may give rise to uncomfortable, or even hostile feelings and misunderstandings, particularly if the trainee is a member of the opposite sex.

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A second category of the concept of space is the **personal zone**. This area extends from approximately 18 inches to 4 feet from the body. This distance is usually maintained during casual and comfortable conversation by people who know one another.

The next extension of space is known as the **social zone**. This is an area that extends from 4 feet to 12 feet from our body. This space is normally reserved for giving orders to a subordinate by a supervisor or for holding more formal conversations between individuals who are not well acquainted.

The final category of personal space is that area beyond 12 feet from the body. This is known as the **public zone** and is used for giving speeches or formal talks in a public setting.

An additional concept that the FTO should be aware of is that of **territory**. All primates are territorial to some extent and that includes man. Territory is that area defended by an animal, including human beings. For law enforcement officers, territory may apply to their assignment, or perhaps the entire facility. Much depends on how the officer perceives his or her responsibilities. It has been shown that aggressiveness and assertiveness increases with territory. If an officer feels protective of his or her assignment, their efforts will be more assertive. This assertiveness also increases with time. An officer who has been employed by the Department for some time may be more assertive as he or she feels they are part of the team or as they experience acceptance by other officers. New officers coming from out-of-state normally do not feel accepted immediately and do not develop personal ties to their work habitat. This apprehension must be understood by the FTO and should be dealt with up front. The FTO needs to convince the new officer that they are part of the team and that they have every right to be where they are. This is a difficult task, but it is imperative that it be accomplished early in the new officer's career. Failure to overcome a lack of assertiveness will hinder the trainee's progress.

Trainees completing their formal FTEP are still required to successfully complete the remainder of the one-year probationary period. During this time, their immediate supervisor is responsible for evaluating their performance as well as furnishing necessary training beyond that given in the FTEP.

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**PROBATIONARY REVIEW BOARD** - Trainees tend to look at the completion of the FTEP as the end to a very difficult period of their career where they are "watched" constantly. It sometimes happens that graduation from the program to a solo assignment is viewed as the time when they can "sit back and relax". They may even feel as though they need not make any continuing effort to improve their performance beyond that which naturally comes with experience and time. The Probationary Review Board has been established to offset the development of this belief and reinforce the need to "work hard" throughout their employment with the Sheriff's Department.

The Probationary Review Board is held in the tenth or eleventh month of probation. The board shall normally be made up of the Department's Undersheriff, Division Commander and the Field Training Program Coordinator. Representatives or alternatives may be selected by the Sheriff or his designee to serve as the need arises.

Each new officer who is about to complete his or her probationary period will attend the Probationary Review Board as assigned. That officer's supervisor will also appear before the board and give a summary of the officer's performance during the period following completion of the FTEP. An overall summary of performance, to include academy, field training and post-field training experiences, is compiled and reported at this board.

The probationary officer may be asked questions by any member of the board about any aspect of his or her career. Following his questioning, the officer is encouraged to ask questions of any of the board members, of his or her supervisor or to make whatever comment he wishes. This gives the probationary officer an opportunity to talk directly with the administration he or she so often hears about, but seldom has an opportunity to meet with on a face-to-face basis.

Upon completion of the review board, a decision shall be made whether or not a probationary officer will be allowed to complete his or her probation as scheduled or if an extension or termination is in order. The probationary officer shall be notified in writing of the decision of the board.

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**MAINTAINING PROGRAM INTEGRITY** - The FTO supervisor in the FTEP, as in the total organization, is a key figure. A substantial amount of the enthusiasm and dedication a FTO will have for the training program will depend on his or her relationship with the FTO supervisor. The FTO supervisor must be professional and fair at all times. The FTO must be able to depend on the FTO supervisor for support. The FTO must also be able to depend on the FTO supervisor's availability and the completion of supervisory staff-work on time. This means a great deal to the FTO. FTOs need constant reassurance and support. This is one of the more important roles an FTO supervisor will undertake.

The Program Coordinator cannot maintain program integrity alone. The FTO supervisor must help. Some of the ways in which he helps are:

- (1) Making contact with FTOs and trainees at least once per shift.
- (2) Reviewing evaluations immediately or within one day of receipt.
- (3) Following up on FTO requests in a timely manner.
- (4) Keeping FTEP files orderly.
- (5) Appraising FTO performance and making suggestions for improvement.
- (6) Keeping all information confidential and preventing it from falling into unauthorized hands.
- (7) Avoiding negative comments about trainees or other department personnel.
- (8) Taking your responsibility as an FTO supervisor seriously.

Total program integrity can be accomplished if all supervisors will **assume an aggressive role in the program and remain professional.**