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FIELD TRAINING
AND EVALUATION PROGRAM



TRAINING MANUAL

NCJRS

JUN 22 1987

ACQUISITIONS

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MARYLAND STATE POLICE

Field Training and Evaluation Program

Purpose

The Field Training and Evaluation Program will provide a method by which a probationary trooper's work performance can be evaluated. This program will identify work performance, deficiencies, documentation procedures and provide a mechanism by which deficient performance can be corrected. In addition, the Field Training Trooper program will provide useful feedback to those who develop and implement the training function.

Training and Evaluation

Program Duration - The normal duration of the Field Training and Evaluation Program is eight weeks. While the program length may exceed this time period for various reasons, it may not be decreased. Much effort has been expended in designing a program during which a new trooper learns to perform in an efficient and safe manner, yet the reasonable time limits so important to today's administrator are maintained.

The eight week program is divided in various tasks. The Trooper Probationer (TP) should be exposed to the most basic tasks first. These are the tasks which will form the foundation for the TP to build upon for the rest of the program. By the end of the program, the TP must perform and/or be exposed to all of tasks necessary to assume the complex role of a state trooper.

The Field Training and Evaluation Program is designed to provide the following:

1. A systematic approach to field training
2. Consistent and standardized training
3. The means of ensuring the TP's capability in performing the skills or tasks necessary for a competent state trooper
4. An introduction to all areas of assignment as well as an opportunity to work different shifts

Implementation of Training - An important element of this training is to mold the TP's attitude toward accepting the training as an opportunity to learn from experienced troopers. The Field Training Trooper's image is particularly important here. A great deal of the TP's success may hinge on how well he accepts the training and/or his Field Training Trooper (FTT).

The first week of training is called "Orientation Week." This means that while the TP may learn new skills or tasks, he will not be evaluated. The TP rides with the FTTs, observes the FTT's duties and begins formulating questions about applying the concepts and techniques learned during the academy. This is done to assist in making a smooth transition from the Police Academy to the Field Training and Evaluation Program. "Orientation Week" is an acceptable means of getting acquainted but should not be interpreted to mean that training does not occur.

During field training, the TP and his FTT will normally be considered a one-trooper unit until the TP has reached a level of performance to justify otherwise. In the early stages of training, the FTT must not only consider his own safety, but that of the TP as well. The FTT and the TP are normally considered a two-trooper unit during the last week of training. This will, however, be determined by the FTT and approved by a Field Training Supervisor (FTS). While working under one-trooper unit conditions, the TP shall not be separated from his FTT. Safety and liability issues require this. While it is tempting, under some circumstances to use that "extra trooper," the negatives outweigh the apparent benefits.

Shift and Assignment Exposure - During the Field Training and Evaluation period, the TP will rotate through each shift. In this manner, the TP will be exposed to the varied working conditions that each trooper must face during his career. Failure to assign a TP to all shifts may lead to problems manifesting themselves at a time when little can be done to correct them. It is absolutely necessary to know if a new trooper can physically and mentally adjust to working various hours under differing activity loads. Ignoring shift exposure results in a lack of standardized training and such exposure is a basic tenet of the program. The FTT is responsible for ensuring varied assignments throughout the barrack area. The FTS will assist in making assignments for the TP throughout the barrack.

In order to evaluate the TP in every task the FTT may be required to expose the TP to several mock situations. This may be necessary because every barrack does not provide certain police services as frequently as others. It is, however, incumbent upon the FTT to provide the TP with a simulated situation for those areas to which the TP has not been exposed.

The simulated tasks should be proportioned by the FTT over the entire eight weeks. This will eliminate the chance of overloading the TP with a large number of tasks during the latter part of the training. The FTS will assure that the FTT is properly proportioning the tasks.

A TP will normally be assigned to the same FTT for the entire initial eight week period, however, under some circumstances a change may be necessary, i.e., illness of the FTT, severe personality conflicts, etc.

Hold Over Policy - As mentioned, the program duration is eight weeks. It should be understood, however, that problems may occur making it difficult to always adhere to the set time limit. If the TP is to be given a fair opportunity to prove himself, measures must be taken to facilitate his efforts.

Field training may be extended to allow the TP sufficient time to master the tasks necessary to complete the program. The decision to extend will be that of the installation commander upon the concurrence of the troop commander. This decision will be based on all information available and the recommendations of the FTT and FTS. The extension is not to be viewed as punishment but as an additional opportunity to learn.

The extension may be handled in many ways. The TP may continue to work with the same FTT or another FTT may be assigned. The extension will be tailored to fit the training needs of the TP. This is a difficult time for the TP and an opportunity for him to decide to fail. It is the FTT's responsibility to see that this is a positive period and to help the TP through it.

TRAINING
PROGRAM
ORIENTATION

TRAINING PROGRAM ORIENTATION

The TP's first few days in the Field Training and Evaluation Program are the most critical. It is during this period that important attitudes and behavior patterns are established. During the first days of the training, the TP forms permanent attitudes toward the Agency and his job. This is also the time when the TP learns what is expected during training and during his entire police career. Any comments made about the TP's performance are likely to be taken very seriously by the TP. The TP will normally be very concerned about meeting the requirements of the training program and following instructions of his FTT.

Even though a TP should be expected to conform to the training regimen and to respond to instructions, the FTT should realize that there are natural forces working against the TP. The TP is faced with the prospect of starting a new job and change is very disconcerting to all of us. Anyone may be caught off guard and do more poorly than usual when placed in a new situation. The TP is no different. Just because an experienced FTT no longer feels the pangs of starting a new job, he should not expect the TP to feel quite as comfortable. To compound the situation, the TPs may not have prior work experience to help guide his behavior and performance.

The FTT must remember how he felt when he began training, and will then better appreciate the TP's position. The TP's problems and fears can be allayed by treating him in a realistic, understanding manner.

An FTT should create a good training relationship with his TP. He should have clear understanding of his role as a trainer and should quickly and realistically advise the TP of the trainee's role. The sooner the TP knows where he stands in relation to his FTT, the less apprehensive and more responsive the TP will be.

During the orientation process, the FTT should establish a friendly, open and professional rapport with the TP. Development and learning come through effective communications, and rapport is important to communications because people are not likely to share their ideas, questions or feelings unless they feel their listener is open or sympathetic to their conversation. The FTT must convey the attitude that the TP can succeed.

It is particularly important that a FTT maintain a positive and objective attitude when he receives a TP who has not performed well with another FTT. The new FTT should give the TP every opportunity to succeed. The new FTT should base judgments on personal, independent observations, not on the comments of others. It is entirely possible that a new FTT with a new approach may, in itself, be sufficient to elicit an acceptable performance from the TP. Emphasis should be put on developing a viable, solo trooper rather than on discharging the employee.

Sufficient flexibility has been designed into the program so both the individual needs of the TP and the overall needs of the Agency can be met. It is expected that all TPs have the necessary qualities to succeed and that, with proper training, the majority of them will become acceptable troopers. It is, therefore, incumbent upon the Barrack Commander and the FTT to work within acceptable limits to apply an individual training approach to develop each TP. Again, the atmosphere should be one in which the TP has the maximum opportunity to succeed.

The FTT should use training methods that are conducive to producing a successful trooper. This point cannot be overemphasized. All too often ineffective or counterproductive stress training methods are used. The use of profanity, table pounding or humiliating tactics will not be used. These methods do not contribute to good learning, nor do they place the TP in a proper state of mind. Instead, an FTT should seek to reinforce the TP's positive attributes and accomplishments, rather than to constantly dwell on his weaknesses. Remember, people respond much more quickly to a positive statement than to a negative one. Within the limits of good judgment, an FTT should use good, realistic and established training methods that are conducive to the TP's temperament, needs and development as a trooper.

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

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SELECTION
OF
FIELD TRAINING TROOPER

SELECTION OF FIELD TRAINING TROOPERS

Introduction

The success of the Field Training and Evaluation Program will rest, in part, with the selection of those individuals who will serve as Field Training Troopers. Unlike in the past, when a new Trooper was often assigned only to a Senior Trooper for familiarization. The Field Training and Evaluation Program will select those individuals whose interest, background and instructional abilities will be utilized. In addition to his desire to assume the responsibilities of a Field Training Trooper, the person selected must serve as a role model and temper his image with fairness and empathy for the new employee.

Selection

The Barrack Commander will be responsible for the selection of the Field Training Trooper(s). The actual method of selecting troopers for this position will rest with the individual Barrack Commander. However, it is suggested that a survey of those individual troopers off probation may be made. Once a list of names have been gathered, the Barrack Commander will review the interested parties for their ability to supervise individuals in various stress and non-stress situations. The Barrack Commander may also consider the teaching skills of the interested Trooper, as well as the person's ability to evaluate the actions of another.

Once the Barrack Commander has gathered the necessary data regarding the knowledge, skill and ability of the qualified applicants for the position of Field Training Trooper, he will select those individuals he believes will best serve the Agency in maintaining the integrity of the Field Training and Evaluation Program.

Once selected, the Troopers assigned as Field Training Troopers will receive a period of instruction presented by the Training Division. The FTT and representatives of the Training Division will meet at the conclusion of the Field Training and Evaluation Program time table and review the program in order to properly evaluate the concept.

DUTIES AND RESPONSIBILITIES OF THE
FIELD TRAINING TROOPER

The FTT has many roles that must be assumed during this program. The two most important roles are: (1) state trooper; and (2) trainer. An FTT must maintain a performance level as a state trooper and is not relieved of these responsibilities during training. Sometimes these duties are modified, but the FTT must be able to quickly assume the role of a state trooper as needed.

Simultaneously, as the FTT is functioning as a state trooper, he must still train the TP. This is a trying situation and very stressful at times; regardless, it must be done. As a trainer, the FTT has various duties to perform. These duties include:

Supervision - The FTT often acts as a supervisor. The TP will make mistakes and these mistakes are to be immediately addressed and corrected during the training process. There are times when the TP will do something that is viewed as minor in nature but, due to his new position and the need for behavior modification, the FTT must take action and counsel the TP. This may or may not be followed up by the FTS (depending on the severity and timeliness of the incident) but it is essential that the FTT take immediate action so that mistakes result in a positive learning experience.

Teaching - One obvious function of the FTT is that of teacher. The teaching role may, and in most cases does, occur in the field under actual conditions. There may be other times when teaching occurs over a cup of coffee or while casually chatting. The fact is, the FTT will spend much time teaching even when it does not appear to be obvious.

Evaluating - The FTT is not just a trainer. He must develop and use skills to evaluate whether or not a TP is learning or whether remedial training is necessary. Evaluation skills are of prime importance to this program. If the FTT cannot evaluate, he cannot train. Evaluation is accomplished by the use of daily observation reports, weekly evaluations, remedial training, evaluation sessions and constant verbal feedback.

Researching - The FTT must be able to not only identify remedial training needs, but must be able to provide that remediation in most instances. He must be able to find the proper resource for use in providing remedial training. To assist in this task, a list of references is included in the Field Training Guide. This aspect of the job is time consuming but is a prime function of the training process.

Counseling - The FTT will be occasionally placed into a situation where he must become a problem solver for the TP. This may include the handling of personal problems. Normally, the best way to accomplish this is through counseling. The FTT should develop skills which allows him to help the TP solve his own problems. By allowing him to "talk it out" and by gently guiding him through his crisis, many of the TP's problems can be solved.

Inspecting - The FTT is responsible for inspection of the TP's uniform and equipment as well as the approval of all paper work.

Disseminating Information - The FTT must make sure the TP is receiving all necessary information. The FTT is responsible for making sure his TP records this information and has it available upon request.

Role Model - The FTT must be a positive role model. This is done by maintaining a professional demeanor and appearance, adhering to rules and regulations, and having a positive attitude toward the Agency, the program, the job and the TP.

Recommendations - The FTT is responsible for the initial recommendation for extension, termination or release to solo assignment. While the decision to terminate will be made at a higher level, it is up to the FTT to bring this matter into focus. If an FTT believes a TP should be terminated, but does not document, remediate, further document and make a recommendation, the probability is that the TP's employment will be permanent. Neither the barrack commander nor the FTS will make the FTT's decision. This is a responsibility the FTT must be aware of upon entering the program and which he must carry out.

There are too many roles to list in this manual for the FTTs. FTTs must be flexible and willing to change roles as each situation demands. If the FTT refuses to accept responsibilities, the TP, the FTT and the Agency will all suffer. A weak FTT can disrupt the entire training process. It is, therefore, important to reinforce the positive attitude necessary to be a professional and competent FTT.

RESPONSIBILITIES OF THE
FIELD TRAINING SUPERVISOR

The FTS plays an extremely important role in this program. The patrol supervisor who has been assigned this responsibility is also accountable for his regular duties. It is for this reason that careful attention is paid to the selection of the FTS and that recently promoted supervisors should not be routinely assigned to the Field Training and Evaluation Program.

The FTS is a team leader. He must ensure that his FTTs are acting within the scope of their responsibilities and that they function as a unit. He must also act as a liaison between his team and other training supervisors. By doing so, conflict can be held to a minimum and the positive image of the program can be maintained.

The FTS is responsible for bringing valuable input to the evaluation sessions. The FTS must ensure that the TP is receiving well rounded exposure which is so important.

He is responsible for reviewing and approving all daily observation reports, weekly evaluations and any other instrument pertinent to the TP's performance.

DUTIES OF THE FIELD TRAINING SUPERVISOR

The role of the FTS is one of paramount importance to the success of the Field Training and Evaluation Program. It is the duty of every FTS to monitor the training of every TP assigned to him and to assist each in accomplishing his goals.

Other duties of the FTS are:

Liaison Function - One of the major stumbling blocks that FTTs experience is the resistance of other supervisors. This resistance usually stems from a lack of understanding of the program. It is the FTS's duty to deal with this lack of understanding. He must be aware of existing problems as well as potential problems and take action without prompting. If an FTT indicates concern that a supervisor is interfering with the training process, the FTS must look into the matter and take action if this is in fact happening.

Reports - All reports have time constraints. The FTS must see that reports are submitted on time and that none are missing or incomplete. The FTS shall also submit a weekly evaluation report on each TP he is assigned. This report will be based on his observation of the TP and weekly evaluation reports and meetings with the FTT. Report will be forwarded to the barrack commander documenting any remedial actions taken and recommendations for further action if necessary.

Meetings - Weekly evaluation meetings are an integral part of the program. It is important for the FTS to know how such meetings are facilitated. The information presented at those meetings is vitally important and must be reported in a positive manner. The distinct difference between a "bitch" or "bull" session and meaningful, productive conversation must be recognized. A good general rule to set from the beginning is that no topic will be discussed unless it can be resolved by the members present or is truly relevant to the job. When discussing a TP, the following format is suggested:

1. Strengths
2. Weaknesses
3. Remedial Efforts
4. Recommendations

The various strengths and weaknesses are discussed with ample documentation of representative incidents involved. Remedial efforts will be covered to include what they were, what they were supposed to correct and what their success was. Recommendations for further remedial efforts will be made as well as suggestions about the TP's advancement or extension in the program. This information will be recorded on the FTS's weekly evaluation report.

Behavior Modification - Training is a process of modifying behavior. The FTS should be aware of this and guide his training efforts accordingly. A few key points on behavior modification will be covered.

People will repeat actions for which they are rewarded. If an action is seen that is deemed proper, the person performing the action should be rewarded. If the action is ignored, then the likelihood of it being repeated becomes a matter of chance. This fact must be reinforced by the FTS with his FTTs. The reward provided does not have to be

obvious or extensive; a verbal comment about the nature of the act followed by reference to it in the daily observation report should suffice in most instances. When delivering rewards or punishments, the following must be kept in mind:

1. The reward or punishment must be immediate if it is to be effective. This may not always be possible, but an effort to adhere to this principle should be made whenever possible
2. The reward or punishment must be consistent. If not, accusations of unfair practices could occur, but more important, the TP may not understand the relative importance of the act
3. The reward or punishment must fit the behavior. Do not overreact to a minor incident, nor minimize a major one

Maintaining Program Integrity - The supervisor in any training program is a key figure. A substantial amount of enthusiasm and dedication an FTT will have for the training program will depend upon his relationship with the FTS. The supervisor must be professional, fair and supportive at all times.

The barrack commander cannot alone maintain program integrity. The FTS must help. This can be accomplished by:

1. Contact with FTTs and TPs at least once per week
2. Reviewing evaluations within one day of receipt
3. Following up on any FTTs requests in a timely manner
4. Keeping files orderly
5. Critiquing FTTs performance and making suggestions for improvements
6. Avoiding negative comments about TPs or other Agency personnel
7. Taking responsibility as a FTS seriously

While the above list is not all inclusive, it does cover a range of common mistakes made by FTSS in other police agencies. Total program integrity can be accomplished if all supervisors are professional and assume an aggressive role in the program.

PURPOSE
OF
EVALUATIONS

PURPOSE OF EVALUATIONS

Each TP's progress, as he proceeds through the training program, will be recorded on written evaluations. The evaluation process is an integral part of the training process.

Evaluations have many purposes. The obvious one is to record a TP's progress, but there are other purposes as well. Evaluations are excellent tools for informing the TP of his performance level at a particular point in time. They are also excellent devices for identifying training needs and documenting training efforts. In a word, evaluations represent feedback.

Collectively, over the duration of the program, evaluations tell a story, both by category and chronology. They tell of a TP's successes and failures, improvements and digressions, and of the attempts to manage each of these occurrences. They chronicle the skills and efforts of the FTT as well. These documents are critical to the career of each new trooper and should be treated as such. Honest and objective evaluations of TPs shall be a prime consideration of all participants in this program.

Each TP will be evaluated in a number of categories. These categories cover as much of each aspect of a trooper's duties and responsibilities as can be expected. Evaluation guidelines have been established to ensure each FTT's rating of a TP will be standard throughout the program. The standardized evaluation guidelines are actually behavior anchors. They provide a definition of unacceptable and acceptable standards of performance that must be applied to all TPs, regardless of their experience level or other factors. There are standardized evaluation guidelines for every category listed.

EVALUATION FREQUENCY

While evaluations are completed by FTSS, the ultimate responsibility for evaluating a TP's performance lies with the FTT.

FTTs will complete a daily observation on each TP by the end of each shift. This provides an opportunity for the TP to ask questions he failed to ask earlier in the day and also serves to reinforce instructions and critiques that were given during or after each incident.

The FTS is responsible for completing an FTS's observation report once each week for every TP assigned under him. This report is useful not only to record a TP's performance but to serve as a check and balance on the FTT's evaluation of the TP.

The FTS will also review the Field Training Guide, checking for completeness and to ensure that the FTT is completing a certain portion of the material as the program progresses. As stated, the material must be spread proportionately over the entire eight week program.

DAILY OBSERVATION REPORT

At the beginning of the second week of the Field Evaluation and Training Program the Daily Observation Report will be completed by the FTT during each shift. This report provides essential information to insure administrative control over the relative progress of each TP. Observations made by the FTT are entered on the form using an "acceptable" or "unacceptable" rating standard. Specific narrative comments are required for all ratings of "unacceptable." This should not preclude the FTT from making a narrative comment on a specific rating of "acceptable" if appropriate.

In addition to specific narrative comments for behaviors rated as "unacceptable," the FTT will identify and describe the "most acceptable" and the "least acceptable" performance of the shift. The basis for this is that some shifts may not result in performances which deserve an "unacceptable" rating. The FTT shall have the option of making any additional comments he feels would aid in the evaluation of the TP.

If a TP receives a rating of "not responding to training," the FTT must provide appropriate remedial training. After the remedial training is given, a comment by the FTT will be made on the Daily Observation Report under the caption "Remedial Training." The FTT will refer to each category by number and explain what remedial training was provided.

The Daily Observation Report form includes measurable behaviors which are subdivided into five areas: appearance, attitude, knowledge, performance and relationships. Each of these behaviors are defined in the Standard Evaluation Guidelines.

The Daily Observation Report form will be completed with one original and three (3) copies. The original is placed in the TP's auxiliary personnel file, one copy to the TP, one copy retained by the FTTs and one copy forwarded to the Barrack Commander.

The Daily Observation Reports will remain in the TP's auxiliary file until the employee is removed from probation, at which time they will be destroyed.

FIELD TRAINING SUPERVISOR'S WEEKLY EVALUATION

The FTS's Weekly Evaluation is an additional means of administrative control over the progress of the TP.

Utilizing the "Weekly Evaluation Report" form, the FTS will provide a rating for each of the behaviors rated by the FTT. Behaviors which the FTS has personally observed should be rated by him. However, the behavior categories which the FTS has not personally observed should be rated based upon the FTT's Daily Observation Reports for that week. Upon reviewing the Daily Observation Reports the FTS must establish an overall rating for a given behavior and specify in writing how the rating was determined. Additionally, the FTS is required to specify the "most acceptable" and "least acceptable" area of performance for the week. The FTS will comment on whether the TP's progress to date is either "acceptable" or "unacceptable." Finally, the FTS is required to indicate whether the TP has been counseled on his deficiencies and whether the deficiencies have required or will require remedial training.

The "Weekly Evaluation Report" will not be completed during the first week of the Field Training Program.

The "Weekly Evaluation Report" will be completed with one original and four copies. The original is placed in the TP's auxiliary personnel file, one copy to the TP, one copy to the FTS, one copy forwarded to the Troop Commander through the Commander, and one copy forwarded to the Training Division.

The completed "Weekly Evaluation Reports" will remain in the TP's auxiliary file until the TP is removed from a probationary status, at which time these reports will be destroyed.

NARRATIVE COMMENTS

Most Acceptable Performance of the Week. _____

Least Acceptable Performance of the Week. _____

Additional Comments. _____

Has the Field Training Guide been reviewed? Y N

Has PT been observed during rating period? Y N How much time? _____

Has PT been counseled on his deficiencies? Y N

Have these deficiencies required remedial training? Y N How much time? _____

If yes, describe the training. _____

Overall status of PT progress to date: Acceptable _____ Unacceptable _____

PT Signature _____ Date _____

FTS Signature _____

Installation Commander _____

STANDARDIZED EVALUATION GUIDELINES

The purpose of these guidelines is to improve the reliability and validity of the assessment system for the Field Training and Evaluation Program, by ensuring that there is standardization with respect to the elements of performance that are to be evaluated and how they are to be evaluated. Providing definitions for each factor and identifying what kinds of information should be considered when making an assessment improves the reliability of the evaluation system, and assures that each FTT focuses on the same performance behaviors. Written standards for each category improves the validity of the evaluation system by reducing the probability that what is rated as "acceptable" by one FTT, is rated as "unacceptable" performance by another FTT.

This system is totally reliant on the FTT's documentation of relevant observations of the TP's performance. It is, therefore, of utmost importance that the FTT review and be completely familiar with the definition of each standard.

When evaluating a TP on his performance, the FTT should begin with the "minimum acceptable level" standard. Then, by comparing the actual performance behavior of the TP, the proper rating must be chosen. Where the choice is not readily apparent, the FTT must consider the pluses and minuses in the task completed. Both the frequency and consequences of the action, positive or negative, must be considered.

DEFINITION OF STANDARD

Acceptable - This rating is used when a TP has completed a task at a level which is at least a minimum acceptable behavior, according to the standard guideline. The TP has demonstrated the knowledge and ability to perform a task without a major error. The TP may have made an occasional minor error; however, he readily recognized the fact that an error was made and corrected his actions accordingly.

Unacceptable- This category is for the TP who displays an inability to perform a required task at the minimum acceptable level, according to the standard guideline. Whether it is due to his lack of knowledge or physical inability, the TP does not display at least a minimum acceptable behavior.

STANDARDIZED EVALUATION GUIDELINES

Appearance

1) General Appearance - Weight is in proportion to height and build, according to Agency requirements. Uniform and equipment are appropriate to perform the various duties of a trooper. Uniform and equipment are neat and clean. Hair should be neat, cared for and trimmed according to Agency Regulations. Hygiene: No offensive body odor and/or bad breath.

Minimum Acceptable: Neat, clean uniform and weapon, well groomed hair, shined shoes. No offensive body odors. Reports to work with the necessary equipment to perform the duties required of a trooper.

Unacceptable: Overweight, dirty shoes and/or uniform, long, unkept hair, dirty equipment and/or weapon, offensive body odor. Does not have necessary equipment to perform required duties.

Attitude

2) Acceptance of Feedback - The TP accepts criticism in a positive manner. The TP takes the corrective criticism and is able to turn the criticism into improved productivity /performance.

Minimum Acceptable: Accepts criticism in a positive manner and applies it to further the learning process. The TP does not rationalize or argue with the FTT concerning any corrective criticism.

Unacceptable: TP rationalizes, argues, does not make corrections, considers criticism a negative action by the FTT.

3) Initiative - At the beginning of the training period, the TP may be limited in this area due to lack of experience. After several days of training, however, the TP is performing tasks without the benefit of direct instruction from the FTT.

Minimum Acceptable: Recognizes and identifies routine police activity or suspected criminal activity and is able to prepare proper cases from such detection.

Unacceptable: Does not see or avoids activity. Does not follow-up on suspicious situations. Rationalizes suspicious circumstances.

Knowledge

4) Agency Policy/Procedure - The TP demonstrates a competent knowledge of the Agency's policies and procedures. The level of knowledge is sufficient for the trooper to properly perform his duties completely and without violating Agency policy.

Minimum Acceptable: The TP is familiar with most commonly applied policies and/or procedures and he usually complies with these policies and procedures. However, an occasional reminder from the FTT may be required to perform according to Agency policy.

Unacceptable: The TP has insufficient knowledge of Agency policies and procedures to carry out routine assignments. The TP makes no attempt to become familiar with Agency policies and procedures and/or is unable to comprehend them. Even after admonishments from the FTT, the TP frequently violates Agency policies and procedures.

5) Installation Policies and Procedure - The TP demonstrates a level of knowledge sufficient for him to properly complete his assigned duties without violating any installation policy.

Minimum Acceptable: He is familiar with the most commonly applied policies and/or procedures. He usually complies with these policies. However, an occasional reminder from the FTT may be required to have the individual perform according to policy/procedure.

Unacceptable: Has insufficient knowledge to properly complete everyday assignments. The TP makes no attempt to become familiar with Installation policies and/or is unable to comprehend them. Even after counseling from the FTT, the individual frequently violates policies and procedures during the performance of his duties.

6) Transportation Article - The TP possesses a level of knowledge which enables him to handle any traffic violator encountered.

Minimum Acceptable: The TP has a working knowledge of commonly used sections and relates the elements to observed violations. He is able to locate unfamiliar violations in the Transportation Article for the proper placement of charges.

Unacceptable: The TP does not know and/or is unable to apply the elements of the basic sections of the Transportation Article. The TP displays no attempt to improve his knowledge and/or is unable to comprehend the elements of the Transportation Article.

7) Criminal Law - The TP possesses a level of knowledge which enables him to handle any criminal violator encountered.

Minimum Acceptable: The TP has a working knowledge of the commonly used sections and relates the elements to observed criminal violations. He can locate unfamiliar violations for proper placement of charges.

Unacceptable: Does not know and/or is unable to apply elements of the basic sections of the criminal law. The TP displays no attempt to improve his knowledge and/or is unable to comprehend the elements of criminal law articles.

Performance

8) Driving Skills: Normal Conditions - The TP adheres to all safe driving practices, obeys all traffic laws and displays professionalism in his driving habits at all times.

Minimum Acceptable: The TP is able to maintain control of the vehicle while being alert to activities outside of the patrol vehicle. He usually practices good defensive driving techniques. He does not commit a violation which contributes to an accident.

Unacceptable: The TP continually violates the Transportation Article (red lights, stop sign, etc.). He is involved in a chargeable accident, lacks dexterity and/or coordination during normal vehicle operation.

9) Driving Skills: Moderate/Stress Conditions - The TP adheres to all safe driving practices, obeys all traffic laws (within the provisions of the Transportation Article) and displays professionalism in his driving habits at all times.

Minimum Acceptable: The TP is able to maintain control of the vehicle while being alert to activities outside of the patrol vehicle. He usually practices good defensive driving techniques. He does not commit a violation which contributes to an accident, and uses emergency lights and siren when appropriate.

Unacceptable: He is involved in a chargeable accident. He overuses emergency lights and siren. When operating the vehicle under emergency conditions, he travels at an excessive and/or unnecessary speed. He fails to slow for intersections and loses control on corners.

10) Use of Map Orientation and Response Time to Calls - The TP knows where he is located at all times and is able to advise the barrack of same. The TP will respond to a given location within a reasonable length of time and by the most efficient route of travel.

Minimum Acceptable: The TP has a reasonable knowledge of his location in most situations. He can quickly use a map to find streets. With the aid of a map, he usually determines the most efficient route to a given location.

Unacceptable: The TP is unaware of his location while on patrol. He does not understand the proper use of a map. He is unable to relate his location to his destination. He is not familiar with the patrol boundaries.

11) Routine Forms: Accuracy/Completeness - The TP is able to complete, fully and accurately, routine forms used during the performance of his duties, i.e., M/V citations and warnings, CIR's, MPR's, AR's, VR's, IR's, etc.

Minimum Acceptable: The TP knows most standard forms and understands their format. He completes forms with accuracy and thoroughness.

Unacceptable: The TP is repeatedly unable to determine the proper form for a given situation and/or forms are frequently incomplete or inaccurate.

12) Report Writing: Organization/Detail - The TP is able to put his thoughts on paper in a chronological manner. The TP is able to observe and record all the details necessary for a thorough investigative report.

Minimum Acceptable: The TP can reduce field situations into a logical sequence of thought and include all elements of an event in his written report(s). Occasionally, the TP may require assistance from the FTT on major investigations.

Unacceptable: The TP has extreme difficulty in reducing events to a written form. He frequently requires assistance from the FTT to complete even simple investigations.

13) Report Writing: Level of Usage/Grammar/Spelling/Neatness - The TP efficiently and clearly reduces to writing all events which have occurred during an incident. His grammar and spelling errors are kept to a minimum. His reports are neat and legible so they are easily understood by any individual receiving them.

Minimum Acceptable: The level of grammar usage is adequate and spelling errors are held to a minimum to the extent that such errors do not impair understanding of the report by individuals who may review the report. The report is legible.

Unacceptable: The report contains illegible, misspelled words, and/or incomplete sentence structure. An individual who may review the report cannot understand what occurred.

14) Report Writing: Appropriate Time Used - The TP keeps the amount of time necessary for completing a written report to a minimum. Note to FTT: Keep in mind that a TP is going to require more additional time to complete a required form than a seasoned trooper.

Minimum Acceptable: The TP completes simple reports in approximately the same amount of time as a veteran trooper. Complicated forms require additional time; however, as the training period proceeds, the TP has been able to reduce the amount of time required.

Unacceptable: The TP requires an unusual amount of time to complete simple reports. As the training period extends there is little or no reduction in the amount of time required to complete the required reports.

15) Field Performance: Non-Stress Situations - The TP is able to handle and take proper action on all non-stress situations.

Minimum Acceptable: The TP is able to assess each situation and take proper action in most minor incidents. While some major incidents may require the assistance of the FTT, the TP remained calm and continued to take some action without displaying a high level of stress.

Unacceptable: The TP appears confused and disoriented as to what action should be taken in major or minor situations.

16) Field Performance: Stress Situation - The TP keeps his composure and is able to perform under stressful situations.

Minimum Acceptable: The TP does not allow a situation to further deteriorate, even if he requires assistance from his FTT. The TP does not let the stressfulness of the situation interfere with his decision making ability.

Unacceptable: The TP becomes emotional and/or panic stricken, unable to function and loses his temper. He is unaware of the seriousness of a potentially dangerous situation.

17) Reflect Field Performance/Verbal Test - The TP is able to apply his textbook/classroom knowledge to his field performance. The FTT should use verbal communication to ascertain if the TP has the necessary knowledge.

Minimum Acceptable: After the FTT provides any necessary instructions, the TP is able to apply the information to his field performance, presently and in future situations, without additional assistance from the FTT. The TP is able to answer most of the FTT's questions.

Unacceptable: After receiving training from the FTT, the TP is unable to apply the training to practical situations. He is generally unable to answer his FTT's questions.

18) Officer Safety: General - The TP employs good practices of officer survival. The practices are employed not only for the safety of the TP but also for the safety of fellow troopers and citizens.

Minimum Acceptable: The TP understands the principles of officer safety and generally applies them.

Unacceptable: The TP fails to exercise officer safety techniques, i.e.,

- a) exposes weapon to suspect
- b) fails to keep gun hand free during enforcement situations
- c) stands directly in front of violator's car door
- d) fails to control suspect's movements
- e) does not maintain sight of violator while writing citation
- f) fails to use illumination when necessary
- g) fails to advise barrack when leaving cruiser
- h) fails to maintain good physical condition
- i) does not foresee potentially dangerous situations
- j) points gun at other officers
- k) stands too close to traffic
- l) stands in front of door when knocking
- m) fails to cover other troopers
- n) fails to assist fellow troopers in violent situations

19) Officer Safety: Prisoners - The TP employs the principles and techniques of officer safety when handling/transporting prisoners.

Minimum Acceptable: The TP generally displays awareness of potential danger, maintains position of advantage over prisoners.

Unacceptable: The TP frequently violates officer safety standards as detailed in Number 18 above and/or confronts suspicious persons while seated in police vehicle. He fails to thoroughly search prisoners or their vehicles. He fails to maintain position of advantage with prisoners to prevent attack or escape.

20) Control of Conflict: Voice Command - In conflict situations, the TP is able to use proper voice communication to maintain control and keep the situation from worsening.

Minimum Acceptable: The TP speaks with authority in a calm, clear voice. He displays an appropriate level of competence for the situation. He has the ability to prevent the situation from deteriorating.

Unacceptable: The TP uses improper voice inflection, i.e., too soft, too loud, confused or indecisive. He cannot maintain or obtain control of the situation at hand.

21) Control of Conflict: Physical Skill - The TP keeps himself in good physical condition. When faced with a physical confrontation, the trooper has the required skills to effect the desired outcome.

Minimum Acceptable: The TP is able to obtain and/or maintain control without excessive force. He keeps himself in good physical condition.

Unacceptable: The TP is cowardly, physically weak or uses too little or too much force for a given situation. Does not keep himself in good physical condition.

22) Use of Common Sense and Good Judgment - The TP possesses and employs good common sense and good judgment in all police situations. (Since it would be impossible to present every possible situation a trooper will encounter in his career, it is a must that the TP use common sense and good judgment when completing every task he may handle.)

Minimum Acceptable: The TP is able to reason out a problem and relate it to what he was taught during the training period. He has good perception and the ability to make his own decisions.

Unacceptable: The TP acts without thought and/or is indecisive; he is naive. He does not reflect on the consequences of his actions before attempting to complete a task.

23) Radio: Appropriate Use of "10" Codes - The TP knows and properly uses the "10" codes.

Minimum Acceptable: The TP has a good working knowledge of the majority of "10" codes and uses the "10" codes rather than unnecessary verbage.

Unacceptable: The TP frequently misuses "10" codes and/or fails to display familiarization of the codes. He uses inappropriate codes for the given situation.

24) Radio: Listens and Comprehends Transmissions - The TP pays attention to the radio and is able to comprehend all transmissions.

Minimum Acceptable: The TP copies most radio transmissions directed to his unit, on the first response. He is generally aware of adjoining patrols' transmissions.

Unacceptable: The TP repeatedly misses his unit number and/or is unaware of radio transmissions to adjoining patrol units. He frequently asks the PCO/other units to repeat transmissions or does not comprehend messages.

25) Radio: Articulation of Transmissions - The TP is clear and understandable in his transmissions.

Minimum Acceptable: The TP generally uses proper procedures with concise transmissions. The TP uses proper procedures with a clear, calm voice under normal conditions. Can usually be understood under stressful conditions even though stress is evident in transmissions.

Unacceptable: The TP does not pre-plan radio messages. The PCO consistantly asks for repeats because of under or over modulation, poor articulation and/or message content.

26) Vehicle, Weapon and Agency Equipment - The TP regularly maintains issued equipment, i.e., vehicle, weapon, radar, emergency gear. He sees that any regular maintenance required is scheduled.

Minimum Acceptable: The TP completes daily inspections of equipment. He follows good preventative maintenance procedures. He does not allow his vehicle's fuel level to become so low as to jeopardize response to calls for service.

Unacceptable: The TP fails to properly maintain weapon, to check vehicle for proper/improper equipment, to clean and maintain vehicle and/or equipment, follow proper equipment operating procedures.

Relationships

27) With Citizens: General - The TP relates well with the public. (This is a necessity for his individual image as well as the Agency.)

Minimum Acceptable: The TP is courteous, friendly, empathetic and communicates in a professional and unbiased manner, regardless of the given situation.

Unacceptable: The TP is usually abrupt, belligerent and over-bearing, introverted and/or uncommunicative.

28) With Minorities: Blacks/Women/Etc. - The TP has no problems when dealing with minorities. He conducts himself efficiently and productively when involved with minority groups.

Minimum Acceptable: The TP appears to be at ease with and does not feel threatened by the presence of minorities. He does not allow his personal views to interfere with his efficiency and productivity when encountering minority groups.

Unacceptable: The TP displays hostility or sympathy toward minorities because of prejudice, bias or pity.

29) Other Relationships: FTT/FTS/Other Supervisors/Peers - The TP's relationship and attitude with his FTT, etc., are productive.

Minimum Acceptable: The TP asks pertinent questions and is objective in his desire to learn. He accepts constructive criticism as a learning experience. He maintains a good relationship with his FTT, FTS, and his peers.

Unacceptable: The TP constantly rationalizes his mistakes with his FTT. He argues with the FTT. He patronizes the FTT or is sarcastic. He criticizes other FTTs, supervisors and/or TPs. He plays one FTT against another.

FIELD TRAINING
AND EVALUATION PROGRAM



FIELD TRAINING GUIDE

FIELD TRAINING GUIDE

Probationary Trooper _____ I.D.# _____

Field Training Troopers _____ I.D.# _____

_____ I.D.# _____

_____ I.D.# _____

_____ I.D.# _____

Field Training Supervisor _____ I.D.# _____

_____ I.D.# _____

_____ I.D.# _____

_____ I.D.# _____

Probationary Trooper _____ is qualified to Patrol alone.

FTT: _____ FTS: _____

Barrack/Installation Commander: _____

Date: _____

Troop Commander: _____

Date: _____

Maryland State Police
Field Training Guide

Purpose:

This guide is used to instruct the TPs in the various duties he will most likely perform during his career. All situations and problems are not included, but the subjects found herein constitute the basis which will help the TP to build a good foundation for his future with the Maryland State Police.

Use of the Guide:

On the righthand side of each page in the Field Training Guide are two columns--"Trained" and "Performed." The FTT shall place his initials and date in the "Trained" column when the TP has been instructed in that particular area. To fulfill the requirements of "Trained," an FTT must first explain the task or form to the TP and then demonstrate the technique or use. There will be occasions when the FTT will not have an opportunity to observe an actual task or use of a form by a TP after demonstration by the FTT. Therefore, the FTT must provide a mock exercise to evaluate the TP in certain tasks and skills.

When the TP has the opportunity to demonstrate his proficiency in a given area, the FTT will: 1) initial and record the date of occurrence and 2) evaluate the performance of the TP using a rating of "acceptable" or "unacceptable" as indicated in the Field Training and Evaluation Program.

If an "unacceptable" rating in any area is given, the FTT must provide written documentation in the space provided at the back of the guide. All FTSS are encouraged to record their comments concerning the performance of the TP during the training period.

The FTT and FTS must be sure to sign and initial the Field Training Guide where required to prove that the Training was provided and that the TP's performance was evaluated. This helps to provide protection against vicarious liability to the Agency, the FTS and the FTT.

Any TP who scores an "unacceptable" in the evaluation sections of the Training Guide must be given remedial training.

The FTT will write in the subject, date trained and his initials when remedial training is given, keeping in mind that trained includes both explanation and demonstration. The same evaluation system will be used for remedial training as was used above for the initial training evaluation.

FIELD TRAINING GUIDE LIST

Key: E= Explained
 D= Demonstrated
 F= FTT/Date
 R= Rating

	<u>Trained</u>		<u>Performed</u>	
<u>Personal</u>	E	D	F	R
1. Appearance - Includes Hygiene	_____	_____	_____	_____
2. Attitude-Toward Public	_____	_____	_____	_____
3. Punctuality	_____	_____	_____	_____
4. Military Courtesy	_____	_____	_____	_____
 <u>Motor Vehicle Enforcement</u>				
5. Collision Investiga- tion - Technique	_____	_____	_____	_____
6. Collision Investiga- tion - Reports	_____	_____	_____	_____
7. Driver's Statement	_____	_____	_____	_____
8. Witness Statement	_____	_____	_____	_____
9. Camera - Operation	_____	_____	_____	_____
10. Photo Record Form	_____	_____	_____	_____
11. Traffic Citation	_____	_____	_____	_____
12. Traffic Warning/Obser- vation Report	_____	_____	_____	_____
13. Safety Equipment Repair Orders	_____	_____	_____	_____
14. Request for Witness Summons	_____	_____	_____	_____
15. Traffic Safety Rpt.	_____	_____	_____	_____
16. Vehicle Storage & Release Forms	_____	_____	_____	_____
17. Veh. Stor. Sticker	_____	_____	_____	_____
18. Disabled Vehicle Tag	_____	_____	_____	_____
19. Alcohol Inf. Forms	_____	_____	_____	_____
20. Collision Rep. Files	_____	_____	_____	_____
21. M/V Warrant Service	_____	_____	_____	_____
22. Court Decorum and Testimony	_____	_____	_____	_____
23. Diplomatic Immunity	_____	_____	_____	_____
24. Detection/Recognition of DWI's	_____	_____	_____	_____
25. Reciprocity Arrest Procedures	_____	_____	_____	_____
26. Jail Docket Book and	_____	_____	_____	_____

		<u>Trained</u>		<u>Performed</u>	
		E	D	F	R
	Responsibility	_____	_____	_____	_____
27.	A.W.O.L. Forms	_____	_____	_____	_____
28.	Traffic Control/Direc.	_____	_____	_____	_____
29.	Vehicle Oper-Standard	_____	_____	_____	_____
30.	Vehicle Oper-Pursuit	_____	_____	_____	_____

Criminal Enforcement

31.	Criminal Investigation Report	_____	_____	_____	_____
32.	Incident Report	_____	_____	_____	_____
33.	Missing Person/Runaway Report	_____	_____	_____	_____
34.	Supplemental Report	_____	_____	_____	_____
35.	Continuation Report	_____	_____	_____	_____
36.	Criminal Arrest Form/Disposition	_____	_____	_____	_____
37.	B.I. Numbers & Files	_____	_____	_____	_____
38.	52 and 53 Numbers	_____	_____	_____	_____
39.	B. I. Camera	_____	_____	_____	_____
40.	Fingerprinting Proc.	_____	_____	_____	_____
41.	Property Held and Release	_____	_____	_____	_____
42.	Request for Lab. Exam. Report	_____	_____	_____	_____
43.	Latent Fingerprint Lifting	_____	_____	_____	_____
44.	Crime Scene Invest. Technique	_____	_____	_____	_____
45.	Criminal Warrant for Service	_____	_____	_____	_____
46.	Juvenile Petitions	_____	_____	_____	_____
47.	Handwriting Sample Fm.	_____	_____	_____	_____
48.	Firearm Regis. Form	_____	_____	_____	_____
49.	Handgun Search Report	_____	_____	_____	_____
50.	Search Consent Form (Vehicle)	_____	_____	_____	_____
51.	Waiver of Extradition Form	_____	_____	_____	_____
52.	Extradition Proced.	_____	_____	_____	_____
53.	Application for Search Warrant	_____	_____	_____	_____
54.	Execution of a Search Warrant	_____	_____	_____	_____
55.	Arrest With a Warrant	_____	_____	_____	_____
56.	Arrest W/O a Warrant	_____	_____	_____	_____
57.	Use of Force When Arresting	_____	_____	_____	_____
58.	Explanation of "Miranda" Rights	_____	_____	_____	_____

	<u>Trained</u>		<u>Performed</u>	
	E	D	F	R
59. Sign-Out Procedures for Files	_____	_____	_____	_____
60. Statement of Charges	_____	_____	_____	_____
61. Application for Arrest Warrant/Summons	_____	_____	_____	_____
62. Handling Domestic Disputes	_____	_____	_____	_____
63. Handling Rape Calls	_____	_____	_____	_____

Miscellaneous

64. A & S Reports	_____	_____	_____	_____
65. Return to Duty Certificates	_____	_____	_____	_____
66. Change of Address Fm.	_____	_____	_____	_____
67. Motor Vehicle - Monthly Report	_____	_____	_____	_____
68. Speedometer Calibration Card	_____	_____	_____	_____
69. Trooper's Performance Report	_____	_____	_____	_____
70. MSP Form for Repair of Equipment	_____	_____	_____	_____
71. Daily Barrack - Sign In and Out Log	_____	_____	_____	_____
72. Requisition Form and Procedures	_____	_____	_____	_____
73. Operation of Radio - Car and Barrack	_____	_____	_____	_____
74. Teletype Oper. & Files	_____	_____	_____	_____
75. M.I.L.E.S. Operation	_____	_____	_____	_____
76. Motor Vehicle Maintenance & Responsib.	_____	_____	_____	_____
77. Detailed Rpt. Writing	_____	_____	_____	_____
78. Use of Deadly Force	_____	_____	_____	_____
79. Dept'l Collision Report Procedure	_____	_____	_____	_____
80. Location of Local Hosp.	_____	_____	_____	_____
81. Location of District/Circuit Courts	_____	_____	_____	_____
82. Location of Commissioners	_____	_____	_____	_____
83. Location of Jails	_____	_____	_____	_____
84. Locations of State's Attorney	_____	_____	_____	_____
85. Residential Security Survey	_____	_____	_____	_____
86. Business Security Survey	_____	_____	_____	_____
87. Emergency Admissions Mental Patient	_____	_____	_____	_____

Trained

Performed

E

D

F

R

Other

1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____

REMEDIAL TRAINING FORM

<u>SUBJECT</u>	<u>Retrained</u>		<u>Performed</u>	
	<u>E</u>	<u>D</u>	<u>F</u>	<u>R</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____

FTT Comments _____

FTT's Signature _____

Supervisor's Comments _____

Supervisor Signature _____

PT's Signature _____

FIELD TRAINING GUIDE "REFERENCE" LIST

<u>TOPICS</u>	<u>REFERENCE</u>
<u>Personal</u>	
1. Appearance - Includes Hygiene	Ch.23, Sec I
2. Attitude-Toward Public	Ch.5, Sec I
3. Punctuality	Ch.5, Sec I, Sub 17-0
4. Military Courtesy	Ch.23, Sec II
<u>Motor Vehicle Enforcement</u>	
5. Collision Investigation - Technique	Ch. 26
6. Collision Investigation - Reports	Ch.26, Sec I, Sub 8-0
7. Driver's Statement	Form 76
8. Witness Statement	Form 75
9. Camera - Operation	Ch.28, Sec I, Sub 12-0
10. Photo Record Form	Form 62
11. Traffic Citation	Auto. Citation Manual
12. Traffic Warning/Observation Report	Ch.25, Sec VII
13. Safety Equipment Repair Order	Ch.25, Sec VIII
14. Request for Witness Summons	
15. Traffic Safety Report	Form 49
16. Vehicle Storage and Release Forms	Ch.30, Sec II
17. Vehicle Storage Sticker	Ch.30, Sec II
18. Disabled Vehicle Tag	Ch.30, Sec III
19. Alcohol Inf. Forms	Ch.25, Sec XI
20. Collision Rep. Files	Ch.26, Sec I
21. M/V Warrant Service	Ch.28, Sec I, Sub 4-0
22. Court Decorum and Testimony	Chap. 31
23. Diplomatic Immunity	Ch.28, Sec 8-0
24. Detection/Recognition of DWI's	Ch.25, Sec XI, Sub 2
25. Reciprocity Arrest Procedures	Ch.25, Sec IV, Sub 4-0
26. Jail Docket Book and Responsibility	Ch.28, Sec I, Sub 16-0

27.	A.W.O.L. Forms	Ch.28, Sec IV, Sub 8-0
28.	Traffic Control/Direc.	Ch.25, Sec II, Sub 3-0
29.	Vehicle Oper-Standard	Ch.22, Sec III, Sub 3-0
30.	Vehicle Oper-Pursuit	Ch.22, Sec III, Sub 4-0&5-0

Criminal Enforcement

31.	Criminal Investigation Rpt.	Ch.29, Sec V, Sub 5-0
32.	Incident Report	Ch.29, Sec V, Sub 4-0
33.	Missing Person/Runaway Rpt.	Ch.29, Sec V, Sub 6-0
34.	Supplemental Report	Ch.29, Sec V, Sub 8-0
35.	Continuation Report	Ch.29, Sec V, Sub 8-0
36.	Criminal Arrest Form/ Disposition	Ch.28, Sec V
37.	B.I. Numbers & Files	Ch.28, Sec I, Sub 12-0
38.	52 and 53 Numbers	Ch.28, Sec I, Sub 12-0
39.	B. I. Camera	Ch.28, Sec I, Sub 12-0
40.	Fingerprinting Proc.	Ch.28, Sec I, Sub 12-0
41.	Property Held and Release	Ch.30, Sec I, Sub 1, 2 & 4
42.	Request for Lab. Exam. Rpt.	Ch.30, Sec I, Sub 8-4
43.	Latent Fingerprint Lifting	
44.	Crime Scene Invest. Tech.	Ch.27, Sec I, II, III
45.	Criminal Warrant for Service	Ch.28, Sec IV, Sub 1-0
46.	Juvenile Petitions	Ch.28, Sec III
47.	Handwriting Sample Form	Form 70
48.	Firearm Regis. Form	Form 80
49.	Handgun Search Report	Ch.28, Sec II, Sub 7-5
50.	Search Consent Form (Veh.)	Ch.28, Sec II, Sub 10-0
51.	Waiver of Extradition Form	Ch.28, Sec V, Sub 5-3
52.	Extradition Procedures	Ch.28, Sec IV, Sub 2-0
53.	Application for Search Warrant	Ch.28, Sec II, Sub 3-0
54.	Execution of a Search Warrant	Ch.28, Sec II, Sub 4-0
55.	Arrest with a Warrant	Ch.28, Sec I, Sub 4-0
56.	Arrest W/O a Warrant	Ch.28, Sec I, Sub 3-0
57.	Use of Force When Arresting	Ch.28, Sec I, Sub 6-0
58.	Explanation of "Miranda" Rights	Ch.28, Sec I, Sub 11-0
59.	Sign-Out Procedures for Files	Ch. 8, Sec I, Sub 7-4
60.	Statement of Charges	CT Comm. Manual
61.	Application for Arrest Warrant/Summons	CT Comm. Manual
62.	Handling Domestic Disputes	
63.	Handling Rape Calls	

IV. Miscellaneous

- | | |
|---|------------------------------|
| 64. A & S Reports | Ch. 4, Sec XVII,
Sub 4-4 |
| 65. Return to Duty Certificates | Ch. 4, Sec XVII,
Sub 4-6c |
| 66. Change of Address Form | Ch. 4, Sec XVII,
Sub 1-0 |
| 67. Motor Vehicle - Monthly Rpt. | Ch. 22, Sec III,
Sub 10-0 |
| 68. Speedometer Calibration
Card | Ch. 25, Sec X, Sub 3-0 |
| 69. Trooper's Performance Rpt. | Ch. 4, Sec IX & X |
| 70. MSP Form for Repair of
Equipment | Ch. 22, Sec III,
Sub 9-0 |
| 71. Daily Barrack - Sign In
and Out Log | Ch. 5, Sec I, Sub 17-0 |
| 72. Requisition Form & Proced. | |
| 73. Operation of Radio - Car and
Barrack | Ch. 24, Sec I & II |
| 74. Teletype Oper. & Files | Ch. 24, Sec IV |
| 75. M.I.L.E.S. Operation | Ch. 24, Sec IV |
| 76. Motor Vehicle Maintenance
& Responsibility | Ch. 22, Sec III |
| 77. Detailed Rpt. Writing | Ch. 3, Sec II, Sub 4-0 |
| 78. Use of Deadly Force | Ch. 22, Sec II, Sub 2-0 |
| 79. Dept'l Collision Rpt. Proc. | Ch. 26, Sec II |
| 80. Location of Local Hosp. | |
| 81. Location of District/Circuit
Courts | |
| 82. Location of Commissioners | |
| 83. Location of Jails | |
| 84. Locations of State's Attorney | |
| 85. Residential Security Survey | |
| 86. Business Security Survey | |
| 87. Emergency Admissions -
Mental Patient | |

FIELD TRAINING TROOPER PROGRAM

FIRST DAY

0900 - 0920	Introduction	Sgt. A. L. Liebno
0920 - 1200	Vicarious Liability	Cpl. R. Raffel
1200 - 1300	Lunch	
1300 - 1600	Elements of Supervision	Cpl. J. Davis 1st Sgt. J. S. Whitney

SECOND DAY

0900 - 1000	Documentation	Sgt. A. L. Liebno
1000 - 1200	F. T. T. Program	Sgt. A. L. Liebno
1200 - 1300	Lunch	
1300 - 1600	Reliability Testing	Sgt. A. L. Liebno

MARYLAND STATE POLICE
FIELD TRAINING TROOPER'S DAILY OBSERVATION REPORT

<u>Last Name (Probationary Trooper)</u>	<u>First</u>	<u>Initial</u>	<u>I.D.#</u>
<u>Last Name (Field Training Trooper)</u>	<u>First</u>	<u>Initial</u>	<u>I.D.#</u>
<u>Installation</u>	<u>Date</u>		<u>DOR #</u>

Rating Instructions: Rate observed behavior according to "Acceptable" or "Unacceptable" standards. You may comment on any observed behavior. Use the appropriate category number next to your narrative.

- A = Acceptable by FT Program Standards
- U = Unacceptable by FT Program Standards
- NO = Not Observed
- NRT = Not Responding to Training (Requires Narrative)

If no evaluation, state reason on reverse

APPEARANCE

___ 1. General Appearance A U NO NRT

ATTITUDE

___ 2. Acceptance of Feedback: Verbal/Written A U NO NRT
 ___ 3. Initiative A U NO NRT

KNOWLEDGE

___ 4. Agency Policy/Procedures A U NO NRT
 ___ 5. Barrack Policy/Procedures A U NO NRT
 ___ 6. Transportation Article A U NO NRT
 ___ 7. Criminal Law A U NO NRT

PERFORMANCE

___ 8. Driving Skill: Normal Conditions A U NO NRT
 ___ 9. Driving Skill: Moderate/Stress Conditions A U NO NRT
 ___ 10. Use of Map: Orientation and Response Time A U NO NRT
 ___ 11. Routine Forms: Accuracy/Completeness A U NO NRT
 ___ 12. Report Writing: Organization/Details A U NO NRT
 ___ 13. Report Writing: Level of Usage/Grammar/Spelling/Neatness A U NO NRT
 ___ 14. Report Writing: Appropriate Time Used A U NO NRT
 ___ 15. Field Performance: Non-Stress Situations A U NO NRT
 ___ 16. Field Performance: Stress Conditions A U NO NRT
 ___ 17. Reflected Field Performance/Verbal Test A U NO NRT
 ___ 18. Officer Safety: General A U NO NRT
 ___ 19. Officer Safety: Prisoners A U NO NRT
 ___ 20. Control of Conflict: Voice Command A U NO NRT
 ___ 21. Control of Conflict: Physical Skill A U NO NRT
 ___ 22. Use of Common Sense & Good Judgment A U NO NRT
 ___ 23. Radio: Appropriate Use of "10" Codes A U NO NRT
 ___ 24. Radio: Listen & Comprehends Transmission A U NO NRT
 ___ 25. Radio: Articulation of Transmission A U NO NRT
 ___ 26. Vehicle, Weapon & Agency Equipment A U NO NRT

RELATIONSHIPS

___ 27. With Citizens: General A U NO NRT
 ___ 28. With Minorities: Blacks/Women/Etc. A U NO NRT
 ___ 29. Other Relationships: FTT/FTS/Other Supervisors/Peers A U NO NRT

