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FIELD TRAINING AND EVALUATION PROGRAM

GUIDE

SAMPLE - POLICY AND PROCEDURE

INTRODUCTION:

On July 1, 2016 Title 12 – Department of Public Safety and Correctional Services, Subtitle 04 – Police Training Commission, Chapter 01 – General Regulations, Regulation 17 – Field Training Required [COMAR 12.04.01.17] is amended as it relates to an agency's field training and evaluation program.

The Maryland Police Training Commission recognizes that, for a number of years, Maryland law enforcement agencies, have, in compliance with the original regulation stated under COMAR 12.04.01.17, employed different versions of field training and evaluation programs to prepare entry-level recruit officers for "street" duty after they had successfully completed their academic and skills training. In many cases, agencies have developed highly structured programs, with written policies and procedures in place, which define their programs. The amended version of COMAR 12.04.01.17, developed with input from the Maryland Training Director's Association, establishes regulations that govern, in a general way, the administration of a field training and evaluation program. It also requires that **ALL** agencies, if they have not already done so, develop a written policy that governs their field training and evaluation program.

In part, COMAR 12.04.01.17 reads:

F. Agency Field Training Policy Required.

(1) **A law enforcement agency shall adopt a written policy on the agency's field training based on a model policy approved by the Commission.**

(2) The policy, at a minimum, **shall include:**

(a) [the] **length of the agency's field training;**
(b) an **outline of the training subjects, orientation and other activities to be provided** as part of field training;
(c) **responsibilities of the individual supervising field training;**
(d) [the] **selection process for field training officers;**
(e) [the] **training of field training officers;**
(f) **guidelines for a field training officer's evaluation of the performance of an individual participating in field training;**
(g) [the] **reporting responsibilities of field training officers;** and
(h) **guidelines for evaluation of field training officers.**

Additionally, **amended COMAR 12.04.01.17 stipulates, among other things, the following:**

(a) the **minimum** number of hours that must be incorporated into an agency's full and modified versions of its field training program;
(b) that newly hired **experienced** officers, frequently referred to as "Lateral Entry" or "Comparative Compliance" officers, participate in a modified field training and evaluation program;
(c) responsibility for monitoring and coordinating the agency's field training and evaluation program;
(d) training requirements for officers designated as Field Training Officers;
(e) Commission approval needed for:
(1) Field Training Officer Course;
(2) designation of an officer as a Field Training Officer;
(f) limited exceptions for direct supervision by a Field Training Officer during the field training program:
(1) approval from Commission needed for alternative supervision during field training program;
(f) the maintenance of required field training documentation;
(g) required notification of the Commission upon successful completion of an agency's field training program; and
(h) audit of field training documentation by the Commission;

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As regards its responsibility to develop and approve a policy on field training and evaluation programs, referred to in COMAR 12.04.01.17 (F) as a "model" policy on which agencies can base their own written field training and evaluation policies, the Commission recognizes that it is near impossible to develop one written policy and procedure that satisfies the needs and requirements of every Maryland law enforcement agency as it pertains to the administration and operation of a field training and evaluation program. The Commission realizes that a number of agencies use variations of several recognized field training and evaluation programs such as the traditional "San Jose" Model or versions of the newer Proficiency Model or PTO Model. To meet their needs, agencies have developed field training and evaluation programs of differing lengths of time, focusing the attention of the newly-hired officers on the particular law enforcement services that each agency offers its community. They typically use different performance evaluation methods that measure the newly-hired officers' ability to make the transition from an academy environment to street duty. Each agency's program also has its own internal administrative and operational procedures. Thus, the Commission recognizes that it is better to develop a so-called "model" policy that is more of a guide or sample than a "model" that some agencies believe they are obligated to follow.

Therefore, the Commission has developed and approved the **FIELD TRAINING AND EVALUATION PROGRAM *SAMPLE* POLICY AND PROCEDURE GUIDE which is ADVISORY ONLY.** As a guide, **the Commission's *SAMPLE* Field Training and Evaluation Program Policy and Procedure Guide is ILLUSTRATIVE and/or SUGGESTIVE ONLY.** It is meant to provide guidance and direction to agencies that may have to develop a new, or re-write/change an existing, policy regarding their field training and evaluation program in order to conform to COMAR 12.04.01.17 (F). As with any so-called "model" policy and procedure developed, approved and distributed by the Commission, **all law enforcement agencies are free to develop their own written policies and procedures as long as they comply with existing laws and regulations.**

Regarding the format of this document, the Commission has used a generic policy and procedure format. It has included the major items included in COMAR 12.04.01.17 – Field Training Required in the document and has referenced them as appropriate. Where more specific procedures are stated such as on pages 5- 6 [VII – A. Selection of FTOs] they are ADVISORY/ILLUSTRATIVE/SUGGESTIVE ONLY and are intended to add substance and complete the document.

THE CONTENTS OF THIS DOCUMENT ARE **ADVISORY/ILLUSTRATIVE ONLY.**

I. TITLE: FIELD TRAINING AND EVALUATION PROGRAM [FTEP]

I – A: NAME OF AGENCY
I – B: EFFECTIVE DATE
I – C: ISSUING AUTHORITY
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I. Title Page;
II. Background/Discussion;
III. Purpose and Scope;
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VIII. FTEP Coordinator;
IX. Field Training and Evaluation Program [FTEP];
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XI. Supervision of Trainee during FTEP;
XII. FTEP Critique/Debriefing;
XIII. Maintenance of FTEP Documentation/Records
XIV. FTEP AUDIT;
ATTACHMENTS

II. BACKGROUND/DISCUSSION:

For more than thirty years, law enforcement agencies throughout the United States, including agencies in Maryland, have used various field training and evaluation programs to prepare newly hired law enforcement officers to function on their own at the conclusion of their academy training. It is widely held that the "San Jose" Field Training and Evaluation Program was one of the first standardized programs to be recognized as a model program by law enforcement agencies and has since been adopted by many agencies as their own. Since those early days of field training, several other models of field training programs have been developed and introduced to the law enforcement community such as the "Police Training Officer Program," a problem solving training model (Reno Nevada Model) and the "Proficiency" Model (Mesa Arizona Model). In the end, all field training and evaluation programs have as their ultimate goal to assist the newly hired and trained recruit officer in making an effective transition from the highly structured setting of an entry-level academy to the fluid and often complex environment that serves as the backdrop for daily law enforcement activities and operations.

Additionally, with the increasing numbers of law enforcement officers moving from one law enforcement agency to another, law enforcement executives have recognized the benefits of providing even experienced officers with an opportunity to be introduced to their "new" agency and the community that they will serve under the guidance and direction of another experienced officer during a modified field training and evaluation program.

On July 1, 2016 Code of Maryland Regulation [COMAR] 12.04.01.17 – Field Training Required, is amended so that each law enforcement agency will need to ensure that its field training program covers certain administrative and operational issues in the following areas:

→ when field training is required;
→ when field training is to be completed;
→ the minimum number of hours for field training;
→ identifying who will monitor and coordinate the agency's field training program;
→ identifying the requirements to become a Field Training Officer;
→ identifying the application and training requirements to become a Field Training Officer;
→ requiring that a Field Training Officer be approved by the Maryland Police Training Commission;
→ **requiring that each agency have a written policy on its field training program based on a model policy approved by the Commission;**
→ identifying the supervision of a newly hired officer that is needed during a field training program;
→ identifying the documentation that needs to be maintained as part of an agency's field training program; and,
→ the Commission's review and audit responsibilities as regards an agency's field training program.

The following policy and procedure will describe the [**NAME OF AGENCY]** Field Training and Evaluation Program.

III. PURPOSE AND SCOPE:

The purpose of this policy and standing operating procedure is to communicate to all **[AGENCY NAME]** personnel the administrative and operational requirements associated with the **[NAME OF AGENCY] FIELD TRAINING AND EVALUATION PROGRAM [FTEP].**

The **[NAME OF AGENCY] FIELD TRAINING AND EVALUATION PROGRAM** is intended to help newly hired sworn officers apply the agency's various policies and procedures, the laws of Maryland and the laws and ordinances of this jurisdiction as they perform their policing duties and fulfill their responsibilities to the community. It is also intended to familiarize newly hired officers with the neighborhood(s) that they will be responsible for policing and also, whenever possible, to meet various members of the community with whom they will come in contact. Successful completion of FTEP will allow them to be certified by the Commission as law enforcement officers.

ALL newly hired sworn officers [entry-level recruits/lateral-entry officers/officers who complete comparative compliance training] will be required to participate in either a full Field Training and Evaluation Program or, as permitted by COMAR regulations and approved by the Head of the **[NAME OF AGENCY]**, a modified Field Training and Evaluation Program prior to being certified/recertified as law enforcement officers by the Commission and being eligible to be assigned to law enforcement duties on their own.

IV. LEGAL AUTHORITY:

Code of Maryland Regulations [COMAR]: Title 12 – Subtitle 04 – Chapter 01 – Regulation 17 (A-I) "Field Training."
Public Safety Article § 3-201 (e) (3) (i) (ii) [Police Officer does not include…].

V. DEFINITIONS:

The following terms used in this policy and procedure have the meanings as indicated:

CODE OF MARYLAND REGULATIONS [COMAR] is the official compilation of all administrative regulations issued by agencies of the state of Maryland. [State Government Article § 10-101 et al. applies.]

COMMISSION means the Maryland Police Training Commission as established in PS § 3- 201, et al.

FIELD TRAINING AND EVALUATION PROGRAM [FTEP] means the program adopted and/or developed by the **[NAME OF AGENCY]** that is intended to assist newly hired sworn officers with the agency's various policies and procedures, the laws of Maryland and the laws and ordinances of this jurisdiction as they perform their policing duties and fulfill their law enforcement responsibilities to the community. It is also intended to familiarize newly hired officers with the neighborhood(s) that they will be responsible for policing and also, whenever possible, to allow them to meet various members of the community with whom they will come in contact. Successful completion of FTEP is required before certification/recertification as a law enforcement officer is given by the Commission. [COMAR 12.04.01.17 A(1)] For purposes of this policy and procedure, a newly be hired officer will be required to participate in a full FTEP or a modified FTEP as determined by the Head of the **[NAME OF AGENCY]** **prior to certification/recertification as a law enforcement officer by the Commission.**

FIELD TRAINING OFFICER [FTO] means a sworn officer who meets the requirements set forth in this policy, is designated by the Head of the **[NAME OF AGENCY]** as an FTO and is approved by the Maryland Police Training Commission as a Field Training Officer. A FTO will supervise, observe, evaluate, train and otherwise be responsible for an assigned newly hired officer, hereinafter referred to as a TRAINEE, during the Field Training and Evaluation Program as described in this policy. A FTO shall meet the requirements set forth in COMAR 12.04.01.17 (D) and (E).

FIELD TRAINING AND EVALUATION PROGRAM COORDINATOR is either the Head of the **[NAME OF AGENCY]** or is an individual designated by the Head of the **[NAME OF AGENCY]** who is responsible for coordinating, monitoring and otherwise overseeing the **[NAME OF AGENCY]** Field Training and Evaluation Program. The FTEP Coordinator shall meet the standards set by the Commission for designation as an FTEP Coordinator as established in COMAR: 12.04.01.17 C, **i.e. shall have attended a Commission-approved supervisor training course and field training officer training course.**

FTEP PERFORMANCE EVALUATION Report refers to any written document used by a FTO to record or otherwise note the performance of a TRAINEE during FTEP as described in this policy. **[COMAR 12.04.01.17 F (2)(f) & G (3) (4) (7) (8)]**

TRAINEE refers to any **newly hired** sworn law enforcement officer of the **[NAME OF AGENCY]. [COMAR 12.04.01.17 B]** A **TRAINEE** may be:

a) a **newly hired recruit** who has successfully completed a Commission-approved entrance level law enforcement training program; or

b) an officer who was previously a certified officer with another Maryland law enforcement agency and has been recertified by the Commission and has joined the **[NAME OF AGENCY] (lateral entry officer);** or

c) an officer from another state or federal agency who has been granted a waiver from attending a full entrance level law enforcement training program by the Commission but is required to attend a comparative compliance training program prior to receiving full certification by Maryland **(comparative compliance officer).**

VI. POLICY:

It is the policy of the **[NAME OF AGENCY]** that:

a. ***ALL*** **newly hired sworn officers, hereinafter referred to as TRAINEES, conform with COMAR regulation 12.04.01.17 (A) which states in part:**

(1) …an individual shall successfully complete Commission-approved field training as required under this regulation before receiving police officer certification or recertification under this chapter.

EXCEPTION:

(3) An individual hired by the agency for a position identified in PS § 3-201 (e) (3) (i) or (ii) may be certified/recertified as a police officer without participating in the agency's FTEP per the approval of the Head of the agency. [COMAR 12.04.01.17. A (3)]

b. the **Field Training and Evaluation Program will meet, at least minimally, the requirements established by the Maryland Police Training Commission** and listed in COMAR – Title 12 – Subtitle 04 – Chapter 01.17 including the administrative, coordination and record keeping requirements of set forth in that regulation.

VII. SELECTION AND DESIGNATION AS A FIELD TRAINING OFFICER [FTO]:

The selection, training, and oversight of Field Training Officers [FTOs] are key elements to a successful field training and evaluation program.

A FTEP Coordinator, as described in Section VIII – FTEP Coordinator, shall develop, maintain, and oversee the selection process for FTOs. Administrative guidelines as well as minimum qualifications for individuals to be considered for the position of FTO are established and set forth below.

VII – A. SELECTION OF FTOs:

FTO candidates will be evaluated, selected, approved, and certified according to the below listed procedures:

1. Candidates for the position of FTO **must be a law enforcement officer for at least two (2) years immediately prior to applying for the position. [COMAR 12.04.01.17 (D) (1) (b)]**

2. Candidates for the position of FTO **must possess outstanding interpersonal communication skills as demonstrated by their performance during their daily work activities** including interaction with other members of the agency as well as the public. They should also **possess a thorough knowledge of agency policy and procedure as demonstrated to their supervisor by their daily work activities and performance.** Additional consideration will be given to officers who have demonstrated an aptitude for instructing, training, and motivating adults in the acquisition of job-related knowledge and skills.

3. Sworn officers who desire to be designated as a FTO shall submit a request, through official channels, to the FTEP Coordinator requesting that they be considered for the position of FTO.

4. A FTO candidate's supervisory chain of command will indicate their concurrence/non-concurrence with the request based on their knowledge of the candidate's performance and daily activities and forward all requests to the FTEP Coordinator.

5. In order to determine if each FTO candidate is minimally qualified for the position of FTO, the **FTEP Coordinator shall review each candidate's job performance evaluations, agency disciplinary record and other personnel records to include such records as**:
   a. **annual performance evaluation during the past two (2) annual rating cycles:**
      a-i. all FTO candidates **must have received, at a minimum, satisfactory performance ratings;**
   b. agency **medical leave records:**
      b-i. all FTO candidates **must maintain a medical leave use rate that is in keeping with or below the agency average:**
         Exception:
         The Head of the Agency may make an exception for a FTO candidate who exceeds the agency average but was injured in the line of duty or was on extended medical leave for an unusual medical condition/circumstance;
   c. agency **driving record:**
      c-i. **had only one (1) preventable, non-personal injury, vehicular accident during the previous year;**
   d. has **no pending/outstanding disciplinary or administrative action;**
   e. has **not received an official reprimand or disciplinary action for:**
      e-i. using **unnecessary or excessive force;**
      e-ii. a **violation of an agency equal employment opportunity (EEO) policy** or an equivalent federal law or regulation;
      e-iii. **willingly and knowingly making an untruthful statement, falsified an official record or report;**
      e-iv. **misuse of one's official position or unlawful coercion of an employee for personal gain or benefit;**
      e-v. **unwarranted law enforcement action;**
   f. has **successfully completed all agency in-service training courses during the past two (2) years including skills training;**

6. After completing a review of above files, the FTEP Coordinator shall establish a list of qualified FTO candidates and forward that list to the Head of the agency for action.

7. If more qualified FTO candidates apply for the postion than FTO positions exist:
   a. the FTEP Coordinator shall convene an oral interview board consisting of current FTOs to interview, evaluate and rate the qualified FTO candidates as per agency-established oral interview procedures ;
   b. the FTEP Coordinator shall notify all qualified FTO candidates of the date, time and place of this interview;
   c. the FTEP Coordinator shall develop a series of job-related questions that will be asked of each qualified FTO candidate;
   d. the FTEP Coordinator shall then forward a ranked list, based on the ranking of the oral interview board, to the Head of the agency for action.

8. Officers who are designated as FTOs shall be scheduled to attend a Commission approved FTO Training Course by the FTEP Coordinator at the agency's convenience but **prior to** serving as a FTO. **[COMAR 12.04.01.17 (D) (1) (d)]**

9. Officers who are selected to be FTOs **must, at a minimum, meet the following standards as listed In COMAR 12.04.01.17 D:**

   a. **meet the requirements established under COMAR 12.04.01.17 D and by the Commission;**
   b. **be approved by the Commission as a Field Training Officer;**
   c. **successfully complete a Commission-approved field training officer course** unless excused by the Deputy Director of the Commission because:
      i. the individual has successfully completed training that is equivalent to all or the minimum requirements for a Commission-approved FTO training course; and
      ii. the documentation accompanying the request verifies the completed training is equivalent to all or the portion of the minimum requirements for a Commission-approved FTO training course;
   d. **successful completion of an initial FTO training course requires that an individual:**
      i. **attend a minimum of 90% of the total hours of instruction** established for the FTO training course;
      ii. **achieve at least a score of 70% on each test given** as part of the FTO training course;

10. The FTEP Coordinator shall forward a completed copy of **"APPLICATION FOR INSTRUCTOR CERTIFICATION - FIELD TRAINING OFFICER"** to the Commission in order to have the individual approved as a FTO. **[COMAR12.04.01.17 D (1) (c)]** [see **ATTACHMENT B: "APPLICATION FOR INSTRUCTOR CERTIFICATION - FIELD TRAINING OFFICER"]**

VII – B. MAINTENANCE OF FTO DESIGNATION:

An officer who is designated as a FTO shall:

a. **maintain satisfactory performance as a FTO as determined by the FTEP Coordinator;**
b. **within every 3 years** following initial completion of a FTO training course successfully **complete a minimum of 7 hours of cumulative instruction that have been approved by the Commission to be provided to an individual who has been approved as an FTO; [COMAR 12.04.01.17 D (1) (e)]**

VII – C. FTO TRAINING COURSE:

COMAR 12.04.01.17 A (1) (d) requires that a FTO attend and successfully complete a Commission-approved FTO Training Course consisting of at least twenty-one (21) hours of instruction. In the event the **[NAME OF AGENCY]** conducts a FTO Training Course, the FTEP Coordinator will ensure that the Course is conducted in accordance with the requirements set forth in **COMAR 12.04.01.17 E. [SEE ATTACHMENT A: FTO TRAINING COURSE]**

VII – D. DOCUMENTATION OF ATTENDANCE AT FTO TRAINING COURSE:

An individual who attends an FTO training course approved by the Commission that is conducted by an **outside** law enforcement agency shall provide the FTEP Coordinator with a signed certificate of successful completion of the course (if available) and written documentation from the host agency that indicates successful completion of the FTO training course. This documentation shall contain the Commission approval number for the FTO training course and all test scores that the individual received as part of the FTO training course. If available, the FTO shall also provide a copy of the syllabus of the FTO training course.

VII – E. LOSS OF FTO STATUS:

Following the conclusion of FTEP, the FTEP Coordinator, in concert with the FTO's supervisors, will evaluate the performance of the FTO during the field training and evaluation program just concluded. The FTO will be apprised of the results. As indicated above, in VII – B. MAINTENANCE OF FTO DESIGNATION, continued designation as a FTO requires satisfactory performance of all duties and responsibilities of an FTO as determined by the **[NAME OF AGENCY]**. This performance evaluation is separate from the FTEP Critique and Debriefing described in XII – FTEP Critique/Debriefing of this policy.

Notwithstanding the above, officers who are designated by the Head of the agency as a FTO serve at the pleasure of the agency Head and can be suspended or removed from FTO status at any time at the discretion of the Head of the agency.

The Commission will be notified by the FTEP Coordinator when any individual is removed from FTO status for any reason.

VIII. FTEP COORDINATOR:

COMAR 12.04.01.17 C requires that either the head of a law enforcement agency or an individual designated by the head of the agency coordinate and monitor the agency's FTEP. Given the various duties that a FTEP Coordinator may be expected to perform as part of FTEP, it is reasonable that the head of an agency will normally designate an individual other than him/herself to act as FTEP Coordinator.

The FTEP Coordinator shall have attended a Commission-approved supervisor training course and field training officer training course. [COMAR 12.04.01.17 C (2) (a) and (b)]

The role of the FTEP Coordinator is to ensure that the standards and objectives of the agency's FTEP are adhered to.

In order to meet this responsibility, the FTEP Coordinator will often be required to perform such tasks as:

a. assist in the selection of FTOs;
b. ensure that FTOs receive the FTO training required by COMAR regulations including initial and in-service training;
c. coordinate the conduct of a FTO Training Course according to COMAR regulations if delivered by the agency;
d. assign TRAINEEs to FTOs;

e. provide orientation regarding FTEP to the TRAINEEs [may include development of FTEP Workbook];
f. schedule alternate FTOs in the event that a TRAINEE's FTO is unavailable;
g. periodically observe the interaction between TRAINEEs and FTOs and provide feedback to the FTO regarding those observations;
h. mediate/arbitrate any significant/serious disagreements/conflicts between a TRAINEE and assigned FTO;
i. review as appropriate all TRAINEE performance reports generated by FTOs;
j. coordinate any remedial training necessary for a TRAINEE:
    j-i. FTO delivered;
    j-ii. agency training staff delivered;
k. maintain liaison with the agency's training staff in order to respond to any remedial training needs;
l. ensure FTOs are provided with any major changes to the TRAINEE's academic or skills training;
m. maintain liaison with field supervisors who have a TRAINEE/FTO team assigned to them;
n. extend FTEP participation for any TRAINEE as warranted by his/her performance;
o. maintain all documentation/correspondence/records associated with FTEP;
p. debrief the TRAINEEs and FTOs at the conclusion of FTEP;
q. make recommendations for change and/or make changes to FTEP as warranted;
r. ensure the agency's FTEP is in compliance with the standards established by the Commission;
s. make recommendations for the termination of a TRAINEE to the Head of the agency as warranted based on the performance evaluations of the TRAINEE's FTO and supervisor:
    s-i. provide performance documentation to the Head of the agency as required;
t. participate in the periodic audits of FTEP as conducted by the Commission; and
u. complete any other FTEP-related task as needed.

IX. FIELD TRAINING and EVALUATION PROGRAM [FTEP]:

COMMENTARY

As stated in the INTRODUCTION to this SAMPLE policy, the staff of the Maryland Police Training Commission is NOT attempting to dictate, require or otherwise impose one uniform field training and evaluation program on Maryland law enforcement agencies. The purpose of this SAMPLE POLICY is to provide guidance and direction to agencies that may not already have a written policy and procedure in place regarding their field training and evaluation program or are planning to update their current policy and procedure in response to COMAR 12.04.01.17.

The Commission recognizes that each law enforcement agency in Maryland is a unique entity and, therefore, has unique administrative, operational and training needs. To meet these needs, each agency will undoubtedly fashion its field training and evaluation program to suit its own requirements in keeping with the regulations in COMAR.

The amount of time that an agency requires its TRAINEEs to participate in FTEP may vary widely depending on the agency. The minimum of two hundred and forty (240) hours required by COMAR may or may not allow enough time for an agency to adequately judge a TRAINEE's readiness to transition from an academy setting to "street" duty. A minimal field training and evaluation program may or may not provide an agency with enough time to allow a TRAINEE to demonstrate competency in all of the job areas the agency seeks to evaluate. Likewise, an agency may want to structure its FTEP so that a TRAINEE's transition from less complicated tasks to more complicated tasks occurs over a longer period of time depending on the environment in which they are policing. And so, agencies may determine that they need to develop a FTEP that lasts longer than the minimum hours mandated by COMAR 12.04.01.17 B.

Lastly, a number of agencies have already adopted field training and evaluation programs that are widely used by other law enforcement agencies across the country such as the "San Jose Model." A number of these programs run for considerably longer than 240 hours; some "San Jose" models run for 17-20 weeks in different phases with several different FTO overseeing and evaluating the performance of a TRAINEE. The Commission has no intention of requiring agencies to modify or change their programs provided they conform to COMAR 12.04.01.17.

As a practical matter when the Commission staff developed this Guide it attempted to mirror its description of a SAMPLE FTEP on the one model that is most often adopted by law enforcement agencies – the "San Jose Model."

The structure and format used in this SAMPLE policy and procedure Guide is ILLUSTRATIVE only. Agencies are free to adopt and adjust their FTEP to meet their own and their community's needs in conformance with the COMAR regulations.

IX. FIELD TRAINING and EVALUATION PROGRAM [FTEP]:

The **[NAME OF AGENCY]** **FIELD TRAINING AND EVALUATION PROGRAM (FTEP)** is a standardized, structured training technique that exposes newly hired (and trained) members of this agency [TRAINEEs] to a variety of actual law enforcement activities and situations under the guidance and direction of an experienced Field Training Officer (FTO). The **[NAME OF AGENCY]** FTEP will contain, at a minimum, the performance elements identified in Section IX B of this policy. **[COMAR 12.04.01.17 H (6)]**

Participation in the FTEP should ensure that the "on-the-street" performance of each TRAINEE will be monitored, evaluated and discussed with the TRAINEE by his/her assigned Field Training Officer as described in this policy. If warranted, remedial training will be provided to TRAINEEs in areas that require attention. FTEP is intended to facilitate the transition of a TRAINEE from an academy setting to the performance of general law enforcement duties for the **[NAME OF AGENCY]** so as to result in his/her certification as a law enforcement officer by the Commission.

Likewise, participation in the **[NAME OF AGENCY]** FTEP is also intended to facilitate the assimilation into the agency of individuals with previous law enforcement training and experience whom the agency may, from time to time, hire. In the case of an individual with prior law enforcement experience who is hired as a sworn officer by the **[NAME OF AGENCY]** FTEP is intended to introduce the new officer to the **[NAME OF AGENCY]** policies and procedures, and its philosophy of community service commitment.

Participation in the [NAME OF AGENCY] FTEP is MANDATORY for all newly hired sworn members of the agency whether they are entry-level recruits or officers with previous law enforcement training and experience according to the schedule laid out in this policy. **[COMAR 12.04.01.17 A (1)]**

IX – A. PRE-FTEP OVERVIEW:

Prior to the commencement of FTEP, the FTEP Coordinator shall conduct an OVERVIEW class for all newly hired officers who will be participating in FTEP. [See **ATTACHMENT C – FTEP OVERVIEW** for contents].

IX – B. FTEP OUTLINE:

The FTEP Coordinator shall obtain **initial** approval for the **[NAME OF AGENCY]** Field Training and Evaluation Program from the Commission by submitting a Program Approval Application [See ATTACHMENT A (continued)] and obtaining Commission approval **before** FTEP begins. Once obtained, Commission approval for FTEP will remain valid unless the **content** of the **[NAME OF AGENCY]** FTEP changes. If there is a **substantive** change to the **[NAME OF AGENCY]** FTEP Commission approval must be obtained. [refer to wording in **COMAR 12.04.01.17 A (1)** – "successfully complete **COMMISSION-APPROVED** field training…]

The following **OUTLINE** for the **[NAME OF AGENCY]** FTEP contains twenty-seven (27) major law enforcement areas/elements for which TRAINEEs shall be evaluated during FTEP. These areas/elements have been determined to be of critical importance to officers assigned to the **[NAME OF AGENCY]** as they perform their daily duties:

1. FTEP Orientation;
2. Agency Policies/Procedures;
3. Law Enforcement Ethics;
4. Professional Demeanor;
5. Officer Safety;
6. Use of Force;
7. Radio Communications;
8. Vehicle Operations:
   - routine;
   - emergency;
9. Post/Assignment Familiarization;
10. Response to Calls;
11. Report Writing;
12. Patrol Functions & Procedures;
13. Criminal Law/local laws and ordinances;
14. Civil Offenses;
15. Control of Persons:
    - Prisoners;
    - Mentally Ill;

16. Juvenile Procedures;
17. Search and Seizure;
18. Community Oriented Policing/Problem Solving Policing:
    - interaction with members of the community;
    - problem identification/solving;
19. Tactical Communications:
    - Conflict Resolution;
20. Investigations;
21. Interviews:
    - Victim; ● Witness; ● Suspect;
22. Interrogations;
23. Evidence Handling/Processing;
24. Charging Documents;
25. Traffic:
    - Enforcement; ● Accident Investigation; ● Control/Direction;
26. Case/Court Preparation;
27. Self-initiated Activity. **[COMAR 12.04.01.17 F (2) (b) & H (6)]**

Each major area/element contains numerous objectives or tasks that will be observed and evaluated by a FTO. These objectives/tasks must be successfully understood, demonstrated, and completed by each TRAINEE during FTEP.

As each area/element is completed, the FTO and TRAINEE will document its satisfactory completion on the agency's various FTEP performance reports. [ATTACHMENT E: FTEP PERFORMANCE EVALUATION DOCUMENTATION]

IX – C. PHASES OF FTEP:

As is stated in section XI - Field Training Required, of this policy and procedure, the **[NAME OF AGENCY]** FTEP for **entry-level recruits will be a minimum of _____ hours/days/weeks. [COMAR 12.04.01.17 B]**

TRAINEEs will participate in FTEP as outlined in **ATTACHMENT D: FTEP PERFORMCE EVALUATION PROCESS & SCHEDULE** of this policy and procedure.

Based on the **total number of hours/days/weeks** of FTEP, the FTEP Coordinator shall determine how many separate PHASES will be included in FTEP. Each PHASE will coincide with the amount of independence of action and responsibility that a FTO has determined the TRAINEE merits based on the TRAINEE's performance to date.

Based on the **total number of hours/days/weeks** of FTEP, the FTEP Coordinator shall determine the sequence in which the FTEP areas/elements shall be addressed. Based on the circumstances occurring during a FTO's and TRAINEE'S tour of duty, FTOs shall attempt to address the areas/elements in the sequence developed by the FTEP Coordinator whenever practical.

After each phase of FTEP the FTO shall complete the FTEP evaluation contained and described in **ATTACHMENT E – FTEP PERFORMANCE EVALUATION DOCUMENTATION.**

IX – D. TRAINEE FTEP PERFORMANCE EVALUATION PROCESS: [COMAR 12.04.01.17 F (2) (f) & H (4)]

TRAINEEs will be formally evaluated by their FTOs at regular intervals using the agency's FTEP performance evaluation reports as described in **ATTACHMENT E: FIELD TRAINING EVALUATION DOCUMENTATION.**

Any FTEP performance evaluation report completed by a FTO will be reviewed as soon as practically possible with the TRAINEE.

TRAINEEs are required to sign and date each FTEP Performance Evaluation Report acknowledging that they have received from and discussed the FTEP Performance Evaluation Report with their FTO.

After review and signing ALL FTEP performance evaluation reports will be forwarded to the FTEP Coordinator who will ensure that those reports become a part of the TRAINEE's training file maintained by the agency.

If a TRAINEE disagrees with a FTEP performance evaluation report, the TRAINEE shall sign the FTEP evaluation report prepared by the FTO and note the reason for his/her disagreement with the FTO's rating on the report. The TRAINEE may appeal the FTEP evaluation to the FTO's supervisor who may agree with, comment on or disagree with the FTO's initial assessment. In the event that the supervisor supports the initial evaluation and the TRAINEE wishes to further appeal the rating, the TRAINEE, through the FTEP Coordinator, may schedule an appointment with the FTO and the FTO's supervisor's commanding officer for review and discussion of the matter. The decision of the FTO's supervisor's commanding officer regarding the evaluation is final and no further appeal is available to the TRAINEE.

IX – E. REMEDIAL FTEP TRAINING:

FTOs shall report the need for REMEDIAL TRAINING as described in **ATTACHMENT F: REMEDIAL TRAINING & DOCUMENTATION** to the FTEP Coordinator.

After reviewing the TRAINEE's performance evaluations submitted by the FTO and consulting with the FTO and members of the agency's training staff, the FTEP Coordinator shall determine the appropriate REMEDIAL TRAINING steps/program that the TRAINEE will participate in:

a. the contents and method used for any FTEP REMEDIAL TRAINING program, including but not limited to, any lesson plan, exercises, tests/quizzes or other material will be documented and maintained by the FTEP Coordinator; **[COMAR 12.04.01.17 H (3)]**
b. the results of any TRAINEE testing shall be documented and maintained in the TRAINEE's FTEP file.

Any TRAINEE determined to need REMEDIAL TRAINING shall participate in such training as determined by the FTEP Coordinator.

Any "homework" assignment given as part of REMEDIAL TRAINIING is time-sensitive and must be completed in the manner and in the timeframe established by the FTEP Coordinator.

Successful/satisfactory completion of REMEDIAL TRAINING shall be determined by the FTEP Coordinator in consultation with the TRAINEE's FTO and any participating member of the agency's training staff.

Successful/satisfactory completion of REMEDIAL TRAINING is required before a TRAINEE can advance in FTEP.

IX – F. LATERAL ENTRY OFFICERS/COMPARATIVE COMPLIANCE OFFICERS:

Newly hired officers who are required to attend comparative compliance training or those who are lateral entry officers are required to participate in FTEP as outlined in **Section XI – FIELD TRAINING REQUIRED. [COMAR 12.04.01.17 B]**

These officers will participate in a **modified** version of FTEP under the direction and guidance of a FTO.

The FTEP Coordinator shall be responsible for developing a **modified** FTEP schedule for the Lateral Entry Officers/Comparative Compliance Officers and obtain Commission approval for the modified FTEP using the Program Approval Application form in ATTACHMENT A. [refer to wording in **COMAR 12.04.01.17 A (1)** – "successfully complete **COMMISSION-APPROVED** field training…]

The modified FTEP outline, schedule and Commission approval number used for each Lateral Entry Officer/Comparative Compliance Officer shall be retained in their FTEP file.

Because a modified FTEP will normally be of a limited duration, FTOs will be only required to complete an END OF PHASE EVALUATION REPORT and a RELEASE FROM FTEP form for each Lateral Entry Officer/Comparative Compliance Officer unless the FTEP Coordinator determines that the Lateral Entry Officer's/Comparative Compliance Officer's FTEP should be extended. [refer to ATTACHMENT E] **[COMAR 12.04.01.17 F (2) (f)]**

IX – G. EXTENSION OF FTEP:

At the direction of the FTEP Coordinator, a TRAINEE's participation in the agency's FTEP may be extended. Extension of FTEP shall be for cause cited by the TRAINEE's FTO on the latest END OF PHASE EVALUATION with the concurrence of the FTO's supervisor. The TRAINEE shall be advised of the reason for the extension of FTEP and will be given REMEDIAL

TRAINING to ensure that steps have been taken to correct the cited performance deficiency(ies). The TRAINEE will also be informed of the anticipated length of the FTEP extension if possible.

Following the FTEP EXTENSION PHASE the FTO shall complete another END OF PHASE EVALUATION. The FTO's supervisor will review the END OF PHASE EVALUATION and either concur/not concur with the FTO's assessment of the TRAINEE's performance and make a recommendation as to whether the TRAINEE should continue with or be terminated from the agency. The END OF PHASE EVALUATION will then be forwarded to the FTEP Coordinator who will review the evaluation and recommendation of the FTO's supervisor and make his/her own recommendation. The FTEP Coordinator will then forward the END OF PHASE EVALUATION along with any additional relevant FTEP documentation to the Head of the agency or his designee for a final decision.

IX - H. CONCLUSION OF/RELEASE FROM FTEP/CERTIFICATION OF COMPLETION:

At the conclusion of FTEP, the FTEP Coordinator shall ensure that a **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** form has been completed as described in **ATTACHEMENT G: CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** by each FTO and TRAINEE. The **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** attests that the TRAINEE has demonstrated the ability to perform the duties required of an officer of this agency and is able to perform them by him/herself. This assurance is based on the TRAINEE's demonstrated ability to satisfactorily perform all of the functional areas or categories listed in the agency's FTEP.

The FTO shall complete the **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** and review it with the TRAINEE who shall sign and date the form.

Each **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** form shall then be reviewed and signed by the chain of command for each FTO and TRAINEE prior to releasing each TRAINEE to full service.

The **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** form shall then be forwarded to the FTEP Coordinator. After review by the FTEP Coordinator, **ALL** completed **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** forms shall be forwarded to the agency Head or designee for his/her review, signature and date:

a. a copy of the **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** form shall be sent to the Commission;
b. the original, signed **CERTIFICATION OF COMPLETION/RELEASE FROM FTEP** form shall be maintained in the TRAINEE'S training file. [SEE ATTACHMENT G: CERTIFICATION OF COMPLETION/RELEASE FROM FTEP] **[COMAR 12.04.01.17 G (4) (a) & (b)]**

IX – I. FTO/TRAINEE RELATIONSHIP:

During FTEP, **the relationship between the FTO and the TRAINEE will remain professional at all times.** It is a teacher-student/supervisor-subordinate relationship with all the restrictions that those relationships imply. As part of this relationship the following is expected:

FTO:

A. The hallmark of a FTO-TRAINEE relationship will be mutual respect. TRAINEEs will be treated with respect at all times, and they will be expected to respect the FTO and to follow his/her directions. TRAINEEs will not be harassed, intimidated, intentionally embarrassed, or treated in a demeaning manner. Name-calling or the use of derogatory terms by the FTO towards a TRAINEE are not acceptable.

B. While TRAINEEs are participating in FTEP FTOs will not associate with/socialize with any TRAINEE during off-duty hours except for FTO and TRAINEEs who have a blood or marital relationship prior to FTEP . Any relationship between non-related FTOs and TRAINEEs will be strictly professional; FTO personnel will neither date, nor attempt to date, any TRAINEE while the TRAINEE is in FTEP.

C. If a FTO or FTO Supervisor is related to a TRAINEE, or if he/she has had a special relationship (friendship, romantic interest, etc.) with a TRAINEE **prior** to when the TRAINEE was hired by the **[NAME OF AGENCY]**, the FTEP Coordinator will be notified as soon as practicable so that consideration can be given to placing the TRAINEE with a FTO and/or Supervisor with no apparent or perceived conflict of interest.

D. FTOs/FTO supervisors will not make discriminatory or sexist remarks towards any TRAINEE, as per agency policy.

E. FTOs/FTO supervisors will not make sexual remarks or sexual advances toward any TRAINEE, as per agency policy.

F. FTOs/FTO supervisors will neither live with nor rent a habitat to any TRAINEE while they are in FTEP and will refrain from entering into any financial transactions or arrangements with them while they are in FTEP.

G. FTOs/FTO supervisors will neither accept gifts from nor give gifts to any TRAINEE while they are participating in FTEP.

H. While on-duty, a TRAINEE is always under the direct supervision of his/her assigned FTO while in the field. In the event that the TRAINEE's assigned FTO is unavailable, the TRAINEE will be assigned to another FTO. In the event no other FTO is available a sworn member of the agency with supervisory standing will temporarily supervise the TRAINEE. **[COMAR 12.04.01.17 G (2)]**

I. While on duty, a FTO shall always maintain visual contact with a TRAINEE while the TRAINEE is performing a law enforcement function/activity.

TRAINEE:

A. TRAINEEs are to be respectful to all members of the **[NAME OF AGENCY]**.

B. A FTO is a TRAINEE's direct supervisor during FTEP. During FTEP, a FTO's directions are to be followed at all times, in particular during emergency situations . If a TRAINEE believes that a specific instruction or order was improper or that a performance evaluation is not fair, the TRAINEE should request a meeting with the FTO's Field Supervisor to discuss the matter. If this meeting can practicably be conducted prior to completing the assigned task, the FTO's Field Supervisor's may intervene in the matter. However, if the assigned task must be completed by the TRAINEE immediately then the TRAINEE will follow the directions and orders of his/her FTO, criminal conduct excepted, and question the order's appropriateness at a later time with the FTO's supervisor

If after discussing the matter with the FTO's supervisor, the TRAINEE still has a concern or problem, he/she may request a meeting with the FTEP Coordinator to discuss the matter. The FTO's Field Supervisor will notify the FTEP Coordinator and a meeting will be convened to discuss and evaluate the situation. The decision of the FTEP Coordinator is final.

C. TRAINEEs will complete all assignments in a prompt, timely manner and will follow all applicable agency policies and procedures, directives and orders.

D. With the approval of the FTEP Coordinator, TRAINEEs may be given homework assignments, at the discretion of their FTOs, in order to assist in accomplishing a training objective. Such assignments will be completed in the manner prescribed by and according to the time table established by the FTO. Homework assignments are viewed the same as academic assignments given during entry-level training.

E. Incident reports pertaining to calls for service that occurred during a tour of duty may be completed by a TRAINEE on overtime as long as the FTO can justify a training need or concern. Such justification may be based on the TRAINEE's phase of training, performance, the complexity/length of the report/incident and/or the level of the TRAINEE's experience in such cases. The FTO will be held accountable for any abuses of overtime.

F . While off-duty, TRAINEEs in FTEP will not respond to police calls or initiate any law enforcement action except in a situation that is life-threatening or involves the potential for serious injury and occurs in the TRAINEE's presence. In such cases, they are authorized to take action necessary to stabilize the situation. Once the situation has been stabilized they are then to immediately notify the agency of jurisdiction for assistance. They are to stand-by until relieved by the officer who responds to handle the situation. Additionally, they are to notify their FTO/FTO's supervisor/FTEP Coordinator as soon as possible of their involvement in this emergency situation. If unavailable, the TRAINEE will notify the on-duty agency supervisor of the situation.

If encountering a non-life threatening incident that calls for law enforcement action, a TRAINEE will contact 911, identify him/herself and request law enforcement response. The TRAINEE shall remain at the scene until a law enforcement officer of jurisdiction arrives and then provide information or assistance as directed by the on-duty law enforcement officer. The TRAINEE shall report his involvement in the incident to his/her FTO/FTO's supervisor/FTEP Coordinator upon return to duty.

G. While off-duty, TRAINEEs will not conduct investigations or perform routine enforcement activity.

H. TRAINEEs will be receptive to counseling given by FTOs. They may verbalize an explanation for their actions; however, repeated rationalization, excessive verbal contradictions, becoming argumentative and/or hostile with their FTO is not acceptable behavior.

I. TRAINEEs are prohibited from participating in agency social functions and/or functions in which FTOs might be present until they have either completed FTEP or have received authorization from the FTEP Coordinator.

J. Information regarding the performance and/or progress of a TRAINEE while in FTEP should not be shared with individuals outside of FTEP.

K. All TRAINEEs will abide by all policy, procedures, regulations and directives of the **[NAME OF AGENCY]**.

IX – J. VIOLATIONS OF FTEP RULES:

Violations of FTEP policy and/or any directives of the **[NAME OF AGENCY]** by a TRAINEE may result in disciplinary action, up to and including removal from FTEP and/or termination from the agency.

If a violation is observed by a FTO, the FTO shall document the violation and report it to his/her direct Supervisor. The FTO's Supervisor shall then review the documentation of the violation and forward the report along with his/her recommendation to the FTEP Coordinator. After reviewing the documentation, and if necessary conferring with the FTO and FTO's Supervisor, the FTEP Coordinator shall determine if administrative action is warranted and follow through as per established agency policy and procedure.

Any formal disciplinary action taken against a TRAINEE during FTEP will be documented and maintained in the TRAINEE's training file.

Any violation of FTEP policy by a FTO shall be reported to the FTEP Coordinator and shall be handled in accordance with existing agency disciplinary policy and procedure if warranted.

X. FIELD TRAINING REQUIRED:

COMAR 12.04.01.17 – A (1) requires, in part, that an individual successfully complete **Commission-approved** field training before receiving police officer certification or recertification. Additionally, it also requires that field training be successfully completed by an individual for each law enforcement agency employing the individual unless that individual holds a position listed under Public Safety Article, § 3-201 (e)(3)(i) or (ii). **[COMAR 12.04.01.17 – A (3)]**

Newly hired sworn RECRUIT officers shall participate in the **[NAME OF AGENCY]** Field Training and Evaluation Program ***immediately*** upon graduation from their entrance level training program. **Recruit officers shall participate in FTEP for a minimum of _____ hours/days/weeks as established by the agency.**

Participation may be extended in FTEP for cause on the recommendation of the TRAINEE's FTO with the concurrence of the FTEP Coordinator and the approval of the Head of the agency. The length of a FTEP extension shall be determined by the FTEP Coordinator.

Based on documentation of the TRAINEE's performance provided by the FTO and his/her recommendation and the recommendation of the FTO's chain of command, the FTEP Coordinator shall recommend to the Head of the agency whether the TRAINEE has successfully completed FTEP.

Newly hired sworn officers who have been granted a waiver by the Commission regarding entrance level training shall participate in a **modified version of FTEP for a minimum of _____ hours/days/weeks** unless extended for cause by the FTEP Coordinator with the approval of the Head of the agency. The FTEP Coordinator, based on the FTO's documentation of the newly hired officer's performance and the FTO's recommendation, shall recommend to the Head of the agency whether the newly hired officer has

successfully completed FTEP. [**COMAR 12.04.01.17 (B)** - When is Field Training to be Completed and the Minimum Number of Hours for Field Training.]

Sworn officers who serve with another law enforcement agency and who are **seeking certification as an officer with the [NAME OF AGENCY] shall also participate in FTEP for a minimum of _____ hours/days/weeks** unless extended for cause by the FTEP Coordinator with the approval of the Head of the agency. The FTEP Coordinator, based on the FTO's documentation of the officer's performance and the FTO's recommendation, shall recommend to the Head of the agency whether the officer has successfully completed FTEP. **[COMAR 12.04.01.17 (B)]**

Sworn officers who are granted a waiver for entrance level training by the Commission because of an **individual's "unique circumstances" shall participate in FTEP for a minimum of _____hours/days/weeks** unless extended for cause by the FTEP Coordinator with the approval of the Head of the agency. The FTEP Coordinator, based on the FTO's documentation of the officer's performance and the FTO's recommendation, shall recommend to the Head of the agency whether the officer has successfully completed FTEP. **[COMAR 12.04.01.17 (B)]**

XI. SUPERVISING A TRAINEE DURING FTEP: [COMAR 12.04.01.17 G]

During FTEP, a TRAINEE shall normally be under the direct supervision of his/her **assigned** FTO.

In the event that a TRAINEE cannot be directly supervised by his/her assigned FTO, the FTEP Coordinator shall be notified.

After consultation with the FTO's supervisor, the FTEP Coordinator shall **temporarily** assign the TRAINEE to the direct supervision of:

a. another available FTO; or
b. a member of the agency who holds a supervisory rank; or
c. under unusual/extenuating circumstances a TRAINEE may be under the direct supervision of an individual who is not a FTO or who does not hold a supervisory rank for a brief period of time:
    c-i. this exception cannot exceed ten percent (10%) of the total amount of time in FTEP:
    c-ii. under the unlikely event that a FTO or a member who holds a supervisory rank is not available to directly supervise a TRAINEE for at least eighty-nine percent (89%) of FTEP the agency Head will seek a waiver from the Commission to allow another member of the agency to conduct FTEP with the TRAINEE:
        c-ii.a. for a limited period of time and under certain conditions. **[COMAR 12.04.01.17 G (2)]**

During FTEP, a TRAINEE may participate in specialized training or orientation that does **NOT** entail enforcement activity for up to five percent (5%) of FTEP such as dispatcher duty, administrative duties ["desk" duty, etc.] or other non-enforcement duties. During such assignments the TRAINEE does not have to be under the direct supervision of a FTO or member holding a supervisory rank. **[COMAR 12.04.01.17 G (3) (a) & (b)]**

XII. FTEP CRITIQUE/DEBRIEFING:

The FTEP Coordinator shall ensure that a FTEP CRITIQUE/DEBRIEFING form is completed by **each** TRAINEE as soon as practical after FTEP has been completed as described in **ATTACHMENT H: FTEP CRITIQUE/DEBRIEFING.**

The FTEP CRITIQUE/DEBRIEFING form should be submitted directly to the FTEP Coordinator.

In an effort to improve FTEP, the FTEP Coordinator shall review each FTEP CRITIQUE/DEBRIEFING.

In the event that there are any negative comments or observations about the agency's FTEP or suggestions for significant changes to the program, the FTEP Coordinator shall contact the TRAINEE who made the comments/suggestions to clarify the comments/suggestions:

a. the FTEP Coordinator shall bring to the attention of the agency Head or his/her designee any negative comments made on the forms or the need for any significant changes to the agency's FTEP.

Each FTEP CRITIQUE/DEBRIEFING shall be maintained by the FTEP Coordinator for a minimum of three (3) years following each FTEP and be available for inspection by members of the agency command staff or the Commission as required.

The FTEP Coordinator may also request that participating FTOs and FTO supervisors to summarize their experiences during FTEP.

XIII. MAINTENANCE OF FTEP DOCUMENTATION/RECORDS:

The FTEP Coordinator shall be responsible for collecting and maintaining ALL FTEP evaluations and correspondence pertaining to the TRAINEE in the TRAINEE's FTEP file.

For a minimum of three (3) years the following documentation related to the agency's FTEP shall be maintained in file:

a. a copy of the agency's current FTEP policy and procedure;
b. rosters of the individuals (TRAINEEs) participating in FTEP;
c. tests, test scores and evaluations of individuals (TRAINEEs) participating in FTEP;
d. a description of the evaluation process used for individuals (TRAINEEs) participating in FTEP;
e. any FTEP lesson plan and/or guides;
f. an outline of the training for individuals (TRAINEEs) participating in FTEP;
g. at least two-week summaries of the individual's (TRAINEE's) performance during FTEP;
h. the FTO's FINAL COMPETENCE REPORT for each individual (TRAINEE) participating in FTEP;
i. a copy of the RELEASE FROM FTEP signed and dated by the head of the agency or designee;
j. any other documentation required by the Commission. **[COMAR 12.04.01.17 H]**

XIV. FTEP AUDIT:

Both the agency's FTO Training Course and its FTEP is subject to review and audit by the Commission. **[COMAR 12.04.01.17 I (1)]**

The Commission may suspend or revoke approval of the agency's FTO Training Course or its FTEP if the Commission determines that the FTO Training Course or its FTEP fails to meet the Commission's requirements. **[COMAR 12.04.01.17 I (2)]**

The FTEP Coordinator is responsible for ensuring that the agency's FTO Training Course and its FTEP remain in compliance with the Commission's requirements as described in COMAR. **[COMAR 12.04.01.17 H]**

REFERENCES:

Code of Maryland Regulations [COMAR]: Title 12 – Subtitle 04 – Chapter 01 – Regulation 17 (A-I) ***"Field Training,"*** et al.
"FTP Field Training Program Guide" by the California Commission on Peace Officers Standards and Training, 2014.
"Field Training for Police Officers: State of the Art" by Michael S. McCampbell, U.S. Department of Justice, April 1987.
"The Field Training and Evaluation Program" by Glenn F. Kaminsky, Boulder Colorado, 1988.
"Training for the Field Training Officer" Student Manual – Maryland Police and Correctional Training Commissions, 2008.

ATTACHMENT A: APPLICATION FOR APPROVAL OF FTO TRAINING COURSE:

COMMENTARY

The Commission recognizes that not all Maryland law enforcement agencies are in a position to conduct their own FTO Training Course. Some agencies will necessarily depend on allied agencies or the Commission itself to provide Commission-approved FTO training. Those agencies should ensure that their FTOs provide them with documentation of successful attendance at a Commission-approved field training officer course.

However, for those agencies with the staffing, other resources and the need to conduct their own FTO training course they are required to obtain Commission approval for their FTO Training Course as stated in COMAR 12.04.01.17 E – FIELD TRAINING OFFICER COURSE – APPLICATION, REQUIREMENTS AND APPROVAL. Likewise, that course must be conducted according to the below listed regulations as found in COMAR 12.04.01.17 E.

COMAR 12.04.01.17 E – FIELD TRAINING OFFICER COURSE – APPLICATION, REQUIREMENTS AND APPROVAL.

(1) A field training officer course shall be approved by the Commission, and provided by the law enforcement agency or academy that has received the course approval under this section.

(2) An application for a field training officer course approval shall be submitted to the Commission by a law enforcement agency or academy that requests approval of the course:
- **(a) at least 20 days before the field training officer course begins; and**
- **(b) in the format required by the Commission.**

In order to simplify the application process agencies should submit their request for approval on the amended

MPCTC IN-SERVICE PROGRAM APPROVAL APPLICATION.

[Actual form can be found on www.mdle.net click on "FORMS" – find "IN-SERVICE PROGRAM APPROVAL APPLICATION"]
[*SAMPLE* COPY CAN BE FOUND IN THIS ATTACMENT]

(3) The application for approval for a field training officer course shall include:

- **(a) number of hours of instruction to be provided by the course;**
- **(b) names and qualification of the instructors for the course;**
- **(c) testing and evaluation methods for an individual enrolled in the FTO course;**
- **(d) other information required by the Commission.**

(4) If the Commission approves the field training officer course:
- **(a) the Commission shall assign the approved field training officer course an identification number; and**
- **(b) Commission approval of the field training officer course is valid for three (3) years following the approval date.**

(5) Proposed Change to Commission-approved Field Training Officer Course:
- **(a) If a law enforcement agency or academy that has received Commission approval for a field training officer course proposes to change:**
  - **a) the FORMAT;**
  - **b) an INSTRUCTOR;**
  - **c) the CONTENT; or**
  - **d) the TESTING OR EVALUATION METHODS**

  of the course as most recently approved by the Commission, an application for approval of the change shall be submitted to the Commission by the law enforcement agency or academy at least 20 days before the change to the field training officer course is proposed to be implemented.
- **(b) the proposed change becomes effective when approved by the Commission.**

(6) An approved field training officer course shall provide instruction:

(a) conducted only by individuals who are certified under COMAR 12.04.06.04;

(b) for a minimum of 21 hours; and

(c) on the TRAINING OBJECTIVES required by the Commission for the Commission-approved field training officer course.

[FTO Training Course TRAINING OBJECTIVES may be found on www.mdle.net click on TRAINING RESOURCES – find "LE – FIELD TRAINING OFFICER OBJECTIVES"]

(7) For a minimum of three (3) years, a law enforcement agency or academy conducting a Commission-approved field training officer course shall maintain the following documentation related to the course:

(a) rosters of individuals participating in the field training officer course;

(b) the tests, test scores, and evaluations of individuals participating in the field training officer course;

(c) description of the evaluation process for individuals participating in the field training officer course;

(d) field training officer lesson plans; and

(e) other documentation required by the Commission.

[MPCTC PROGRAM APPROVAL FORM ON NEXT PAGE]

Department of Public Safety and Correctional Services

Police and Correctional Training Commissions

6852 4th Street • Sykesville, Md. 21784 • www.mdle.net

Please email all program requests to the group email
MPCTC.programapprovals@maryland.gov

IN-SERVICE PROGRAM APPROVAL APPLICATION

MPCTC General Regulations 12.04.01.12 and 12.10.01.16

Agency Contact Name:_____

Agency Name:_____

Agency Number: _____

Phone:_____

Email address: _____

cc: _____

FOR MPCTC USE ONLY:

Approved/Disapproved: _____

Date/Reviewed by:_____

Approval Number(s):_____

Approval for *(choose one or both)* ☐ Police ☐ Corrections **Total Program Hours**: _____

Program Title:_____ Program Date(s): _____

Please check only those that apply to this program:

Every 2 years for Law Enforcement only:

- ☐ CPR and Life Saving Techniques (LEEMCC accepted)
- ☐ Anti-Discrimination
- ☐ Use of Force and De-Escalation
- ☐ Cultural & Gender Diversity

Other Training:

- ☐ E-Learning (maximum 3 hours per course)
- ☐ Police FTO 80 hrs. (minimum for Lateral Police Officers)
- ☐ Police FTO 160 hrs. (minimum for Comparative Compliance)
- ☐ Police FTO 240 hrs (minimum for Entry Level Police Officers)
- ☐ Police FTO Refresher Course related to Duties of an FTO

Every 3 years for Law Enforcement Only:

- ☐ Human Trafficking
- ☐ Hate Crimes
- ☐ Implicit Bias
- ☐ Electronic Stalking
- ☐ Contact with and treatment of victims of crimes & delinquent acts
- ☐ Notification of victims of Identity fraud & related crimes of their rights under Federal law
- ☐ Intellectual/Developmental Disabilities (IDD)
- ☐ Rape, sexual offenses, sexual abuse/exploitation of children, and related evidentiary procedures
- ☐ Notices, service, support & rights available to victims/ victim's representative under MD law

Program Description *(attach a separate sheet if needed)*

Program Objectives for each Topic
(Attach a separate sheet if needed)

List of Instructors (to include Full Name, Certification Number, Topic and Number of Hours Taught: *Attach instructor list from mdle.net if needed)*

Testing Method for each topic

COMAR regulations require proctored testing of all approved in-service training programs with a minimum score of 70% and 80% for all E-Learning approved programs.

(Attach a separate sheet if needed)

Individual agencies must maintain appropriate documentation. **Submit all required information with this form to:** ***mpctc.programapprovals@maryland.gov .*** **I certify that all application information is true and correct:**

Please TYPE/PRINT Name Title Email Address

Agency Head/Designee Signature Phone Date

INCOMPLETE SUBMISSIONS MAY BE RETURNED

TRAINING OBJECTIVES

FIELD TRAINING OFFICER [FTO] TRAINING PROGRAM/COURSE

TOPIC	OBJECTIVES
FTO Training Course OVERVIEW	**TERMINAL:** **1. Examine the goals and training objectives of the agency's FTO Training Course.** **INSTRUCTIONAL POINTS:** 1.1. Discuss why it is important that each attendee meet each FTO training course objective. 1.2. Discuss the regulations established in COMAR 12.04.01.17 regarding the training of FTOs. 1.3. Discuss the regulations established in COMAR 12.04.01.17 regarding a law enforcement agency's Field Training and Evaluation Program (FTEP).
Training LIABILITY Issues	**TERMINAL:** **2. Examine the liability issues that may impact a FTO.** **INSTRUCTIONAL POINTS:** 2.1 Provide several examples of FTO/trainee behavior that may create a potentially liability for the FTO, trainee and/or agency. **3. Examine the impact liability issues have on the Field Training Program.** **INSTRUCTIONAL POINTS:** 3.1 List at least two reasons why a law enforcement agency trains its personnel, especially its recruits. 3.2. Discuss the legal standard for training claims where a FTO and/or his/her agency may be held liable. 3.3. Differentiate the relationship between agency policy, training, supervision, and accountability in the development of training programs. 3.4 Explain the steps in the training documentation process and how proper training documentation affects potential liability. 3.5 Describe ways in which a FTO can appropriately respond to each potentially liable behavior/action.
CHALLENGES for the FTO	**TERMINAL:** **4. Describe several challenges that a FTO could face during FTP.** **INSTRUCTIONAL POINTS:** 4.1. Examine how a FTO can respond to each of these challenges during FTP. 4.2. Discuss why it may be beneficial for a FTO to consider that each challenge is an opportunity to improve a trainee's worth to the agency.

ROLES, RESPONSIBILITIES and CORE COMPETENCIES of a FTO	**TERMINAL:** **5. Examine the various roles that a FTO fills during FTEP:** → trainer/coach; → evaluator; → mentor; → supervisor. **INSTRUCTIONAL POINTS**: 5.1. Discuss examples of how a FTO performs each role during FTEP. **TERMINAL:** **6. Examine the core competencies needed by a FTO.** **INSTRUCTIONAL POINTS**: 6.1. Define the term "core competency." 6.2. Identify the "core competencies" of an effective FTO. 6.3. Provide an example of how each "core competency" applies to a FTO as: → trainer; → evaluator; → mentor; → supervisor. 6.4. Explain why an individual needs to possess and demonstrate the identified "core competencies" as a FTO. **TERMINAL:** **7. Examine the responsibilities of a FTO during FTEP.** **INSTRUCTIONAL POINTS**: 7.1. Discuss ways in which a FTO will fulfill these responsibilities during FTEP. **TERMINAL:** **8. Examine the role of FTO as a supervisor during FTEP.** **INSTRUCTIONAL POINTS**: 8.1. Define delegation. 8.2. Identify the steps of the delegation process. 8.3. Provide examples of how a FTO acts as a supervisor by delegating tasks to a trainee during FTEP. **TERMINAL:** **9. Discuss the role of a FTO as "coach" during FTEP.** **INSTRUCTIONAL POINTS**: 9.1. Explain the technique of "coaching" as it pertains to law enforcement training. 9.2. Explain the impact of coaching on learning. 9.3. Identify skills a FTO must have to be an effective coach. 9.4. Prepare/present a one-to-five minute demonstration showing how a FTO would use "coaching" techniques to instruct a trainee including a trainee who is going through a comparative compliance FTEP.

Trainee ORIENTATION	**TERMINAL:** **10. Examine the importance of the FTO conducting an orientation session for each trainee.** **INSTRUCTIONAL POINTS**: 10.1. Discuss the role of the Field Training Officer in the trainee FTEP orientation process. 10.2. Discuss the type of relationship that should exist between a FTO and trainee during FTP. 10.3. Explain the importance of developing rapport between the trainee and the FTO and provide several examples of how this rapport can be established. 10.4. Discuss the importance for a FTO to understand/appreciate/acknowledge the "mindset"/expectations/anxieties of a trainee as he/she enters an agency's FTEP. 10.5. Discuss several practical ways a FTO can help reduce a trainee's anxiety/nervousness in order for the trainee to perform to agency standards. 10.6. Discuss several issues that a recruit trainee may have to deal with as he/she transitions from an academic environment to the "real world" setting of street-level operations during FTEP. 10.7. Examine the reason it is important that a FTO establish and communicate clear expectations to the trainee at the beginning of FTEP. 10.8. Develop a list of FTO realistic expectations for a trainee to accomplish during FTEP. 10.9. Develop a list of expectations that a trainee may have for participating in an agency's FTEP. 10.10. Describe several practical ways that a FTO can help a trainee accept the demands and expectations of FTEP.
Trainee COUNSELING	**TERMINAL:** **11. Examine the reasons why it is important to provide regular counseling to a trainee during FTEP.** **INSTRUCTIONAL POINTS**: 11.1. Define both informal and formal counseling. 11.2. Discuss the connection between providing counseling to a trainee and a FTO's role as mentor. 11.3. Outline the indicators that a FTO may need to conduct a counseling session with a trainee. 11.4. By providing examples, determine what trainee behaviors may call for **informal** counseling and what behaviors require a **formal** counseling session. 11.5. By providing examples, compare informal counseling to formal counseling. 11.6. Demonstrate giving a counseling session to a trainee: → recruit (entry-level) trainee; → lateral entry/comparative compliance trainee.

Fundamentals of EFFECTIVE COMMUNICATION	**TERMINAL:** **12. Examine the essential need for EFFECTIVE communication between a FTO and trainee during FTEP.** **INSTRUCTIONAL POINTS:** 12.1. Define the term **EFFECTIVE** communication. 12.2. Discuss several barriers to effective communication. 12.3. Explain the skills needed to provide effective communication. 12.4. Demonstrate the use of effective communication techniques that can be used by a FTO with a trainee during various situations: → when a trainee performs to agency standards; → when a trainee fails to perform to agency standards; → when a trainee compromises officer safety; → when a trainee fails to treat a member of the community with respect, understanding, etc. 12.5. Discuss the consequences for ***ineffective*** communication between a FTO and trainee. 12.6. Examine ways to deal with an **unresponsive** trainee: → recruit (entry level) trainee; → lateral entry/comparative compliance trainee.
ADULT LEARNING PRINCIPLES and STYLES	**TERMINAL:** **13. Examine the role of the FTO as a trainer.** **INSTRUCTIONAL POINTS:** 13.1. Identify several characteristics of an effective trainer. 13.2. Discuss the principles of adult learning. 13.3. Examine the different learner styles. 13.4. Explain several obstacles to the learning process. 13.5. Demonstrate ways in which adult learner principles can be applied to the FTO-trainee learning environment. 13.6. Discuss the consequences for failing to provide a trainee with effective training during FTEP.
ETHICS and INTEGRITY	**TERMINAL:** **14. Discuss why it is important for a FTO to demonstrate ethical behavior/integrity to a trainee when acting as a FTO.** **INSTRUCTIONAL POINTS:** 14.1. Review the meaning of the terms ETHICS and INTEGRITY as they apply to a law enforcement officer. 14.2. Examine three ethical checks for law enforcement officers. 14.3. Examine several examples of how a FTO can demonstrate "ethical" behavior during FTEP. 14.4. Discuss an appropriate response if a FTO observes questionable behavior by a trainee during FTEP including behavior by a lateral entry/comparative compliance officer.

EMOTIONAL INTELLIGENCE	**TERMINAL:** **15. Explain the importance of demonstrating emotional intelligence as a law enforcement officer and FTO.** **INSTRUCTIONAL POINTS**: 15.1. Define the term "emotional intelligence." 15.2. Discuss the four attributes of emotional intelligence. 15.3. Explain the five key skills used to improve emotional intelligence. 15.4. Discuss several examples of how a FTO can demonstrate "emotional intelligence" to a trainee. 15.5. Discuss how a FTO can evaluate the "emotional intelligence" of a trainee
EVALUATING a Trainee	**TERMINAL:** **16. Examine the importance of the job performance evaluation during FTEP.** **INSTRUCTIONAL POINTS**: 16.1. Define performance evaluation. 16.2. Discuss the various types of performance evaluations typically used during FTEP, in particular Daily Observation Reports, End of Phase Reports and Final FTEP Report, etc. 16.3. Discuss the need to be fair and "objective" when conducting a performance evaluation during FTEP. 16.4. Examine the steps necessary for an FTO to provide a trainee with a fair and objective performance evaluation. 16.5. Define performance "feedback." 16.6. Examine the types of performance "feedback" that a FTO can give to a trainee during the course of a work day: → positive feedback (reinforcement); → negative feedback (correction). 16.7. Discuss several ways in which a FTO can effectively provide a trainee with meaningful feedback during FTEP. 16.8. Discuss various techniques that a FTO can use during FTEP to "test"/assess a trainee's knowledge/skills/abilities outside handling an actual call for service or other law enforcement/policing activity. 16.9. Discuss the potential consequences when a FTO fails to give a trainee a fair and objective performance evaluation. 16.10. Examine ways in which a FTO can effectively critique and, if necessary, correct the performance of a lateral entry or comparative compliance trainee. 16.11. Discuss the role that trainee "attitude" plays in improving performance. 16.12. Discuss the goals of "remedial" training. 16.13. Discuss when "remedial" training is the best response for a trainee's inadequate performance. 16.14. Discuss the various types of "remedial" training that may be available to a FTO. 16.15. Discuss the benefits of simulations/quizzes/professional discussions involving the trainee during FTEP. 16.16. Discuss a FTO's response when a trainee continues inadequate performance following "remedial" training.

DIVERSITY and GENERATIONAL DIFFERENCES in FTEP	**TERMINAL:** **17. Examine the importance for an FTO to understand diversity when training new officers.** **INSTRUCTIONAL POINTS:** 17.1. Review the meaning of the term "diversity:" → cultural; → ethnic; → socio-economic; → generational; etc. 17.2. Discuss the impact diversity issues may play during FTEP. 17.3. Discuss why it is important for a FTO to demonstrate tolerance and respect for different individuals during FTEP. 17.4. Discuss several "general" differences between generations, including stereotypes about each generation, that might exist between FTO and a trainee and why it is important to address them. 17.5. Discuss the issues that training and evaluating individuals from different generations may have on the effectiveness and success of FTEP. 17.6. Examine ways to respond to the generational differences during FTEP.

Attachment B

Maryland Police & Correctional Training Commissions

6852 4th Street, Sykesville, MD 21784 • (410) 875-3400 • MPCTC.Instructorapplications@maryland.gov

APPLICATION FOR INSTRUCTOR CERTIFICATION

Please Type or Print clearly

Applicants Last Name:		**MI:**		**First Name:**	
Certification Number:				**Application for:**	☐ **Police** ☐ **Corrections**
Agency Name:				**Agency Code:**	
Agency Address:				**Telephone:**	
Agency Contact:				**Email:**	

THIS APPLICATION IS FOR (check ALL that apply; then complete the section(s) indicated or Section I Waiver request)**:**

☐ **Academic**	☐ Provisional A, B, C1	☐ Instructor C1, D, F1	☐ Renewal F2	
☐ **Firearms**	☐ Provisional A, B, C2, E1, G	☐ Instructor D, F3, G ☐ Line Instructor F4, G	☐ Renewal F5, G ☐ Renewal F6, G	☐ Weapons Update E6, G
☐ **Defensive Tactics**	☐ Provisional A, B, C3, E3	☐ Instructor D, F11	☐ Renewal F12	
☐ **Electronic Control Device**		☐ Instructor D, E4, H	☐ Renewal F13, H	☐ Device Update H
☐ **E.V.O.C Instructor**	☐ Provisional A, B, C4, E2	☐ Instructor C4, D, F7 ☐ Course Safety Officer C4, F8	☐ Renewal F9 ☐ Renewal F10	
☐ **Motorcycle Instructor**	☐ Provisional A, B, C5, E5	☐ Instructor C5, D, F14 ☐ Course Safety Officer C5, F15	☐ Renewal F16 ☐ Renewal F17	
☐ **Field Training Officer (FTO)**		☐ Instructor C6, E7	☐ Renewal F18	

FOR MPCTC USE ONLY

Type of Instructor: _____ Models: _____ Approved / Denied

Date Reviewed/Amended: _____ Expiration Date: _____ Reviewed by: _____

SECTION A – Currently Certified as a _____ ☐ Not Certified (Title):_____

SECTION B – EDUCATION

☐ High School Diploma: _____
School Name Address Date

☐ GED or Recognized State Board of Education Diploma: _____
State of Issuance Date

SECTION C – EXPERIENCE:

C1 ☐ Minimum years of employment in the Public Safety Community. ☐ 1 year (Provisional Certification)
Employer(s): _____ ☐ 2 years (Instructor)
Date(s): _____

C2 ☐ Minimum of 2 years as a Law Enforcement or Correctional Officer, within the last 5 years and was authorized to use or carry a firearm for a minimum of 2 years.
Employer(s): _____ Date(s): _____

C3 ☐ Minimum of 2 cumulative years of Criminal Justice related defensive tactics skills experience during the last 5 years.
Employer(s): _____ Date(s): _____

C4 ☐ Occupational experience operating an emergency vehicle for at least: ☐ 2 years (Provisional Certification)
Employer(s): _____ ☐ 3 years (Instructor Certification)
Date(s): _____

C5 ☐ Experience operating a law enforcement agency motorcycle while a police officer, at least:
Employer(s): _____ ☐ 2 years (Provisional Certification)
Date(s): _____ ☐ 3 years (Instructor Certification)

C6 ☐ Minimum 2 years as a Law Enforcement Officer immediately prior to applying as an FTO.
Employer(s): _____ Date(s): _____

SECTION D – ACADEMIC INSTRUCTOR TRAINING PROGRAM *(Attach Certificate of Completion)*

☐ Completed a Basic or Enhanced Academic Instructor Training Course Approved by MPCTC (within 2 years)
Conducted by (Agency):_____ MPCTC Course Approval #:_____ Date: _____

NOTE: If a waiver for alternative training is requested, see Waiver Section – I

SECTION E – SPECIFIC DISCIPLINE INSTRUCTOR TRAINING *(Attach a copy of the Certificate of Completion for each)*

E1 ☐ Firearms Instructor Training Course (within 2 years of this application).
Conducted by:_____ MPCTC Course Approval #:_____ Date: _____

E2 ☐ EVOC Instructor Training Course (within 5 years of this application).
Conducted by:_____ MPCTC Course Approval #:_____ Date: _____

E3 ☐ Defensive Tactics Instructor Training Course (within 2 years of this application).
Conducted by:_____ MPCTC Course Approval #:_____ Date: _____

E4 ☐ Electronic Control Device Training Course
Conducted by:_____ MPCTC Course Approval #:_____ Date: _____

E5 ☐ Motorcycle Operator Instructor Training Course (within 2 years of this application).
Conducted by:_____ MPCTC Course Approval #:_____ Date: _____

E6 ☐ Basic Training for Weapon(s) Update
Conducted by:_____ MPCTC Course Approval #:_____ Date: _____

E7 ☐ FTO Training Officer *or* Refresher
Conducted by:_____ MPCTC Course Approval #:_____ Date: _____

SECTION F – EVALUATIONS - ALL evaluations must be conducted while the applicant is a current provisional and/or certified instructor by a certified instructor in the same discipline. The agency representative's signature under "Submission Endorsements" at the bottom of this application is endorsing this application and the evaluations.

F1 ☐ **Academic Instructor – Initial**
Minimum 2 satisfactory classroom evaluations of not less than 1 hour each.

F2 ☐ **Academic Instructor – Renewal**
Demonstrated competency while conducting at least one Commission approved training course within the last 4 years.

F3 ☐ **Firearms Instructor – Initial**
Has conducted a minimum of 4 hours of classroom and 8 hours of firearms firing line instructions. Minimum of 2 satisfactory classroom and 2 satisfactory firing line evaluations of not less than 1 hour each.

F4 ☐ **Firearms Line Instructor – Initial**
Has conducted a minimum of 8 hours of firing line instructions. Minimum of 2 satisfactory firing line evaluations of not less than 1 hour each.

F5 ☐ **Firearms Instructor – Renewal**
A minimum of one satisfactory evaluation for firearms classroom instruction and one satisfactory evaluation for firearms firing line operations and skills instructions.

F6 ☐ **Firearms Line Instructor – Renewal**
A minimum of one satisfactory evaluation while providing firearms firing line operations and skills instruction.

F7 ☐ **EVOC Instructor –Initial**
Has conducted a minimum of 16 hours of classroom and 40 hours of practical skills instructions. Minimum of 2 satisfactory classroom and 2 satisfactory practical skills evaluations of not less than 1 hour each.

F8 ☐ **EVOC Course Safety Officer – Initial**
Has conducted a minimum of 40 hours of practical skills instructions. Minimum of 2 satisfactory practical skills evaluations of not less than 1 hour each.

F9 ☐ **EVOC Instructor – Renewal**
A minimum of one satisfactory evaluation for EVOC classroom instruction and one satisfactory evaluation, of not less than 1 hour each, for EVOC practical skills exercises instructions.

F10 ☐ **EVOC Course Safety Officer – Renewal**
A minimum of one satisfactory evaluation for EVOC practical skills exercises instructions of not less than 1 hour.

F11 ☐ **Defensive Tactics Instructor – Initial**
Has conducted a minimum of 4 hours of classroom and 8 hours of practical skills exercises instructions. Minimum of 2 satisfactory classroom and 2 satisfactory practical skills evaluations of not less than 1 hour each.

F12 ☐ **Defensive Tactics Instructor – Renewal**
A minimum of one satisfactory evaluation for defensive tactics classroom and one satisfactory evaluation for defensive tactics practical skills instruction.

F13 ☐ **Electronic Control Device Instructor – Renewal**
A minimum of one satisfactory evaluation for electronic control device classroom instruction and one satisfactory evaluation for electronic control device practical skills instruction.

F14 ☐ **Motorcycle Operator Instructor – Initial**
Has conducted a minimum of 4 hours of motorcycle operations classroom and a minimum of 16 hours of motorcycle operations practical skills exercises instructions. Minimum of 2 satisfactory classroom and 2 satisfactory practical skills evaluations of not less than 1 hour each.

F15 ☐ **Motorcycle Operator Course Safety Officer – Initial**
Has conducted a minimum of 16 hours of motorcycle operations practical skills exercises instruction. Minimum of 2 satisfactory practical skills evaluations of not less than 1 hour each.

F16 ☐ **Motorcycle Operator Instructor – Renewal**
A minimum of one satisfactory evaluation for motorcycle operator classroom and one satisfactory evaluation for motorcycle operator practical skill exercise instruction.

F17 ☐ **Motorcycle Operator Course Safety Officer – Renewal**
A minimum of one satisfactory evaluation for motorcycle operator practical skills exercise instruction.

F18 ☐ **Field Training Officer – Renewal**
A minimum of 7 cumulative hours of FTO in-service training within the last 4 years.

SECTION G – WEAPON QUALIFICATION

☐ Weapon Qualification – Officers need to shoot a Commission approved course with a score of **90% or better within 60 days** of this application.

WEAPON	SCORE	DATE
Revolver		
Semi-Auto Pistol		
Any Handgun with Red Dot Sights		
Type 1 Long Gun – (Counter Sniper)		
Type 2 Long Gun – (Scoped more than 4 power, but NOT Sniper)		
Type 3 Long Gun – (Patrol Rifle, Mini 14 or Sub Machine Gun)		
Type 4 Long Gun – (Shotgun)		

SECTION H – ELECTRONIC CONTROL DEVICE – AUTHORIZATION TO CARRY OR USE

☐ Is authorized by employing agency to carry or use the specific make and model of electronic control device(s) for which applying for instructor certification.

List the Electronic Control Device(s) you are authorized to carry or use:

Manufacturer _____ Model _____

Manufacturer _____ Model _____

Manufacturer _____ Model _____

SECTION I – WAIVER OF ACADEMIC INSTRUCTOR or FIELD TRAINING OFFICER TRAINING

☐ Waiver requested for Section(s): _____

Attach documentation justifying waiver and alternative experience, training, evaluation, etc. Refer to COMAR 12.04.06.07E, 12.10.06.07E or COMAR 12.04.01.17D(4) regulations for specific waiver requirements and required documentation.

SUBMISSION ENDORSEMENTS

The information provided in this Application for Instructor Certification is true to the best of my knowledge and is supported by documents maintained by this agency. The applicant named herein is in full compliance with the regulations of the Maryland Police Training Commission and /or the Maryland Correctional Training Commission as they pertain to their position and responsibilities. The Agency Representative's Signature is endorsing that the applicant has demonstrated satisfactory competency while conducting a Commission approved training course(s) within his/her previous certification period. It is the agencies responsibility to maintain all evaluations and supporting documentation for audit purposes.

Applicant's Signature	Date	e-mail address
Agency Representative Name and Title (printed)	Telephone #	e-mail address
Agency Representative Signature	Date	

Submit application and supporting documentation (if required) to: ***MPCTC.instructorapplications@maryland.gov***

or

Maryland Police and Correctional Training Commissions
Certification Unit
6852 4th Street
Sykesville, Maryland, 21784

Clear Form

ATTACHMENT C: FTEP OVERVIEW:

COMMENTARY

Many agencies provide newly hired officers, especially inexperienced recruits, with an OVERVIEW of the agency's FTEP prior to beginning the program. This OVERVIEW is often provided in the last week of the recruit's entry-level training or as close to the beginning of the recruit's participation in FTEP as possible. In some cases the agency's FTEP Coordinator makes the presentation, assisted by members of the agency's entry-level training staff and/or selected FTOs. Depending on the amount and content of the information presented, an OVERVIEW may take a couple of hours.

Additionally, a number of agencies, both in Maryland and nationwide, have developed their own FTEP MANUAL/HANDBOOK/GUIDEBOOK. As any manual should, an FTEP Manual serves as a reference and guide for both the FTO and the newly hired officer during FTEP. It can be written so as to inform the TRAINEE about the various duties that they will be called upon to perform during FTEP. The guide can also serve as the "lesson plan" for the FTO's instruction. If possible, each agency should develop its own FTEP Manual. At a minimum, a FTEP Manual should contain an orientation portion explaining the agency's FTEP and its operation including objectives that must be met, performance evaluation protocols, specific rules, etc.

It is suggested that the FTEP Manual be given to the TRAINEEs during the FTEP OVERVIEW prior to entry into FTEP.

While an agency may incorporate whatever it wishes in its FTEP Manual, it is suggested an agency consider including at least the following items:

1. ***Goals and Objectives of the Field Training Program***
2. ***Chain of Command and Supervision Information***
3. ***Explanation of the Elements of the Field Training Program***
4. ***Role/Expectations of Trainees and Field Training Officers***
5. ***Explanation of the Evaluation Process***
6. ***Copies of the evaluation instruments.***

Providing TRAINEEs with the FTEP Manual at the start of the program serves several purposes. It clarifies the TRAINEE's role in the FTEP process, improves understanding of the mechanics of the program, enhances the credibility of the FTO, and reduces a good deal of apprehension normally found in any training program.

FTEP OVERVIEW

[This attachment provides a SAMPLE syllabus for an FTEP OVERVIEW. It is ILLUSTRATIVE only.]

1. Explanation of FTEP;
    - 1-a. Purpose of/Expectations for FTEP;
2. Importance of FTEP;
3. FTEP elements:
    - 3-a. length of program;
    - 3-b. TRAINEE orientation;
    - 3-c. phases of FTEP;
    - 3-d. TRAINEE Performance Evaluation Report:
        - 3-d-i. type;
        - 3-d-ii. frequency;
    - 3-e. Remedial training;
    - 3-f. Rotation of FTOs;
4. Specialized training received by FTO;
5. FTO as supervisor during FTEP;
6. Chain of Command used during FTEP;
7. TRAINEE Performance Evaluation Report;
8. Remedial training;
9. FTEP extension;
10. Relationship between FTO and TRAINEE:
    - 10-a. resolving problems between FTO and TRAINEE;
    - 10-b. fraternization between FTO and TRAINEE;
11. Completion of FTEP;
12. Termination;
13. post-FTEP Critique;

ATTACHMENT D: FTEP PERFORMANCE EVALUATION PROCESS & SCHEDULE

COMMENTARY

Commission-approved FTEP for entry-level recruits must be a minimum of 240 hours. However, some agencies may find that a 240 hour field training and evaluation program will not be sufficient to meet their established FTEP objectives. Agencies, therefore, have the flexibility to lengthen the amount of time that they allot for FTEP in order to meet their needs.

While there is no "magic" formula for determining the maximum length of FTEP, research and experience in presenting field training and evaluation programs have shown that 10 – 16+ weeks is the "typical" amount of time needed to allow a newly hired recruit to become minimally proficient in general law enforcement duties so that he/she can operate independently. This time period has been shown sufficient to allow FTO s and the FTEP Coordinator to provide agency-specific training, guidance, and evaluation to the recruit TRAINEE. Agency administrators with input from their FTOs and training staff should establish a set time period for their FTEP based on department needs and philosophy.

No matter what length of time is devoted to FTEP, many agencies use a standardized/phase training FTEP model in order to maintain uniformity and to standardize certain aspects of field training that fall within each topic/area of performance skills. This is particularly true when agencies rotate FTOs during FTEP. FTOs who assume the responsibility for a TRAINEE from another FTO must have confidence in the training that has preceded their segment of training. Using a standardized training schedule allows both the FTO and the TRAINEE to chart a TRAINEE's progress and to approach each phase of FTEP with the "building-block" philosophy that is normally associated with FTEP, i.e. preparing the TRAINEE to operate independently and effectively at the end of FTEP by thoughtfully increasing the TRAINEE's responsibilities and duties in the field. Using a training program that is based on structured learning content (topical areas of instruction and performance objectives) will also minimize problems that can arise from inconsistent training and will ensure maximum uniformity in the training process.

PHASE training is designed to provide the following:

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

During each PHASE, the trainee will complete a portion of the program including specific performance objectives designed to ensure that the trainee has learned specific skills. The TRAINEE will be observed and his/her performance will be formally evaluated during each PHASE. While many field training programs are divided into four phases the number of phases needs to be determined by each agency in keeping with the goals and objectives of its FTEP.

FOUR PHASE FTEP

The following is a summary of a FOUR PHASE FTEP PROGRAM. It is a SAMPLE of a structured field training and evaluation program. It is ILLUSTRATIVE ONLY and is intended for INFORMATIONAL PURPOSES ONLY. The Commission does NOT require that any law enforcement agency adopt or otherwise use this model as its FTEP. Times used in this SAMPLE are ILLUSTRATIVE.

PHASE # 1 [INTRODUCTORY PHASE] [3-4 WEEKS]:

The **introductory phase** consists of the orientation period followed by a period of instruction and training by the FTO.

ORIENTATION: [1-5 DAYS]

FTEP should begin with an **ORIENTATION** period. **ORIENTATION** should allow for a smooth transition from the entry-level training program to the field training program. A TRAINEE's first few days in the field training program may prove to be the most critical in terms of "setting the stage" for his/her learning and development. ORIENTATION and the FTEP OVERVIEW can

be combined if an agency desires. A number of agencies use ORIENTATION to allow the FTO to introduce his/herself to the TRAINEE and to review the agency's FTEP Manual/Handbook/Guidebook and can include such topics as:

1. review of the goals and objectives of FTEP:
    - 1-a. review of FTEP Manual (if provided);
2. the role and expectations of the FTO during FTEP:
    - 2-a. officer safety;
3. the role and expectations of the TRAINEE during FTEP;
4. the relationship between FTO and TRAINEE during FTEP:
    - 4-a. FTO as supervisor;
    - 4-b. FTO as trainer:
        - 4-b-i. adult learning/coaching techniques;
        - 4-b-ii. asking questions;
    - 4-c. FTO as evaluator;
5. the evaluation process used during FTEP:
    - 5-a. review of Field Training Evaluation Report;
6. dealing with mistakes;
7. remedial training;
8. resolving problems/conflict;
9. FTEP phase completion;

The orientation period is <u>not</u> evaluated. The goal of this orientation is to give TRAINEEs a solid foundation from which they can actively enter into the program.

During **PHASE # 1,** the TRAINEE will be taught and focus on certain basic skills. These include officer safety and other areas of potential liability to the agency and TRAINEE. The important element of this phase is molding the TRAINEE toward his/her duties and responsibilities in the field, making it clear that FTEP is not "just something else they have to get through." The FTO's function as a role model is particularly important in PHASE 1. A TRAINEE's ultimate success may hinge on his/her attitude toward FTEP and on the image projected by the FTO. During **PHASE # 1,** a TRAINEE primarily observes how his/her FTO handles particular situations; the TRAINEE may be required to complete particular tasks such as report writing, operating the vehicle or interacting with community members in non-enforcement situations. The FTO assigned to the TRAINEE in PHASE # 1 is normally identified as the TRAINEE's PRIMARY FTO.

Once FTEP ORIENTATION has been completed the TRAINEE's performance is formally evaluated by the FTO and feedback is provided to the TRAINEE in this and each succeeding PHASE.

PHASE # 2: [3-4 WEEKS]

During **PHASE # 2,** TRAINEEs become more adept at handling their new role as a uniformed officer. During this phase, TRAINEEs are expected to begin handling calls for service with less input required from their FTO. They should begin to master the skills that are needed to effectively resolve "routine" calls for service. For his/her part, the FTO must acknowledge the TRAINEE's growing assertiveness but remains constantly aware of and monitors the TRAINEE's workload and performance, guarding against under or over loading the TRAINEE in order to ensure a proper learning environment.

PHASE # 3: [3-4 WEEKS]

PHASE # 3 is the last phase of formal training. TRAINEEs are expected to handle all patrol details without assistance from the FTO except those to which they have not yet been exposed. TRAINEEs should be initiating patrol activities on their own. While training continues during **PHASE # 3**, critical evaluation of performance takes on ever increasing importance. This is an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for PHASE # 4. During PHASE # 3, FTOs are normally rotated to other TRAINEEs.

PHASE # 4 [FINAL/TEST PHASE]: [1-2 WEEKS]

PHASE # 4 is a TEST PHASE; it is predominantly an evaluation only phase. **PHASE # 4** is a period of observed patrol activity. **<u>ALL</u>** training should be completed and **<u>ALL</u>** agency performance objectives met prior to the TRAINEE's entry into **PHASE # 4.** Normally a TRAINEE will return to his/her PRIMARY FTO for evaluation so that the FTO who originally observed the TRAINEE will

be able to evaluate the final product and compare performance levels. To ensure the TRAINEE acts as the lead officer during this phase, the PRIMARY FTO observes the actions of the TRAINEE from a "ride-along" perspective. In some agencies, the FTO wears plain clothes so that he/she is less inclined to "take over" the situation. The FTO will not take action except in instances where his/her intervention is necessary because of ***officer safety concerns or concerns for the safety of the community, illegal and/or unethical activity or embarrassment to a community member, the agency, or the FTO .***

If it is determined the TRAINEE has demonstrated a pattern of difficulty or an inability to perform to the standards of achievement established by the agency in any phase of FTEP, the TRAINEE should either receive an extension of that phase of FTEP, be given a remedial training assignment or "contract", or be terminated from the program.

SAMPLE PHASE TRAINING TOPIC OVERVIEW			
PHASE # 1	**PHASE # 2**	**PHASE # 3**	**PHASE # 4**
■ FTEP Orientation ■ Agency Policies ■ Law Enforcement Ethics ■ Professional Demeanor ■ Officer Safety ■ Use of Force ■ Radio Communications ■ Vehicle Operations ● routine ● emergency ■ Post Familiarization ■ Response to Calls ■ Report Writing	■ Patrol Functions & Procedures ■ Criminal Law ■ Civil Offenses ■ Control of Persons ● Prisoners ● Mentally Ill ■ Juvenile Procedures ■ Search and Seizure ■ Community Oriented Policing ■ Tactical Communications ● Conflict Resolution	■ Investigation ■ Interview ● Victim ● Witness ● Suspect ■ Interrogation ■ Evidence Handling ■ Charging Documents ■ Traffic ● Enforcement ● Accident Investigation ■ Case/Court Preparation	■ Self-initiated Activity ■ TRAINEE acts as "primary" officer for all activities

Standardization and consistency of PHASE training are essential to the success of the agency's FTEP. Standardized training provides for uniform application of policy, procedure, and law throughout the agency. Consistency in training ensures fair and impartial treatment of all TRAINEEs.

ATTACHMENT E: FTEP PERFORMANCE EVALUATION DOCUMENTATION

COMMENTARY

The Commission recognizes that the performance evaluation process that an agency incorporates into its FTEP is critical to the effectiveness of its program. While there are several FTEP performance evaluation models in use by law enforcement agencies across the country, the evaluation process presented in the "San Jose" model is the most frequently used. That FTEP performance evaluation is also the one that is normally taught and discussed in most FTO training courses. For these reasons a generic version of the "San Jose" model is presented in this SAMPLE policy and procedure guide. If an agency has not already developed its own FTEP performance evaluation process it may prove beneficial if they consider adopting and using a version/spin-off of the "San Jose" model which has become the standard among many field training and evaluation programs. As has been previously mentioned, this version is ILLUSTRATIVE ONLY and agencies are free to adopt their own FTEP performance evaluation process and forms.

It should be noted that an agency's choice of forms is not nearly as crucial as the feedback and guidance that comes from the FTO during the performance review process. As FTOs are normally taught during their FTO training, FTEP evaluations must be consistent, objective, and administered in a manner that promotes good TRAINEE performance and progress throughout the program. The performance objectives established by the agency and communicated to the TRAINEE, the judgment used by the TRAINEE, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a uniformed officer serve as the basis for FTEP evaluations. As FTOs should have discovered during their FTO training course, the most difficult part of the evaluation process for many of them to master is the tendency for FTOs to use their own personal opinions of what the trainee's performance should be as the measurement whether a TRAINEE'S performance is satisfactory. To overcome this tendency FTOs must be able to rate each TRAINEE according to the language in the agency's FTEP evaluation guidelines. As FTOs should have been taught, they have no discretion in this matter and they should adhere strictly to the agency's FTEP performance evaluation protocol.

The typical "San Jose" model FTEP performance evaluation protocol uses a DAILY OBSERVATION REPORT (DOR), a SUPERVISOR'S WEEKLY OBSERVATION REPORT and END OF FTEP PHASE REPORT and a FINAL FTEP REPORT to document a TRAINEE'S performance. Versions of those performance summaries are included in this SAMPLE policy and procedure for ILLUSTRATIVE purposes. It is understood that many Maryland law enforcement agencies already use similar documents to record their TRAINEE's performance and these versions are included for information purposes only.

THE "SAN JOSE MODEL" FTEP PERFORMANCE EVALUATION

The typical "San Jose" model FTEP performance evaluation protocol uses a **DAILY OBSERVATION REPORT (**DOR), a **SUPERVISOR'S WEEKLY OBSERVATION REPORT,** an **END OF FTEP PHASE REPORT** and a **FINAL FTEP REPORT** to document a TRAINEE's performance.

DAILY OBSERVATION REPORT (DOR):

A **Daily Observation Report (DOR)** is completed by the FTO at the end of day that the TRAINEE is assigned to work during FTEP. Days where the TRAINEE receives no evaluation by a qualified FTO (i.e., orientation, days off, medical leave, non-enforcement or special assignments, etc.) should be documented on the DOR with only the headings and narrative portions completed for those shifts. The DOR is used to record the TRAINEE's performance, specific training/instruction presented by the FTO, and any other information of importance related to the TRAINEE's activities on that day. The DOR is a permanent record of the TRAINEE's progress in terms of performance, skills, knowledge and any improvements needed as well as documentation of an FTO's efforts to bring about performance improvement. It is the principle document used for determining the TRAINEE's status in the program.

The DOR should be completed at or near the end of each shift and reviewed with the TRAINEE unless unusual circumstances exist. It is important that feedback be shared with the TRAINEE in a timely manner to the events that will be documented in the DOR so that he/she can have the benefit of utilizing the feedback in advance of the next call for service and/or shift.

The DOR lists specific categories of behavior (e.g., Officer Safety, Driving Skill, Appearance, etc.) and uses either a numerical or alphabetic scale to rate observed behavior. Each TRAINEE'S FTEP performance should be evaluated using those categories

which, when taken together, reflect the totality of the job for which the TRAINEE was hired. [See Section X – B. FTEP OUTLINE of this sample policy and procedure]. These categories should reflect the knowledge, skills, behaviors, and attitudes that are required for satisfactory performance of their job as a law enforcement officer. Each listed behavior must receive a rating or be marked "Not Observed" (N/O) during the shift covered by that DOR.

These performance areas are rated by measuring the TRAINEE's performance against an agency's established performance standards. Most agencies develop and use Standardized Evaluation Guidelines (SEGs) to assist an FTO in providing reasonably objective rating standards to measure the TRAINEE's performance. SEGs have been established to ensure each FTO's rating of a TRAINEE will be standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. These reference points should be designed to explain the rationale supporting the scores used by each agency, such as "1" (Unacceptable), "4" (Acceptable), "7" (Superior), "NI" (Needs Improvement), "C" (Competent), etc. SEGs, evaluation "scales," and the explanations for Unacceptable, Acceptable, Superior, Needs Improvement, and Competent should be modified to reflect the operational standards for any given agency. The SEGs, evaluation "scales," should accurately reflect the levels of knowledge, skills, behaviors, and attitudes that officers in a particular agency must display in the performance of their duties.

The SEGs (or whatever accepted standard is established by the agency) must be applied equally to all TRAINEEs, regardless of their experience, time in the program, or other incidental factors. Departments using a DOR should provide SEGs for every category listed on the face sheet of the DOR. Agencies using Daily Training Notes and Weekly Progress Reports should provide a clear evaluation "scale."

Marking the appropriate rating records that the performance of the observed behavior is based on the Standardized Evaluation Guideline (SEG) for each category. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained in the narrative portion of the evaluation.

Most agencies using a numeric scale utilize a 7-point (1 thru 7) rating system; others use a modified 5-point scale (1 thru 5). The alternative alphabetic scale uses descriptive ratings such as "**NI"** (Needs Improvement), **"C"** (Competent), and **"S"** (Superior).

The FTO's role is to examine the TRAINEE's performance and choose the appropriate description as provided in the relevant Standard Evaluation Guideline (SEG) developed by the agency. The FTO selects the description that "fits" the behavior being evaluated. FTOs have been trained to understand that a TRAINEE's performance may not always "fit" into a rating box; a TRAINEE's performance may be somewhat better or worse than the rating descriptor. In these cases, where behavior is not "anchored" by the appropriate description, the FTO should select a score and use the NARRATIVE SECTION of the DOR to explain the rating.

The DOR should be designed to contain a NARRATIVE SECTION which allows the FTO to provide more detailed comments about particular positive or negative TRAINEE performance and rating. Any steps taken to assist the TRAINEE in improving his/her performance should also be noted in the NARRATIVE SECTION.

All DORs are to be signed and dated by **both** the TRAINEE and the FTO. They can be retained by the FTO until passed on to the FTO's supervisor in anticipation of him/her completing the SUPERVISOR'S WEEKLY OBSERVATION REPORT.

DORs should be forwarded to the FTEP Coordinator attached to the SUPERVISOR'S WEEKLY OBSERVATION REPORT but in no event later than completion of the END OF PHASE REPORT completed by the FTO. The FTEP Coordinator should be required to review the DORs upon receipt in order to monitor the TRAINEE's performance during FTEP. He/she may also be required to sign the DORs as part of this review process.

SUPERVISOR'S WEEKLY OBSERVATION REPORT (SWOR):

In an effort to ensure accountability, supervision, and participation from a higher level within the agency many agencies require that the FTO's supervisor complete an evaluation of the TRAINEE's performance and progress each week. That evaluation is often based on review of the DORs for the week as well as the supervisor's own observations of the TRAINEE's performance. The SWR is completed and given to the TRAINEE by the supervisor. This report is useful not only to report a TRAINEE's performance but also to serve as a check and balance of the FTO's evaluation of the TRAINEE.

The **Supervisor's Weekly Observation Report (SWOR)** should contain a comment in which the supervisor advises the TRAINEE that his/her performance for that week was either "acceptable" or "unacceptable." The supervisor should also advise the TRAINEE as to the level of his/her overall performance at that point in the program. This report provides additional feedback to the TRAINEE and an opportunity for the TRAINEE to discuss other training issues with a supervisor, if needed. The SWR should be signed and dated by both the trainee and the supervisor and forwarded to the FTEP Coordinator.

END OF PHASE REPORT/FINAL EVALUATION REPORT:

Agencies using DORs and phase training should require that FTOs complete an **End of Phase Report (EPR).** EPRs detail the TRAINEE's significant strengths and weaknesses, as well as list specific training provided during the PHASE just concluded. The EPRs also list recommendations for any additional training that is needed by the trainee during the next phase of instruction. In this report, FTOs will indicate their judgment as to the actual level of performance demonstrated by the TRAINEE. The EPR should be discussed in a field training staff meeting with the FTEP Coordinator, the TRAINEE's current FTO, and the TRAINEE's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction. The EPR should be signed and dated by the TRAINEE, the FTO, and the FTEP Coordinator.

The End of Phase Report can also be used as the FTEP Final Evaluation Report.

COMPETENCY ATTESTATION/RELEASE FROM FTEP:

Upon the TRAINEE's successful completion of the field training program, it will be the responsibility of the FINAL PHASE FTO to complete a competency attestation of the TRAINEE's ability to perform the duties of a solo officer. After assuring that all the materials from the field training program guide have been covered and signed off, and after personally observing the TRAINEE's acceptable performance in all of the functional areas or categories, the FTO will initiate a COMPETENCY ATTESTATION/RELEASE FROM FTEP REPORT to be routed through the chain of command. The form should be signed and dated by the TRAINEE, the FINAL PHASE FTO, the FTEP Coordinator and the agency Head (or his/her designee). This form should become a permanent part of the TRAINEE's training record and should be submitted to the Police Training Commission as per COMAR 12.04.01.17 G (4) (a & b).

[SAMPLE COPIES OF THE EVALUATION FORMS AND STANDARD EVALUATION GUIDELINES FOLLOW ON NEXT SEVERAL PAGES]

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SAMPLE – FTEP - DAILY OBSERVATION REPORT [D0R]

NAME OF AGENCY

FTO: _____ **DATE:** _____ **SHIFT:** _____

TRAINEE: _____ **FTEP PHASE:** _____ **TOTAL HOURS:** _____

ASSIGNMENT/REASON FOR NO EVALUATION: _____

RATING SCALE

NOT MEET AGENCY STANDARDS **MEETS AGENCY STANDARDS** **SUPERIOR**

CATEGORY	1	2	3	4	5	6	7	N.O.	N.R.T.*
1. General Appearance									
2. Preparation for Duty									
3. Professional Demeanor/Bearing									
4. Knowledge of Agency Policy /Procedure:									
Verbal/Written/ Simulation Testing									
FTEP Performance									
5. Knowledge of Criminal Laws:									
Verbal/Written/Simulation Testing									
FTEP Performance									
6. Knowledge of Local Laws:									
Verbal/Written/Simulation Testing									
FTEP Performance									
7. Knowledge of Motor Vehicle Law:									
Verbal/Written/Simulation Testing									
FTEP Performance									
8. Knowledge of Criminal Procedure:									
Verbal/Written/Simulation Testing									
FTEP Performance									
9. Demonstrates Proper Writing Ability:									
Agency Reports/Forms									
Charging Documents									
10. Demonstrates Proper Use of Radio:									
Uses Appropriate Codes									
Listens and Comprehends									
Articulates Clearly									
11. Demonstrates Proper Use of Computer									
12. Demonstrates Proper Driving Skills:									
Normal Conditions									
Under Stress									
13. Demonstrates Proper Response To Calls									
14. Demonstrates Appropriate Officer Safety Skills									
15. Demonstrates Self-Control under Stress									
16. Demonstrates Proper Use of Force Skills									
17. Demonstrates Proper Judgment under Stress									
18. Demonstrates Problem Solving Skills									
19. Initiates Appropriate Field Activity									
20. Demonstrates Proper Interview Techniques									
21. Demonstrates Proper Interrogation Techniques									
22. Demonstrates Proper Investigative Techniques									
23. Demonstrates Proper Handling of Evidence									
24. Demonstrates Proper Traffic Control Skills									
25. Demonstrates Ability to Control Conflict									
26 Demonstrates Knowledge of Juvenile Procedures									

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RATING SCALE

	NOT MEET AGENCY STANDARDS		MEETS AGENCY STANDARDS				SUPERIOR		
CATEGORY	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**N.O.**	**N.R.T.***
27. Demonstrates Proper Handling of Evidence									
28. Applies Philosophy of Community Policing									
29. Demonstrates Proper Interpersonal Skills:									
With other law enforcement personnel									
With community members/public in general									
With different ethnic/cultural/social persons									
30. Interacts Appropriately with Disabled Persons									
31. Interacts Appropriately with Juveniles									
FTEP PARTICIPATION									
32. Demonstrates Willingness to Learn									
33. Accepts Correction Positively									
34. Willingly Participates in Testing/Simulations									
35. Understands Limits of Knowledge & Skills									
36. Follows Directions/Suggestions									

*** [N.R.T. – Not Responding to Training]**

MOST **SATISFACTORY area of TRAINEE performance:**_____
_____

LEAST **SATISFACTORY area of TRAINEE performance:** _____
_____

DOCUMENTATION OF TRAINEE PERFORMANCE/COMMENTS

CATEGORY #

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

OTHER *FTO* COMMENTS [continue comments on separate page if necessary] ☐ **SEE ATTACHMENT**

_____
_____
_____
_____

Trainee Signature: _____ **FTO Signature:** _____
[TRAINEE may attach a statement if warranted]

FTO Supervisor Signature: _____

FTEP Coordinator Signature: _____

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SAMPLE - Standardized Evaluation Guidelines [SEGs]

The following numerical scale values should be utilized when rating a TRAINEE in each of the performance categories/areas on the Daily Observation Report (DOR). The scale has been established numerically from **(1)**, which denotes unacceptable performance, to **(7)**, which denotes superior performance. A TRAINEE who attains a rating of **4** has demonstrated performance that meets minimum performance standards of the **[NAME OF AGENCY]**. The use of the standardized rating system provides for consistent evaluations among FTOs.

Below are explanations for each numerical rating used on the DOR:

NOT MEET AGENCY STANDARDS:

(1) Extensive and detailed training COMPULSORY. TRAINEE is unable to demonstrate the ability to perform in this category. Extensive and detailed remedial training including testing/practical exercises is necessary and should be followed by close supervision.

(2) Detailed training REQUIRED. TRAINEE has demonstrated a limited ability to perform in this category. Training with testing is required to improve the TRAINEE'S ability to perform in this area. Close supervision following the training is required.

(3) Additional training is necessary. TRAINEE has demonstrated performance that nearly meets agency standards and has shown the ability to perform in this area. Additional training and experience should increase the ability to perform at a level that meets the agency's minimum standards of performance. Close supervision is appropriate.

MEETS AGENCY STANDARDS:

(4) Additional training would be beneficial but is not necessary; supervision is still needed to ensure that the task is performed satisfactorily. TRAINEE is able to perform in the area at a level that minimally meets agency standards. Hands-on supervision would most likely increase the TRAINEE'S confidence and improve performance ability. At this level the TRAINEE is able to function on his/her own.

(5) Additional supervision sometimes necessary. TRAINEE is able to perform in this area/category in a confident and/or professional manner. Supervision is not necessary while the task is being completed but would be beneficial for specific, identifiable areas of performance. Debriefing of task with TRAINEE would still be beneficial. At this level the TRAINEE is able to function on his/her own.

(6) Additional supervision is optional. TRAINEE is able to perform in this category/area in a confident and professional manner and has demonstrated the need for very limited supervision or no direct supervision while task is being completed. TRAINEE may still benefit from debriefing of task. At this level the TRAINEE has demonstrated the ability to function well on his/her own.

SUPERIOR:

(7) No additional training or supervision necessary. TRAINEE is able to perform in this category in a confident and professional manner with no demonstrated need for additional training or direct supervision.

EXAMPLE – EVALUATION OF CATEGORY/AREA USING STANDARD EVALUATION GUIDELINES (SEGs):

APPEARANCE:

1. General Appearance - Evaluates physical appearance, dress, demeanor and equipment.

(1-2-3) Does Not Meet Agency Standards – overweight (in comparison to hiring standard); dirty/un-shined shoes/boots and wrinkled uniform; uniform fits poorly or is improperly worn; hair not neatly groomed or in violation of police department regulation; dirty weapon or equipment; equipment is missing or inoperative; displays unauthorized/inappropriate accoutrements on uniform; offensive body odor or breath.

(4-5-6) Meets agency standards – uniform neat and clean and is properly worn; weapon, leather gear and equipment are clean and operative; hair is within regulations; brass and other uniform accoutrements are polished and worn properly; shoes/boots are shined.

(7) Superior – uniform is immaculate and tailored; leather gear is shined; shoes/boots are spit shined; projects command bearing.

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SAMPLE **Daily Observation Report (DOR) Instructions**

Each TRAINEE's progress, as he/she proceeds through FTEP, is to be recorded on a DAILY OBSERVATION REPORT [DOR]. DORs have many purposes, to include:

- Recording and documenting a trainee's progress,
- Informing the trainee of his or her performance level at a particular point in time,
- Identifying training needs,
- Documenting training,
- Providing important documentation for litigation purposes, and
- To chronicle the skill and efforts of the FTO.

Collectively, over the duration of FTE[, evaluations tell a chronological story, category by category. They tell of a TRAINEE's successes and failures, improvements and digression, and of the attempts to manage each of these occurrences. These documents are critical in the career of each TRAINEE and should be treated as such. The TRAINEE's evaluations must be honest and objective.

Each trainee will be evaluated in 36 separate categories/performance areas. These categories cover much of each aspect of the police environment and responsibilities as can be expected.

A TRAINEE's performance must be evaluated on the basis of his/her actual performance of a particular skill or by verbal,written, or simulated testing.

DOR, page 1:

1. The "**DOR HEADING"** must be filled out in order to ensure that the FTO and TRAINEE are given proper credit for that days performance in FTEP. This also ensures that the FTO's supervisor as well as the FTEP Coordinator can determine if TRAINEE has been given an evaluation for each day of FTEP.

2. The DOR "**DATE**" should contain the month, day, and year (for example: 01/01/2012). When a work shift contains more than two dates, the date indicated need only be the date on which the trainee's work shift began.

3. The work "**SHIFT HOURS"** need to be documented (for example: 1600 – 2100).

4. The "**TOTAL HOURS WORKED**" should also be documented because a minimum number of hours is required for certification. **NOTE:** Time worked should reflect total actual hours worked; this includes any overtime that the FTO and TRAINEE work together.

5. The full names of the "**TRAINEE**" and the "**FTO**"/"**NON FTO**" should be written in the space provided.

   An assigned FTO may be replaced based on need as permitted by this agency's FTEP policy. If this occurs, the individual designated to replace the assigned FTO should complete the DOR in order to document the TRAINEE's time in FTEP. However, unless that replacement has received training on how to complete a DOR the evaluation portion of the DOR should not be filled out. A non-FTO-trained individual may make comments regarding the TRAINEE in the COMMENT SECTION on page 2 of the DOR. The non-FTO-trained individual will sign and date page 2 of the DOR, indicating that he or she is not a trained FTO.

6. "**ASSIGNMENT OR REASON FOR NO EVALUATION**". The type of assignment for the work shift should be documented in this space, i.e. patrol, prisoner transport, court.

   If no evaluation is able to be completed on the DOR the reason should be summarized in this space.

7. "**RATING SCALE**". In each of the categories, the trainee's performance must be evaluated using the Standard Evaluation Guidelines (SEGs) as explained during FTO training. SEGs are used to maintain the validity of the program (all trainees are evaluated on the same basis), maintain reliability, standardize the viewpoint of all the FTOs, and eliminate subjectivity and biases by the FTOs.

The SEGs are behavioral anchors, in other words, they are specific, easy-to-apply examples of behaviors that demonstrate a competency and proficiency level. They provide a definition, in behavioral terms, Unacceptable, Minimally Acceptable and Superior levels of performance that must be applied to all trainees, regardless of:

- their experience level,
- time in the Field Training and Evaluation Program, or
- other incidental factors.

The rating scale and SEGs have been explained in the preceding ATTACHMENT entitled **SAMPLE - Standardized Evaluation Guidelines [SEGs].**.

The "**NO**" box should refer to any activity listed on the DOR that the FTO did not observe sufficiently to rate.

The "**NRT**" box should refer to any TRAINEE behavior that indicates the TRAINEE is "Not Responding to Training". The "NRT" column is normally used 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".

8. Indicate in the **"SEE ATTACHMENT**" box if any additional paperwork/reports/pages accompanies the DOR by checking the box. Additional paperwork/reports/pages can be any documentation that further explains any rating or observation made in the DOR.

9. "**THE MOST *SATISFACTORY* AREA OF TRAINEE PERFORMANCE**". It is mandatory that the FTO write a category number(s) in the space provided. This category should be one in which the TRAINEE did his or her best performance. The FTO should describe the specific incident/event that demonstrates this area of performance. This category may not necessarily reflect an area of that a TRAINEE receives his/her highest score for the day's performance in that it may be an area in which the TRAINEE has been struggling and has shown significant improvement on that day.

10. "**THE LEAST SATISFACTORY AREA OF TRAINEE PERFORMANCE. "** It is mandatory that the FTO write a category number(s) in the space provided when a "not meets agency standards" grade (1 – 3) is earned. The FTO must write about a specific incident/event that demonstrates the identified least acceptable area of performance. When all ratings are satisfactory, select one category/area that can improve with additional effort/experience or knowledge.

11. In the area entitled "**DOCUMENTATION OF TRAINEE PERFORMANCE AND COMMENTS**", the FTO is required to make a narrative documentation of how the trainee earned ratings of 1, 2, 6, 7, or NRT if they had not already been noted in the most or least acceptable blocks. The FTO can note any other information/activity in this area related to the TRAINEEs work shift, such as role playing scenarios performed, quizzes taken, etc.

12. The trainee, if they wish, can comment about the contents of a DOR by attaching a statement to the DOR. Comments may include something that they learned, how they addressed issues that they encountered or how they plan to improve a facet of their performance.

13. The FTO and TRAINEE are required to sign and date each DOR. The trainee's signature indicates that the FTO has gone over the DOR and any accompanying documentation with the trainee and that the trainee has had the opportunity to discuss the ratings and comments and ask questions of the FTO.

    The TRAINEE's signature does not indicate that the TRAINEE necessarily agrees with the DOR's ratings and comments.

    The FTO's signature and date is indicates that the FTO has reviewed the DOR and any accompanying documentation with the TRAINEE and the TRAINEE has had the opportunity to discuss the ratings and comments and ask questions.

14. The DOR should then be reviewed by the FTO's supervisor. The contents of the week's DORs will be used by the FTO's supervisor to complete his/her Supervisor's Weekly Observation Report (SWOR).

15. ALL DORs shall be sent to the FTEP Coordinator along with the Supervisor's Weekly Observation Report unless a FTO and FTO's supervisor believe that the FTEP Coordinator should review a particular DOR sooner.

16. A copy of a DOR may be retained by the TRAINEE with the approval of the FTEP Coordinator.

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SAMPLE – SUPERVISOR'S WEEKLY OBSERVATION REPORT [SWOR]

[NAME OF AGENCY]

FTEP - Supervisor's Weekly Observation Report [SWOR]

TRAINEE NAME:	BADGE/ID #:	Supervisor Name:	BADGE/ID #:

DATE: _____ FTEP PHASE: _____ WEEK #: _____ SHIFT WORKED: _____

MOST **SATISFACTORY area of TRAINEE performance: _____**

_____

REASON/INCIDENT-PERFORMANCE OBSERVED:

_____

_____

_____

LEAST **SATISFACTORY area of TRAINEE performance: _____**

_____

REASON/INCIDENT-PERORMANCE OBSERVED:

_____

_____

_____

Has the TRAINEE been counseled on his/her deficiency(ies)? ☐ **YES** ☐ **NO**

Has the TRAINEE received remedial training for this deficiency(ies)? ☐ **YES** ☐ **NO**

If YES, describe the training and the results (attach additional pages if necessary):

_____

_____

_____

Based on my observations of the TRAINEE's performance I believe the TRAINEE is making sufficient progress in FTEP and is on schedule to be released from FTEP on schedule. ☐ **YES** ☐ **NO**

(USE BACK OF FORM TO PROVIDE ADDITIONAL OBSERVATIONS/COMMENTS)

_____(TRAINEE SIGNATURE)_____ **_____(Supervisor Signature)_____**

[USE BACK OF FORM FOR TRAINEE COMMENTS]

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[NAME OF AGENCY]

FTEP - END OF PHASE REPORT [EPR]/FINAL FTEP REPORT

DATE: _____

TO: FTEP COORDINATOR

FROM: FTO_____[NAME]_____

VIA: _____[SUPERVISOR NAME]_____

RE: RECOMMENDATION FOR ADVANCEMENT TO PHASE _____ FTEP by TRAINEE _____(NAME]_____

TRAINEE NAME:	BADGE/ID #:	FTO Name:	BADGE/ID #:

FTEP – END OF PHASE REPORT(EPR):

REPORT DATE: _____ PHASE: _____ START DATE: _____ END DATE: _____

PART A:

Based on the observed performance of **TRAINEE NAME** as documented on the Daily Observation Reports submitted by the undersigned Field Training Officer the following performance strengths and weaknesses were observed and discussed with **TRAINEE NAME.**

SIGNIFICANT STRENGTHS/WEAKNESSES ***[Use PART C or additional pages for additional comments]:***
STRENGTHS:
1.
2.
3.
4.

WEAKNESSES:
1.
2.
3.
4.

PART B:

ADDITIONAL/REMEDIAL training was given to TRAINEE NAME as indicated ***[Use PART C or additional pages]:***

PART C: ADDITIONAL COMMENTS (OPTIONAL)

PART D: RECOMMENDATION:

Based on the observed performance of **TRAINEE** _____**[name]**_____as documented on the Daily Observation Reports submitted by the undersigned Field Training Officer it is my recommendation that _____**TRAINEE [NAME]**_____**:**

[FTO INITIALS] Advance to PHASE _____ of FTEP;

[FTO INITIALS] Remain in PHASE _____of FTEP pending further evaluation;

[FTO INITIALS] Return to PHASE _____of FTEP for further training and evaluation;

[FTO INITIALS] Has ***satisfactorily*** completed FTEP and is eligible to be released from FTEP and assigned to "solo" duty with the agency;

[FTO INITIALS] is unable to satisfactorily complete FTEP and should be terminated from the agency;

PART E: REVIEW AND REQUIRED SIGNATURES:

I acknowledge that I have discussed this FTEP evaluation and recommendation with _____**(TRAINEE NAME)**_____

_____**[FTO SIGNATURE]**_____

I acknowledge that I have discussed this FTEP evaluation and recommendation with the above FTO.

_____**[TRAINEE SIGNATURE]**_____
[TRAINEE COMMENTS ON SEPARATE PAGE, IF WARRANTED]

_____**[FTO and TRAINEE SUPERVISOR SIGNATURE]**_____

_____**[FTEP COORDINATOR SIGNATURE]**_____

ATTACHMENT F: REMEDIAL TRAINING NOTIFICATION/DOCUMENTATION

COMMENTARY

It is highly unlikely that a newly hired officer, whether at the entry level or an experienced officer who has attended comparative compliance training or is a lateral entry officer, will not require some level of instruction, guidance or direction during his/her FTEP. Agency policies and procedures, different protocols and techniques etc. will often require that newly hired personnel receive some level of direction from their FTO as they begin to perform their duties for the agency in the field. More likely than not, FTOs will report that "training" is an on-going process that is the result of natural interactions between themselves and TRAINEEs no matter what the level of experience. Simple comments passed from an FTO to his/her TRAINEE during the course of or following an incident often include training tips or information. Many of these comments or observations are given simultaneous to an activity or incident and often go unreported and undocumented because they are minor in nature or only observed only once and are corrected immediately by the TRAINEE. Other mistakes or oversights, however, may be more serious in nature and require more detailed and directed correction and training. This response by the FTO or FTEP Coordinator falls under the heading of REMEDIAL TRAINING. Mistakes or oversights that require formal REMEDIAL TRAINING should always be reported and documented with the results of that training so indicated in the TRAINEE's performance evaluation and other agency FTEP documents. This documentation of REMEDIAL TRAINING helps to protect both the TRAINEE and the AGENCY in the event future performance is questioned.

A SAMPLE REMEDIAL TRAINING NOTIFICATION/DOCUMENTATION follows.

REMEDIAL TRAINING

Most FTOs will report that training is an "ongoing" process that is the result of the natural interactions between themselves and the TRAINEE. Simple comments such as "keep your gun hand clear" or "this word is spelled…" often take place simultaneously to the observed mistake. Some training, however, may have to take place at another time or location away from the actual event. What is important to remember is that:

1) a mistake or performance deficiency must be corrected; and
2) correction should come as soon as practical after the behavior without interfering with the agency's service responsibilities.

While many performance mistakes may be relatively simple to correct and can be done immediately by pointing out the mistake to the TRAINEE, there may be other improper actions that are repeated, may carry more serious consequences or may occur because a TRAINEE may not fully understand what action should be taken. These repeated mistakes or oversights call for a more formal approach of correction often referred to as **REMEDIAL TRAINING. REMEDIAL TRAINING** is generally defined as the correction or review of previously taught information or procedures. **REMEDIAL TRAINING** becomes necessary when a TRAINEE's job performance is evaluated as less than acceptable after he/she has been provided with sufficient training or intervention that should have corrected the mistake/oversight and improved job performance. While the FTO's role is to help the TRAINEE overcome performance deficiencies and give him/her every opportunity to learn and perform, some performance deficiencies are such that a FTO cannot correct the problem on the spot or simply by "counseling" the TRAINEE. It may be that inexperience and the absence of sufficient practice has led to the problem. **REMEDIAL TRAINING** may then be the proper fix for the problem and should begin as soon as the continued deficiency is noted. Some forms of **REMEDIAL TRAINING** can occur during a TRAINEE's participation in FTEP but other performance problems may require an extended stay in FTEP. When a FTO believes that **REMEDIAL TRAINING** needs to take place, the FTO should notify the FTEP Coordinator and develop a planned course of **REMEDIAL TRAINING.**

As most FTOs should learn during their FTO training, **REMEDIAL TRAINING** will often involve training that may require the participation of other FTOs or members of the agency's training staff. For example, role playing and the use of scenarios, role reversals, verbalization exercises, the use of flash cards, spelling quizzes, report writing exercises, a self-evaluation exercise are all **REMEDIAL TRAINING** techniques that can be used to correct on-going performance problems. Because the assistance of other FTOS or other staff may be needed the FTEP Coordinator should be informed whenever **REMEDIAL TRAINING** is believed to be required.

The type of the **REMEDIAL TRAINING** and its results should always be documented and included in the TRAINEE's FTEP file.

THE CONTENTS OF THIS DOCUMENT ARE **ADVISORY/ILLUSTRATIVE ONLY.**

[SAMPLE "RECOMMENDATION FOR REMEDIAL TRAINING FORM" FOLLOWS ON NEXT PAGE]

SAMPLE - RECOMMENDATION FOR REMEDIAL TRAINING

DATE:

TO: FTEP COORDINATOR
FROM: FTO _____
RE: Recommendation for REMEDIAL TRAINING for TRAINEE _____

The above named Field Training Officer has observed and documented on a DOR dated _____ the below indicated performance deficiency involving [NAME OF TRAINEE] during PHASE _____ of FTEP. It is the recommendation of this FTO that [NAME OF TRAINEE] be provided with REMEDIAL TRAINING in an effort to correct this performance deficiency. I understand that I, or other FTOs or members of the training staff, may be called upon to participate in, provide and evaluate this TRAINEE's remedial training and his/her performance following this training.

DESCRIPTION OF PERFORMANCE DEFICIENCY OBSERVED/DOCUMENTED:

RECOMMENDED REMEDIAL TRAINING:

TRAINEE SIGNATURE: _____

FTO SIGNATURE: _____

FTO's SUPERVISOR SIGNATURE: _____

FTEP COORDINATOR ACTION:

☐ **APPROVED** ☐ **DISSAPPROVED** ☐ **CHANGED**

FTEP COORDINATOR SIGNATURE: _____

REMEDIAL TRAINING CONDUCTED

TYPE OF REMEDIAL TRAINING CONDUCTED:

DATE CONDUCTED:

PARTICIPANT NAMES:

TESTING METHOD USED:

REMEDIAL TRAINING RESULT:

☐ **SATISFACTORILY COMPLETED** ☐ **NOT COMPLETED** ☐ **FURTHER TRAINING REQUIRED**

RESULTS DISCUSSED WITH TRAINEE: _____[TRAINEE SIGNATURE]_____

REMEDIAL TRAINING VERIFICATION: _____[SIGNATURE OF OFFICER VERIFYING TRAINING_____

THE CONTENTS OF THIS DOCUMENT ARE **ADVISORY/ILLUSTRATIVE ONLY.**

[ORIGINAL DOCUMENTATION IS TO BE MAINTAINED, IN FILE, BY THE FTEP COORDINATOR]
[COPY OF COMPLETED FORM TO BE GIVEN TO FTO AND TRAINEE]

ATTACHMENT G: CERTIFICATION OF FTEP COMPLETION/RELEASE FROM FTEP:

COMMENTARY

Release from FTEP is obviously a major step for both the TRAINEE and the agency. After months of preparation the TRAINEE finally believes that he/she is prepared to embark on his/her law enforcement career; the agency, on the other hand, is now able to assign what it believes is another well-trained and well-prepared officer to protect and serve the community. While there is not normally the pomp and circumstance that surrounds graduation from an entry-level training academy, the significance of this step to a new officer is every bit as important. By releasing him/her from FTEP, the agency is acknowledging that the individual is now prepared to function on his/her own in the community. The agency, through the FTO, is attesting that it has done everything reasonable to ensure that the new officer is prepared to meet the challenges that may face him/her as the new officer begins his/her law enforcement career.

As stated in COMAR 12.04.o1.17 A ..."an individual shall successfully complete Commission-approved field training as required under this regulation before receiving police officer certification or recertification under this chapter," the Commission is prepared to certify individuals as police officers upon receipt of an agency's declaration that the individual has successfully completed the agency's approved FTEP.

The "CERTIFICATION OF FIELD TRAINING FOR LAW ENFORCEMENT OFFICERS" [release from FTEP] used by the Commission can be found at www.mdle.net under FORMS – CERTIFICATION OF FIELD TRAINING FOR LAW ENFORCEMENT OFFICERS [pdf].

A copy of the "CERTIFICATION OF FIELD TRAINING FOR LAW ENFORCEMENT OFFICERS" follows in ATTACHMENT G.

[SAMPLE MPCTC CERTIFICATION OF FTEP COMPLETION FORM CONTINUES ON NEXT PAGE]

Department of Public Safety and Correctional Services

Police and Correctional Training Commissions
6852 4th STREET• SYKESVILLE, MARYLAND 21784 • www.mdle.net
(410) 875-3400 • V/TTY (800) 735-2258

CERTIFICATION OF FIELD TRAINING FOR LAW ENFORCEMENT PERSONNEL

I certify that the following members of _____ have completed field training as specified under COMAR 12.04.01.17. The field training has been documented and available for audit.

In addition to this form please submit the export file or enter the information onto mdle.net.

Complete ALL Sections of the form.

Name	Officer Cert Number	Program Approval Number	Certified FTO's Cert Number	Completion Date

_____ _____ _____
(Agency head) (Title) (Date)

Please return form to: MPCTC
Attn: Certification Unit
6852 4th Street
Sykesville, MD 21784

Questions regarding the Field Training requirement or the use of this form, please call (410) 875-3408 or (410) 875-3406. Form should be emailed to MPCTC.Certifications@maryland.gov there is no need to mail a second hard copy.

ATTACHMENT H: FTEP CRITIQUE AND DEBRIEFING:

COMMENTARY

An important element of running a consistent and successful FTEP is the continuous evaluation of program and the performance of the FTOs. The FTEP Coordinator should have the responsibility to seek feedback from TRAINEEs who are participating in or who have completed the field training program. The feedback should encompass both the program and the performance of the agency's FTOs. Agencies should consider developing a written critique/debriefing form to assist in this process. Critique/debriefing forms should be structured so that the TRAINEE is encouraged to offer candid opinions concerning the training program and the FTO's performance as an instructor. Critiques completed by the TRAINEEs offer insights into the training ability of particular FTOs and an overall assessment of the effectiveness of the field training program from the perspective of the TRAINEE. To the extent possible, the FTEP Coordinator should maintain TRAINEE confidentiality and any information provided from the critiques/debriefing to program staff should be in the form of general training and improvement material. The FTEP Coordinator must ensure that FTOs understand the purposes of the program critique/evaluation policy. The FTEP Coordinator should provide (at least annually) a detailed evaluation to each FTO on his/her performance as a FTO.

[SAMPLE FTEP CRITIQUE/DEBRIEFING FOLLOWS ON NEXT PAGES]

THE CONTENTS OF THIS DOCUMENT ARE **ADVISORY/ILLUSTRATIVE ONLY.**

DATE: _____

TRAINEE NAME:	BADGE/ID #:	FTO NAME:	BADGE/ID #:

A. **PURPOSE:**

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

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

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

B. EVALUATION:

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

TRAINING: _____% EVALUATING PERFORMANCE: _____%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____

_____

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

_____

_____

13. Were there any conflicts or inconsistencies with the FTO's training and your academy training?

☐ **YES** ☐ **NO**

If YES, explain:

_____

14. Did you experience any discrepancies between the FTOs? YES NO

☐ **YES** ☐ **NO**

If YES, explain:

_____

15. Please list any additional comments or suggestions here:

C. Program Evaluation:

THE CONTENTS OF THIS DOCUMENT ARE **ADVISORY/ILLUSTRATIVE ONLY.**

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

PART B. FTP evaluation:

1. Did the orientation process help you prepare for FTEP and did you understand the program's expectations of you?

☐ Yes ☐ No

Please comment:

2. Was the length of the program adequate?

☐ Yes ☐ No

Please comment:

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

☐ Yes ☐ No

Please comment:

4. Were there any areas of training you felt were ignored, or which should have been included or extended?

☐ Yes ☐ No

If YES, which area(s):

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

☐ Yes ☐ No

Please comment:

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

☐ Yes ☐ No

Please comment:

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

☐ Yes ☐ No

Please comment:

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

☐ Yes ☐ No

Please comment:

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

A. Department Policies and Procedures	☐ Yes	☐ No
B. Vehicle Operations	☐ Yes	☐ No
C. Officer Safety	☐ Yes	☐ No
D. Report Writing/Completing Agency Forms	☐ Yes	☐ No
E. Application of Criminal Law /Local Ordinances	☐ Yes	☐ No
F. Patrol Procedures	☐ Yes	☐ No
G. Self-initiated Activities	☐ Yes	☐ No
H. Response to Calls for Service	☐ Yes	☐ No
I. Prisoner Handling, i.e. Handcuffing and Searching Techniques	☐ Yes	☐ No
J. Use of Force	☐ Yes	☐ No
K. Traffic Operations (including DUI and Accident Investigation)	☐ Yes	☐ No
L. Search and Seizure	☐ Yes	☐ No
M. Radio Use and Procedures	☐ Yes	☐ No
N. Investigations and Evidence Identification/Handling	☐ Yes	☐ No
O. Interviewing and Interrogations	☐ Yes	☐ No
P. Conflict Resolution	☐ Yes	☐ No
Q. Interacting with Community Members	☐ Yes	☐ No
R. Problem Solving/Decision Making	☐ Yes	☐ No
S. Court Preparation/Courtroom Procedures	☐ Yes	☐ No

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

☐ Yes ☐ No

Please comment:

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

Trainee Signature: _____ Date: _____

[Use additional pages for comments/observations if necessary]