

<b>FIELD TRAINING AND EVALUATION PROGRAM</b>		
<input type="checkbox"/> <b>new:</b> <input type="checkbox"/> <b>rescinds:</b> <input checked="" type="checkbox"/> <b>amends: All previous</b>		<b>cross-reference:</b>  <b>accreditation standards:</b> NYSLEAP Standard(s): 32.5
<b>effective date:</b> September 24, 2008	<b>amend date:</b> February 22, 2022	

**I. PURPOSE**

This Order aims to establish policy and procedures for a Field Training and Evaluation Program in the University Police Department.

**II. POLICY**

- A. All newly hired probationary police officers in the University Police Department will undergo and must successfully complete a Field Training and Evaluation Program as outlined in this Order. This includes both new police officers and lateral-hire officers. New police officers shall complete 14 weeks, and lateral-hire officers shall complete seven weeks of field training.
- B. The department’s Field Training and Evaluation Program will follow the procedures outlined in this Order and the guidelines in the *Supervised Field Training Review and Orientation Guide* published by the State of New York, Division of Criminal Justice Services, Office of Public Safety (*OPS Guide*). A copy of the current *OPS Guide* will be provided to all Field Training Officers (FTOs) and Field Training Supervisors.
- C. FTOs will receive contractually mandated compensation for other FTO duties conducted outside their regular tour of duty (i.e., call-backs for meetings).

**III. ORGANIZATION OF THE FIELD TRAINING PROGRAM**

- A. The Field Training and Evaluation Program (FTE Program) is composed of the following:
  - 1. Program Administrator: The program will be under the overall direction of the Chief of Police.
  - 2. Field Training Coordinator (FTC): An officer or a supervisor will be designated by the Chief as the Field Training Coordinator. **Amended 02/22/2022**
  - 3. Field Training Officers (FTOs): Patrol Officers who have been trained and assigned as FTOs.

- B. FTOs and probationary officers will be under the overall supervision of the Field Training Coordinator (FTC) for field training activities. Regular patrol supervisors will be responsible for day-to-day supervision. The chain-of-command for field training purposes is:
1. FTO;
  2. Field Training Coordinator;
  3. Assistant Chief of Police;
  4. Chief of Police.

#### IV. DUTIES AND RESPONSIBILITIES

A. The Field Training Coordinator is responsible for the following:

1. Overall management of the Program and supervision of FTOs in their FTO duties;
2. Ensure adherence to department policies and procedures and the *OPS Guide*;
3. Recommend and implement approved policy and procedure guidelines and directives to enhance program efficiency and effectiveness;
4. Provide FTOs with a current copy of the *OPS Guide* and other required materials;
5. Develop and issue FTO assignments and make adjustments as required;
6. Review Daily Observation Reports, Bi-Weekly Evaluation Reports, and other reports or information submitted as part of the FTE Program;
7. Maintain program files.

B. FTOs will be responsible for the following:

1. Conduct field training and evaluation activities as assigned and follow Departmental policies and procedures and the *OPS Guide*.
2. Utilize the Standardized Evaluation Guidelines: Performance Areas, as contained in the *OPS Guide*.
3. Work all scheduled tours of duty while assigned a probationary officer unless illness, injury, or other compelling circumstances arise.
4. Complete required reports on a timely basis, including the following:
  - **Daily Observation Reports** (DORs) will be completed during each tour of duty while training a probationary officer. *See Attachment B.*
  - **Evaluation Summary Reports** will be completed after field training. *See Attachment C.*

- **Remedial Training Worksheets** will be completed to document remedial training in an area that is below standard and requires remedial training. This worksheet is not meant to replace the remedial training record on the DOR but should be used only after standard preliminary remedial training efforts have not been successful. *See Attachment D.*
  - The FTO will complete other reports and documentation as directed by the FTC
5. Attendance at meetings scheduled by the FTC

## V. SELECTION PROCESS FOR FTOs

- A. The Chief of Police will select FTOs. In making selections of FTOs, the following criteria will be taken into consideration. Officers assigned as FTOs should:
1. Be a police officer for at least five (5) years, at least one (3) of which is with the University Police Department; **Amended 02/22/2022**
  2. Possess the knowledge, skills, and abilities to perform successfully as a police officer;
  3. Exhibit skills in a variety of areas, including courtesy, inter-personal relationships, the ability to manage and evaluate police performance under a wide variety of circumstances, and the ability to recognize and successfully manage potentially violent situations;
  4. Exhibit excellent working knowledge of laws commonly utilized in police duties (e.g., Penal Law, Criminal Procedure Law, Vehicle and Traffic Law, etc.) and Departmental policies and procedures;
  5. Exhibit maturity, fairness, impartiality, dependability, and objectivity;
  6. Work in a patrol assignment that is suitable for the FTE Program;
  7. Possess a favorable performance evaluation and disciplinary record.
- B. Before being assigned a probationary officer, police officers selected to serve as FTOs will complete, and be certified through, the Police Field Training Officer Course as issued by the New York State Department of Criminal Justice Services, Office of Public Safety, or other equivalent basic FTO training course.
- C. The FTC will direct and arrange for such other training as may be helpful for FTOs to complete their duties.

## VI. STRUCTURE OF FTE PROGRAM

- A. After graduation from a New York State Basic Police Academy and certification as a police officer, each new probationary officer will complete four (4) phases of field training consisting of at least fourteen (14) weeks. The department shall utilize standard performance criteria (see attached Standardized Evaluation Guidelines). The rotating assignments will be as follows:
1. Phase 1: Assignment to an FTO on a patrol shift or assigned to the Special Shift for four (4) weeks.  
  

Note: The first week of Phase 1 will be a preparatory period. During this period, the probationary officer will not be evaluated. However, the FTO will complete the narrative section of the Daily Observation Report to note activity for each shift.
  2. Phase 2: Assignment a second FTO for four (4) weeks.
  3. Phase 3: Assignment to a third FTO for four (4) weeks.
  4. Phase 4 (“Final Phase”): Assignment to a duty lieutenant. During this phase, the duty lieutenant will work in a plainclothes capacity or BDU uniform, depending on coverage needs. This is an evaluation-only phase. The probationary officer will perform all necessary tasks, and the duty lieutenant will observe the officer's interaction with the public and evaluate the probationary officer's performance.  
  

Note: The duty lieutenant will intervene to prevent any conduct or actions by the probationary officer that may be unsafe, illegal, or in violation of department policy.
- B. Lateral-hire police officers will undergo an FTE Program of at least seven (7) weeks in duration. In consultation with the Chief of Police, the FTC will develop an FTE Program for each lateral-hire police officer based upon that officer's level of experience, training, background, and familiarity with the University Police Department and its policies and procedures.
- C. The FTC, in consultation with the Chief of Police, may extend any phase of the FTE Program for an individual officer if deemed necessary or appropriate.
- D. The FTO must be assigned to a regular shift line. (Not a particular assignment or special hours shift)

## VII. EVALUATION PROCEDURES

- A. Evaluation Meetings: During the second week of Phases 1, 2, and 3, the FTC will schedule a meeting to discuss each probationary officer's progress and develop specific training or remedial training programs and strategies.
- B. End of Phase Meetings: During the final week of Phases 1, 2, and 3, the FTC will schedule a meeting to discuss the probationary officer's progress and decide whether to advance the officer to the next phase.
- C. Final Phase Meeting: During the second week of Phase 4 (“Final Phase”), the FTC will schedule a meeting to discuss the progress of the probationary officer and to make a decision whether to

recommend to the Chief of Police that the officer be extended in the FTE Program or released from the Program.

- D. Special Evaluation Meeting: The FTC may call a special meeting at any time to discuss probationary officers who have demonstrated inconsistent performance, unacceptable performance, or an attitude problem.

## VIII. COMPLETION OF PROGRAM

- A. The FTC will notify the Chief of Police when a probationary officer completes the FTE Program, recommending that the officer be released from the program and cleared for full duty. The Chief will review all program documentation and, if they concur, release the officer for full duty. If the Chief does not concur, they will discuss the situation with the FTC and decide upon a course of action.
- B. The FTC will notify the Chief of Police when a probationary officer fails to complete the FTE Program successfully. In such cases, the Chief will review all available documentation. In consultation with the FTC, the Chief will decide whether to continue the officer in the FTE Program or initiate procedures to terminate the officer's employment.

BY ORDER OF

*Mark T. DePaull*

Mark T. DePaull  
*Chief of Police*

### Attachments

- A. Standardized Evaluation Guidelines
- B. Daily Observation Report
- C. Evaluation Summary
- D. Remedial Training Worksheet



## STANDARDIZED EVALUATION GUIDELINES: PERFORMANCE AREAS

Rating Number	PERFORMANCE AREAS and DEFINITIONS
<b>(1) COMMUNITY INTERACTION</b>	
1 Unacceptable	Abrupt, belligerent and overbearing, introverted and uncommunicative.
4 Acceptable	Courteous, friendly and empathetic; communicates in a professional and unbiased manner.
7 Superior	Establishes rapport and is always objective. Always appears to be at ease in any person-to-person situation.
<b>(2) APPREHENSION/INTERVENTION</b>	
1 Unacceptable	Seemingly confused and disoriented as to what action should be taken in a given situation.
4 Acceptable	Able to assess situation and take proper action.
7 Superior	Requires no assistance and always takes proper course of action.
<b>(3) VICTIM/PRISONER INTERACTION</b>	
1 Unacceptable	Frequently fails to inform suspect of constitutional rights, when appropriate. Fails to handcuff, restrain and properly search prisoner. Fails to advise victim of prosecution rights and procedures or perform follow-up inquiries to assist victim.
4 Acceptable	Has a working knowledge of proper prisoner/victim interaction procedures and applies them in an appropriate manner.
7 Superior	Exceptional working knowledge of departmental policies and procedures; actively performs follow-up inquiries to assist victim.
<b>(4) PROCESSING ARRESTS</b>	
1 Unacceptable	Has little knowledge of procedures used in processing an arrested person.
4 Acceptable	Has a working knowledge of most departmental policies, arrest procedures and court preparation.
7 Superior	Exceptional knowledge of departmental policies and procedures involving processing arrests. Has no trouble in completing arrest reports and arraignment proceedings. Excellent in preparing for and testifying in court.
<b>(5) VEHICULAR OFFENSES/ACCIDENTS</b>	
1 Unacceptable	Does not know the basic elements of the vehicle and traffic law articles, is not able to learn them, has made no attempt at improvement. Demonstrates poor techniques in traffic stops. Is unable to investigate or control accident scene.
4 Acceptable	Has a working knowledge of most articles of the vehicle and traffic law, demonstrates proper traffic stop techniques and is able to assess situation and take proper action. Is able to investigate and control accident scene.
7 Superior	Has thorough knowledge of Vehicle and Traffic Law and basic accident investigation, requires no assistance in taking proper course of action.
<b>(6) HANDLING SPECIFIC OFFENSES</b>	
1 Unacceptable	Acts without thought, or is indecisive. Relies on others to make his/her decisions. Does not know elements of basic penal law and criminal procedure law sections. Not able to learn or makes no attempt at improvement.
4 Acceptable	Is able to reason out problems and relate it to what was taught. Has good perception and ability to make own decisions. Has working knowledge of commonly used law sections; relates elements to observed criminal activity.
7 Superior	Excellent perception in foreseeing problems and arriving at advanced decisions. Outstanding knowledge of penal and criminal procedure law, and ability to apply it to both normal and unusual criminal activity.
<b>(7) POLICE INTERACTION / NOTIFICATION</b>	
1 Unacceptable	Constantly argues with FTO or other superior officers. Belittles FTO or supervisors in front of or to others. Fails to adhere to the chain of command; insubordinate. Abrupt, belligerent and overbearing when dealing with other agencies or citizens.
4 Acceptable	Is able to establish a good teacher-student relationship with FTO. Understands and adheres to the chain of command, respects superior officers. Is courteous, professional, and respectful when dealing with other agencies or citizens.
7 Superior	Establishes excellent teacher-student relationship. Possesses thorough understanding of chain of command and consistently adheres to it. Establishes a working rapport with other agencies and always appears to be at ease when dealing with others.

<b>(8) VEHICLE OPERATION / MAINTENANCE</b>											
1 Unacceptable	Continually violates Vehicle and Traffic Law (red light, stop signs) involved in chargeable accidents, lacks dexterity and coordination during vehicle operation. Unnecessary Code-3. Overuses red lights and siren. Excessive or unnecessary speed. Fails to slow for intersection. Continually fails to inspect the vehicle for contraband or weapons; fails to keep patrol vehicle in a clean and serviceable condition.										
4 Acceptable	Ability to maintain control of vehicle while being alert to activity outside of vehicle. Practices good defensive driving techniques. Maintains control of vehicle in stress conditions. Evaluates driving situations and reacts properly (i.e., proper speed for conditions). Maintains vehicle in clean and serviceable manner, always searches interior for contraband or weapons.										
7 Superior	Sets good example of lawful, courteous driving while exhibiting good manipulative skill required of a patrol officer, i.e., operate radio, utilize APBs. High degree of reflex ability and competence in driving skills. Maintains vehicle in a clean and serviceable manner identifies and requests needed vehicle repairs. Inspects the vehicle for weapons and contraband. Checks vehicle condition and equipment.										
<b>(9) REVIEW AND MAINTENANCE</b>											
1 Unacceptable	Unaware of how to locate files; retrieve computer data; to locate law sections, books or departmental memoranda. Fails to consult supervisors or senior officers to ask location of reference materials. Unable to locate departmental policies and procedures. Not able to learn or makes no attempt at improvement.										
4 Acceptable	Has working knowledge of how to obtain information from computer files, where to locate departmental policies procedures and memoranda. Will ask various knowledgeable people for relevant information. Is able to locate appropriate law sections located in the penal, criminal procedure and vehicle and traffic law.										
7 Superior	Exceptional knowledge of retrieving information from various sources. Outstanding knowledge of Penal, Criminal Procedure and Vehicle and Traffic Law. Outstanding knowledge of departmental policies, procedures and memoranda. Easily locates and retrieves information from various sources.										
<b>(10) HANDLING SPECIAL CASES</b>											
1 Unacceptable	Seemingly confused and disoriented as to what action should be taken in a given situation.										
4 Acceptable	Able to assess situation and take proper action.										
7 Superior	Requires no assistance and always takes proper course of action.										
<b>(11) VOUCHERING / INVENTORYING</b>											
1 Unacceptable	Seemingly confused and disoriented as to what action should be taken.										
4 Acceptable	Able to assess what procedure needs to be followed and takes the appropriate action.										
7 Superior	Requires no assistance and always takes appropriate action.										
<b>(12) REPORTS / CLERICAL DUTY</b>											
1 Unacceptable	Totally incapable of organizing events into written form. Illegible, misspelled words, incomplete sentence structure. Requires excessive time to complete basic, simple reports.										
4 Acceptable	Converts field situations into a logical sequence of thought to include all elements of the situation. Grammar, spelling and neatness are satisfactory, in that errors in this area are rare and do not impair understanding. Completes simple, basic reports in 30 minutes.										
7 Superior	A complete and detailed account of what occurred from beginning to end; written and organized so as to assist any reader in comprehending the occurrence. Very neat and legible; no spelling mistakes and excellent grammar. Completes simple, basic reports in no more time than that of a skilled veteran officer (Articulate this dependent on the type of report and what you consider normal time to complete).										
<b>(13) OFFICER SAFETY</b>											
1 Unacceptable	Frequently fails to exercise officer safety: <table border="1" data-bbox="344 1688 1523 1925"> <tbody> <tr> <td>A.</td> <td>Exposes weapons to suspect (impact weapon, defensive spray, firearm, etc.)</td> </tr> <tr> <td>B.</td> <td>Fails to keep gun hand free during enforcement situations.</td> </tr> <tr> <td>C.</td> <td>Stands directly in front of violator's car door.</td> </tr> <tr> <td>D.</td> <td>Fails to control suspect's movements.</td> </tr> <tr> <td>E.</td> <td>Does not maintain sight of violator while writing citation.</td> </tr> </tbody> </table>	A.	Exposes weapons to suspect (impact weapon, defensive spray, firearm, etc.)	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.
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E.	Does not maintain sight of violator while writing citation.										

	F.	Failure to use illumination when necessary.
	G.	Fails to advise Communications when leaving a vehicle.
	H.	Fails to maintain good physical condition.
	I.	Fails to utilize or maintain personal safety equipment properly.
	J.	Does not foresee potentially dangerous situations.
	K.	Points gun at other officers.
	L.	Stands too close to vehicle traffic.
	M.	Stands in front of door when knocking.
	N.	Fails to have weapon ready when appropriate.
	O.	Fails to cover other officers.
	P.	Fails to search police vehicle prior to duty or after transporting.
	Q.	Fails to check equipment.
	R.	Fails to "pat down" suspicious persons.
	S.	Confronts suspicious persons while still in patrol vehicle.
	T.	Fails to handcuff potentially hazardous prisoners or felons.
	U.	Fails to thoroughly search prisoners or their vehicles.
	V.	Fails to maintain a position of advantage with prisoners to prevent attack or escape.
4	Acceptable	Understands principles of officer safety and generally applies same. Generally displays awareness of potential danger from suspicious persons and prisoners; maintains position of advantage.
7	Superior	Always keeps in a safe position. Always watchful on approach to a call and able to do the same for his/her partner. Does not become paranoid or overconfident. Always maintains position of advantage and is alert to changing conditions.

**BEHAVIORAL DIMENSIONS**

<b>(14) POLICE ETHICS / INTEGRITY</b>		
1	Unacceptable	Fails to maintain confidentiality of cases. Breaches integrity or department guidelines. Constant disciplinary problem.
4	Acceptable	Supports Department policies and guidelines. Not a disciplinary problem. Represents Department favorably. No evidence of breaches of integrity guidelines.
7	Superior	Always on time and punctual. Department and performance always reflect a high level of integrity. Willing to risk unpopularity by adhering to principles. Always adheres to Department policies, procedures and directives.
<b>(15) COMPREHENSION SKILLS</b>		
1	Unacceptable	Constantly needs clarification of written instructions. Fails to comply with written or spoken orders without follow-up and explanation. Constantly needs clarification of written instructions. Fails to comply with written or spoken orders without follow-up and explanation. Consistently unable to understand what happened from the description given by a witness or victim.
4	Acceptable	Although some clarification is occasionally necessary, confusion is limited to issues of little consequence and main ideas are clearly understood. Complies with written or spoken orders with minimum explanation. Generally able to discern what happened from the description given by a witness or victim.
7	Superior	Follows written instructions explicitly with no need for clarification or explanation. Always understands and correctly complies with spoken orders in the first instance. Able to easily discern what happened from a victim's or witness' description.
<b>(16) COMMUNICATION SKILLS</b>		
1	Unacceptable	Attempts to communicate almost always result in confusion and misunderstanding. Continually brings up irrelevant issues, is unclear, and the topic of discussion becomes obscure. Enunciation is very poor and language usage is almost always improper. In written excursions, spelling, language usage and grammar are frequently incorrect and misleading. Includes unnecessary and contradictory information and reports are totally confusing.
4	Acceptable	Able to transmit a message with little distortion. Although some clarification is occasionally necessary, confusion is limited to issues of little consequence and main ideas are clearly conveyed. Written exercises are understandable. Though there may be minor errors in spelling or grammar, they do not affect the meaning or factual content.

7 Superior	When speaking or answering questions, their ability to communicate is exceptional in that they command the attention of all listeners. Speaks with forcefulness and clarity and has near-perfect enunciation. Statements are concise and deal directly with the subject under discussion. When writing, spelling and use of language are flawless; information is concise and easily understood. All necessary information is included in reports.
<b>(17) REASONING ABILITY</b>	
1 Unacceptable	Cannot apply rules or procedures to situations or cannot see how events or information relate to the solution of a problem. Does not see how a series of events are related or connected to one another nor can form logical conclusions from the events.
4 Acceptable	Usually applies procedures or rules to a situation. Can usually see how events or elements of a problem relate to a possible solution. Understands connection between events or elements of a problem and forms conclusions. Solution is consistent with evidence or information at hand.
7 Superior	Always sees relationships between pieces of information and events and is always able to sort out pertinent information. When confronted with a problem is always able to deduce additional area which must be explored from partial information. Always maintains records, notes, files in a highly organized and logical manner. Always able to determine the next step to take in solving a problem after evaluating available information.
<b>(18) INFORMATION ORDERING</b>	
1 Unacceptable	Unable to apply rules to a situation for the purpose of putting information in the best or most appropriate sequence to solve a problem. Does not take the appropriate steps to resolve situations and, in fact, often exacerbates the problem. Unable to determine what happened at the scene of an accident or dispute.
4 Acceptable	Generally able to apply rules to a situation for the purpose of putting information in the best or most appropriate sequence to solve a problem. Usually takes the appropriate steps in the correct sequence to resolve situations. Usually able to determine what happened at the scene of an accident or dispute.
7 Superior	Always able to apply rules to a situation for the purpose of putting information in the best or most appropriate sequence to solve a problem. Always takes the appropriate steps in the correct sequence to resolve situations. Always able to determine what occurred at the scene of an accident or dispute.
<b>(19) PROBLEM RECOGNITION</b>	
1 Unacceptable	Fails to recognize existence of a problem even when given additional information. Requires clarification of all or most issues relating to a problem. Cannot identify elements of a problem.
4 Acceptable	Understands the nature of a problem; sometimes requires clarification or additional information; may occasionally have to be given direction. When given direction, generally recognizes the problem and its elements.
7 Superior	Firm grasp of a problem's key dimensions. Readily recognizes existence of a problem without prompting or additional clarification. Recognizes all or most of the elements of a particular problem without additional information. Always understands the underlying problem in a given situation.
<b>(20) VISUALIZATION</b>	
1 Unacceptable	Unable to identify suspects if there is the slightest change in appearance. Cannot recognize past arrestee's or suspects when there is any appearance change. Despite helpful descriptions, cannot imagine what changes have taken place in a crime scene location.
4 Acceptable	Usually able to identify arrestee's or suspects after appearance changes from description given. Generally recognizes past arrestee's or suspects despite changes in appearance. With some helpful descriptions, can imagine what changes have taken place in a crime scene location.
7 Superior	Always able to identify suspects even though appearance has changed from description given. Readily recognizes past arrestee's/suspects despite changes in their appearance. Extremely adept at imagining what changes have taken place in a crime scene location.
<b>(21) SPATIAL ORIENTATION</b>	
1 Unacceptable	Not able to determine the best response to emergency calls for service. Not aware of where they are in relation to the sector. Unable to give directions in response to citizen inquiries.
4 Acceptable	Usually able to determine the best response routes to emergency calls for service. Usually aware of where they are in relation to the sector and precinct. Usually gives correct directions in response to citizen inquiries.
7 Superior	Always able to quickly determine best response routes to emergency calls for service. Always aware of where he/she is in relation to the sector. Always gives correct directions in response to citizen inquiries.
<b>(22) MEMORIZATION</b>	
1 Unacceptable	Rarely retains any information concerning his or her assigned post. Rarely remembers the members of the community on their assigned post and any conditions that are prevalent. Never remembers instructions given by supervisors or any information received from sources. Requires constant re-instruction.
4 Acceptable	Learns and retains most information concerning his or her assigned post. Usually remembers the members of the community on their assigned post and any conditions that are prevalent. Usually remembers instructions given by supervisors as well as most information from any source.

7 Superior	Quickly learns and retains all new information concerning his or her assigned post. Always remembers the members of the community on their assigned post and any conditions that are prevalent. Always remembers instructions given by supervisors as well as any information received from any source.
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<b>(23) JUDGEMENT</b>	
1 Unacceptable	Does not demonstrate any ability to make sound conclusions. Draws conclusions that are based on little or no information which is available. Fails to obtain readily available additional information necessary to arrive at a proper conclusion. Unable to manage time.
4 Acceptable	Able to reach good conclusions based on information available. Conclusions are practical and sound. Recognizes need for more information to aid in drawing conclusions. Time management usually appropriate.
7 Superior	Always demonstrates an excellent ability to make sound conclusions based upon all information available. Conclusions are consistently sound and very practical. Obtains all necessary information required in making decisions. Time management is usually appropriate.
<b>(24) INNOVATIVENESS</b>	
1 Unacceptable	When faced with a problem, does not have the ability to formulate a creative solution. Not resourceful: is unable to develop new procedures to overcome an obstacle. Not capable of devising a way of improving existing procedures and tactics.
4 Acceptable	When faced with a problem, has the ability to formulate a creative solution. Occasionally resourceful: when confronted with obstacles, may be able to develop a new procedure, tactic or system to overcome the obstacle. Sometimes capable of devising a creative way to improve existing procedures and tactics.
7 Superior	When faced with a problem, is always able to formulate creative solutions. Extremely resourceful: when confronted with obstacles, always able to develop new procedures, tactics or systems to overcome the obstacle. Constantly devises creative ways to improve existing procedures and tactics.
<b>(25) ADAPTABILITY</b>	
1 Unacceptable	Unable to change approach to problem even when that approach is not working. When situations change, cannot alter approach. As circumstances change, loses sight of original goals. As environment changes, approach always stays the same.
4 Acceptable	Usually able to modify approach to attain goal. Generally adapts approach as environment changes. When new facts are added or facts change, he/she can change his/her approach. Generally keeps goal in mind when the circumstances change.
7 Superior	Always able to adapt his/her approach on own initiative to attain objectives or achieve goals. Readily able to change his/her approach in varied environments. Always able to change his/her approach when confronted with new or changed facts about the problem or situation at hand. Always keeps original goal in mind as circumstances and situations change.
<b>(26) DRIVE / INITIATIVE</b>	
1 Unacceptable	Needs constant supervision. Sits around idly unless specifically directed to work. Always takes shortcuts. Tries to pass off work to others.
4 Acceptable	Sometimes requires direction or prompting to resolve problems. Usually checks records or files to assist in his/her problem resolution Usually meets deadlines. Makes notifications on time.
7 Superior	Always works on problems with little or no supervision. Always takes a personal interest in their assigned post. Always makes every effort to meet deadlines. Never complacent regarding work. Volunteers for difficult problems. Relentless in pursuit of resolutions.
<b>(27) INTERPERSONAL SKILLS</b>	
1 Unacceptable	Abrasive, abusive, inconsiderate or tactless. Shows little concern for feelings of others. Displays bias or prejudice against others due to race, color, creed, culture, gender or sexual preference. Annoys, alarms, or unduly intimidates victims or witnesses. Never displays positive leadership.
4 Acceptable	Develops rapport with others. Is able to handle sensitive situations with a degree of care and empathy toward the feelings of others. Displays tact and concern. When required, assumes leadership.
7 Superior	Always develops an excellent rapport with witnesses, victims, other officers, and supervisors. Handles extremely sensitive problems without raising undue antagonism or creating hostility in the community. Extremely tactful in situations where a potential for conflict exists. Displays an extremely high degree of empathy for victims and others in sensitive situations. Extremely diplomatic, outgoing and personable. A leader.
<b>(28) APPEARANCE</b>	
1 Unacceptable	Fails to dress appropriately for assignment. Appearance seldom in accordance with professional duties. Uniform and equipment are not clean and serviceable. Fails to conform to Department guidelines for hair and/or mustache and sideburns. Individual is physically unfit.

4	Acceptable	Dresses appropriately for assignment. Projected image in accordance with related duties/capacity. Accordingly, meets Department guidelines for hair and/or mustache and sideburns. Any relevant uniforms and equipment maintained in a clean and serviceable fashion. Individual is physically fit for duty.
7	Superior	Always dresses appropriately for assignment. Appearance always in harmony with professional capacity. Reflective of a positive self-image and professional pride. Applicable uniformed articles and equipment utilized are always clean and serviceable. Dependent on official duties, always meets Department guidelines for hair and/or mustache and sideburns. Individual is always physically fit.



# DAILY OBSERVATION REPORT

RECRUIT OFFICER NAME:		CLOCK NO.	SHIFT:
FTO NAME:		CLOCK NO.:	SHIFT:
DATE:	DOR NO.:	PHASE NUMBER:	

**Rating instructions: The Field Training Officer should rate observed behavior utilizing the scale which is described in the guide and outlined below. Written comments pertaining to the most and least satisfactory performance must be placed in the "Narrative" section. Narrative comments can be provided for any behavior observed; however, comments are required whenever a rating of, "2" or less, "6" or more, or "NRT is given in any category. "NO" should be circled if behavior not observed in a given area. A description of any remedial training provided, including the amount of time utilized, should be noted in the narrative section.**

**#1 -Unacceptable, #4 - Acceptable, #7 - Superior**

**NRT - Not Responding to Training, NO - Not Observed, NAR - Narrative, REM - Remedial Training**

### PERFORMANCE AREAS

### RATING

### FTO/RO

#### Rating Number

Rating Number	Area	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time	____/____
1	Community Interaction												Time	____/____
2	Apprehension/Intervention												Time	____/____
3	Victim/Prisoner Interaction												Time	____/____
4	Processing Arrests												Time	____/____
5	Vehicular Offenses/Accidents												Time	____/____
6	Handling Specific Offenses												Time	____/____
7	Police Interaction/Notification												Time	____/____
8	Vehicle Operation/Maintenance												Time	____/____
9	Review and Maintenance												Time	____/____
10	Handling Special Cases												Time	____/____
11	Vouchering/Inventorying												Time	____/____
12	Reports/Clerical Duties												Time	____/____
13	Officer Safety												Time	____/____

### BEHAVIORAL DIMENSIONS

14	Police Ethics/Integrity												Time	____/____
15	Comprehension Skills												Time	____/____
16	Communication Skills												Time	____/____
17	Reasoning Ability												Time	____/____
18	Information Ordering												Time	____/____
19	Problem Recognition												Time	____/____
20	Visualization												Time	____/____
21	Spatial Orientation												Time	____/____
22	Memorization												Time	____/____
23	Judgement												Time	____/____
24	Innovativeness												Time	____/____
25	Adaptability												Time	____/____
26	Drive/Initiative												Time	____/____
27	Interpersonal Skills												Time	____/____



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Recruit Officer

Field Training Officer

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# EVALUATION SUMMARY

RECRUIT OFFICER NAME:		CLOCK NO.	SHIFT:
FTO NAME:		CLOCK NO.:	SHIFT:
DATE:	DOR NO.:	PHASE NUMBER:	

**Rating instructions: The Field Training Officer should rate observed behavior utilizing the scale which is described in the guide and outlined below. Written comments pertaining to the most and least satisfactory performance must be placed in the "Narrative" section. Narrative comments can be provided for any behavior observed; however, comments are required whenever a rating of, "2" or less, "6" or more, or "NRT" is given in any category. "NO" should be circled if behavior not observed in a given area. A description of any remedial training provided, including the amount of time utilized, should be noted in the narrative section.**

**#1 -Unacceptable, #4 - Acceptable, #7 - Superior**

**NRT - Not Responding to Training, NO - Not Observed, NAR - Narrative, REM - Remedial Training**

### PERFORMANCE AREAS

### RATING

### FTO/RO

#### Rating Number

1	Community Interaction	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
2	Apprehension/Intervention	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
3	Victim/Prisoner Interaction	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
4	Processing Arrests	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
5	Vehicular Offenses/Accidents	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
6	Handling Specific Offenses	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
7	Police Interaction/Notification	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
8	Vehicle Operation/Maintenance	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
9	Review and Maintenance	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
10	Handling Special Cases	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
11	Vouchering/Inventorying	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
12	Reports/Clerical Duties	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
13	Officer Safety	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____

### BEHAVIORAL DIMENSIONS

14	Police Ethics/Integrity	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
15	Comprehension Skills	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
16	Communication Skills	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
17	Reasoning Ability	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
18	Information Ordering	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
19	Problem Recognition	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
20	Visualization	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
21	Spatial Orientation	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
22	Memorization	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
23	Judgement	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
24	Innovativeness	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
25	Adaptability	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
26	Drive/Initiative	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____
27	Interpersonal Skills	NO	NRT	1	2	3	4	5	6	7	NAR	REM	Time_____	____/____





