

# program structure



Substantive Topics

Core Competencies

The Learning Matrix

Applying the Learning Matrix

Program Steps

Orientation

Integration

Phases A and B:  
Non-Emergency Response  
and Emergency Response

Phases C and D:  
Patrol Activities and  
Criminal Investigations

Police Assignment

Daily Journal Entry

Coaching and Evaluation Process

Neighborhood Portfolio Exercise

Coaching and Training Reports

Problem-Based Learning Exercises

Mid-Term Evaluation

Learning Activity Packages

Final Evaluation



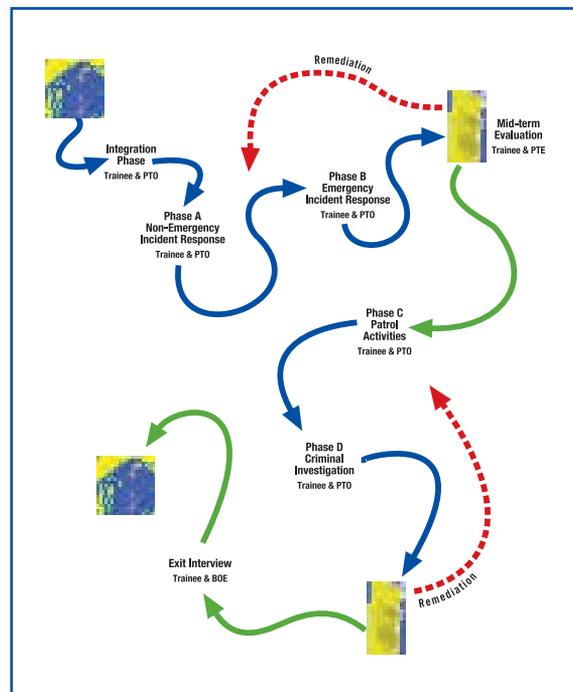
## chapter contents

- Substantive Topics
- Core Competencies
- The Learning Matrix
  - Applying the Learning Matrix
- Program Steps
  - Orientation
  - Integration
  - Phases A and B: Non-Emergency Response and Emergency Response
  - Phases C and D: Patrol Activities and Criminal Investigations
  - Police Assignment
- Daily Journal Entry
- Coaching and Evaluation Process
  - Neighborhood Portfolio Exercise
  - Coaching and Training Reports
  - Problem-Based Learning Exercises
  - Mid-Term Evaluation
  - Learning Activity Packages
  - Final Evaluation

## introduction

The PTO program covers two primary training areas: Substantive Topics and Core Competencies.

The recommended length of the PTO program is 15 consecutive weeks, which includes one week of integration, 12 weeks of training (four, 3-week phases), and two weeks of evaluation. Agencies may wish to change the length of the program to suit local needs. Before entering the PTO program, trainees will need instruction in Community-Oriented Policing and Problem Solving and Problem-Based Learning. This instruction may take place in the academy or in the agency prior to training.



## substantive topics

**T**he most common police activities include enforcing local policies and laws, responding to critical incidents, patrol procedures, and the investigation of domestic violence and other crimes. In this manual, each of these policing activities is encapsulated into four areas called ***Substantive Topics***:

- **Non-Emergency Incident Response**
- **Emergency Incident Response**
- **Patrol Activities**
- **Criminal Investigation**

“the four **phases** of training  
reflect the **substantive topic**  
areas of **policing activities**”

Departmental policies and procedures, laws, and neighborhood problems change periodically. Therefore, this manual cannot provide specific, detailed procedures for every possible police situation. Not surprisingly, policies and procedures from different agencies may vary considerably. As a result, the program provides flexibility to accommodate local needs. These *Substantive Topics* are broad enough to incorporate any new concerns that a community may encounter. In the learning matrix described below, agencies can elect to include areas of instruction that are unique to their jurisdiction or other policing issues that may arise in the future.

## core competencies

**C**ore Competencies represent the activities that officers commonly engage in during the daily performance of their duties. This manual groups policing activities into 15 Core Competencies:

- Police Vehicle Operations
- Conflict Resolution
- Use of Force
- Local Procedures, Policies, Laws and Organizational Philosophies
- Report Writing
- Leadership
- Problem-Solving Skills
- Community-Specific Problems
- Cultural Diversity and Special Needs Groups
- Legal Authority
- Individual Rights
- Officer Safety
- Communication Skills
- Ethics
- Lifestyle Stressors/Self-Awareness/Self-Regulation

“the substantive topics and core competencies are brought together to form a learning matrix”

## the learning matrix

The **Substantive Topics and the Core** Competencies are brought together to form a learning matrix (see page 30).

There may be some tendency to view the matrix as a chart for checking off training accomplishments, but this is not the proper use of the matrix. Instead, it serves as a guideline for learners and trainers during the training period. The matrix helps determine what trainees have learned, what they need to learn and what process the PTO will use to evaluate the trainee.

The matrix is divided into the four *Substantive Topic Areas* across the top, each corresponding with a phase of training. These areas are: Non-Emergency Incident Response, Emergency Incident Response, Patrol Activities, and Criminal Investigation.

“the **matrix** helps determine what **trainees** have learned and what they **need** to **learn**”

CORE COMPETENCIES	PHASE A Non-Emergency Incident Response	PHASE B Emergency Incident Response	PHASE C Patrol Activities	PHASE D Criminal Investigation
Police Vehicle Operations	A1	B1	C1	D1
Conflict Resolution	A2	B2	C2	D2
Use of Force	A3	B3	C3	D3
Local Procedures, Policies, Laws, Organizational Policies/Practices	A4	B4	C4	D4
Report Writing	A5	B5	C5	D5
Leadership	A6	B6	C6	D6
Problem-Solving Skills	A7	B7	C7	D7
Community-Specific Problems	A8	B8	C8	D8
Cultural Diversity and Special Needs Groups	A9	B9	C9	D9
Legal Authority	A10	B10	C10	D10
Individual Rights	A11	B11	C11	D11
Officer Safety	A12	B12	C12	D12
Communication Skills	A13	B13	C13	D13
Ethics	A14	B14	C14	D14
Lifestyle Stressors/ Self-Awareness/ Self-Regulation	A15	B15	C15	D15
Learning Activities	Introduction of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise
Evaluation Activities	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise

CORE COMPETENCIES

- Police Vehicle Operations
- Conflict Resolution
- Use of Force
- Local Procedures, Policies, Laws, Philosophies
- Report Writing
- Leadership
- Problem-Solving Skills
- Community-Specific Problems
- Cultural Diversity and Special Needs Groups
- Legal Authority
- Individual Rights
- Officer Safety
- Communication Skills
- Ethics
- Lifestyle Stressors/Self-Awareness/Self-Regulation

The side of the matrix lists the *Core Competencies* that are required of officers in most situations. The content of each cell within the matrix will reflect each department’s local procedures, policies, laws, and philosophies for dealing with policing activities. Officers will load the matrix cells with agency procedures and policies during the PTO Training.

For example, Cell A1 deals with vehicle operations during a Non-Emergency incident. If the department has two different procedures for vehicle operations, for example, defensive driving and vehicle stops, officers building the department’s matrix would label those procedures “A1.” Cell A1 would contain two sets of procedures and desired outcomes. At the conclusion of the labeling process, each department should have included all relevant policies and procedures into the matrix. This matrix-building exercise occurs during the training program for PTOs.

CORE COMPETENCY	Module 1: Introduction to Policing	Module 2: Community Policing	Module 3: Law Enforcement	Module 4: Criminal Justice
Police Vehicle Operations				
Conflict Resolution				
Use of Force				
Local Procedures, Policies, Laws, Philosophies				
Report Writing				
Leadership				
Problem-Solving Skills				
Community-Specific Problems				
Cultural Diversity and Special Needs Groups				
Legal Authority				
Individual Rights				
Officer Safety				
Communication Skills				
Ethics				
Lifestyle Stressors/Self-Awareness/Self-Regulation				

**CELL A1**

**Non-Emergency Incident Response  
Police Vehicle Operations**

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- Defensive driving
- Proper vehicle stops, positioning of vehicles
- Awareness of surroundings and conditions
- Other issues that may apply

The matrix cells also include performance outcomes that police trainees need to exhibit by the completion of the PTO program. The content of the matrix will vary depending on each agency, but performance outcomes should remain the same.

## applying the learning matrix

**E**ach cell of the learning matrix contains a number of required skills, police procedures, responsibilities, and learning outcomes. As previously noted, each department that uses this training manual must review each cell and add its own local procedures, policies, laws, etc. Chapters 4,5,7, and 8 of this manual contain suggested categories that fit each cell.

During the course of training, the trainee and the PTO will maintain a journal on their activities while handling calls for service. The trainee will refer to the matrix cells in journal entries and throughout the training program to ensure he or she is learning the appropriate skills and achieving the outcomes required. During the Mid-Term and Final Evaluations, the PTEs (see Chapter 3) will evaluate the trainee using the learning matrix outcomes (see Chapters 6 and 9.)

The matrix serves to demonstrate interrelationships between Core Competencies and daily police activities. Recognizing how Core Competencies apply to daily activities will help new police officers to think more holistically.

“each cell of the learning matrix contains required skills, police procedures, responsibilities, and learning outcomes”

## the learning matrix

CORE COMPETENCIES	PHASE A Non-Emergency Incident Response	PHASE B Emergency Incident Response	PHASE C Patrol Activities	PHASE D Criminal Investigation
Police Vehicle Operations	A1	B1	C1	D1
Conflict Resolution	A2	B2	C2	D2
Use of Force	A3	B3	C3	D3
Local Procedures, Policies, Laws, Organizational Philosophies	A4	B4	C4	D4
Report Writing	A5	B5	C5	D5
Leadership	A6	B6	C6	D6
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<b>Learning Activities</b>	Introduction of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise	Use of Learning Matrix Daily Journal Entry Introduction of Neighborhood Portfolio Exercise
<b>Evaluation Activities</b>	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise	Weekly Coaching and Training Reports Problem-Based Learning Exercise

## program steps: orientation, integration, phases A and B, phases C and D

### Trainee and PTO Assignments

The program recommends the trainee remain with their first PTO from Integration to the completion of Phase B. Following the successful completion of the Mid-Term Evaluation, the trainee is assigned to a second PTO for the remainder of the program. If the trainee does not successfully complete the Mid-Term Evaluation, the BOE will determine an appropriate PTO for the trainee.

### Shift and Area Assignments

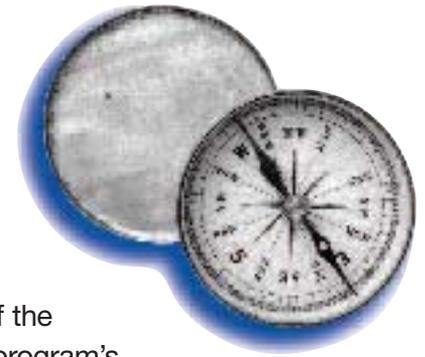
The day shift and swing shift provide the best opportunities for training new officers. These shifts also provide the trainee access to other resources and personnel inside and outside the agency to help solve PBLEs. However, the trainee should also have training opportunities on any shift to which he or she could be assigned.

The program is most effective when the trainee is assigned to one geographical area during the entire program. Problem solving is best accomplished when a trainee has the opportunity to work closely with the community to resolve problems.

The training steps of the PTO program are detailed below, including options for trainee orientation in the PTO program before training begins, the one-week Integration phase that acclimatizes the trainee to the agency, and the four 3-week training phases. The other two weeks of the program—the Mid-Term and Final Evaluations—are outlined in the subsequent section on the *Coaching and Evaluation Process*.

### Orientation

Before entering the PTO program, the trainee needs to understand its steps and philosophies. The duration and location of the orientation to the PTO program's steps and philosophies depend on each organization's needs. Familiarization with the program may take place in the academy or in post-academy local training. The following format may help guide organizations in developing an orientation to the PTO program:



#### A. Introduce trainees to the PTO program.

This introduction should provide the trainee with a clear understanding of the learning process, training phases, and evaluation processes.

### B. Introduce Learning Activity Packages (LAPs).

Learning Activity Packages help trainees who are struggling with a particular area of training. LAPs can be used to introduce trainees to specialized areas, to supplement learning, or remedy problems. The following are examples of subjects that agencies can incorporate into LAPs:

1. The agency's organizational structure and history
2. Domestic violence policies
3. Leadership, ethics and emotional intelligence qualities
4. The judicial process
5. Community orientation
6. Communication and dialogue

This manual includes sample LAPs for Problem-Based Learning, Problem-Oriented Policing, *Miranda* Warnings, Stop and Frisk, and Community Policing (see Appendix B).

### C. Agency-Specific Components

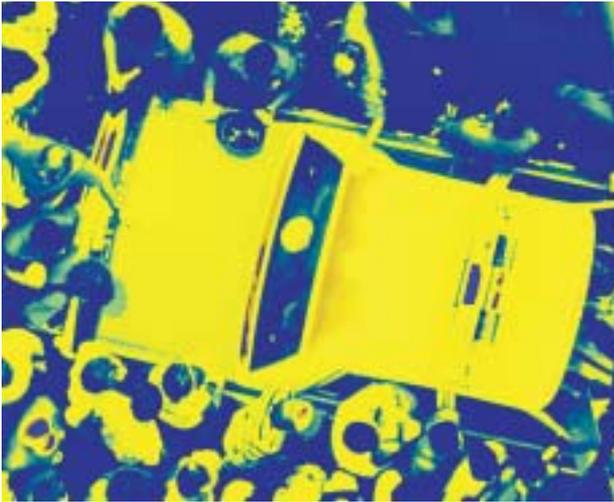
Academy curricula vary greatly across the nation. Agencies may discover there is a need to provide department-specific training to trainees following the academy. Examples of this type of tailored agency training include computer literacy, specialized range and firearms training, defensive tactics, and policies and procedures.

The organization should identify and train in these learning areas as specific and necessary training for the trainee before integration into the PTO police experience.

## Integration

The PTO model includes a period of adjustment for the trainee before phased training begins. The Integration phase lasts one week and is designed to prepare the trainee to

- Report for duty;
- Acquire necessary equipment;
- Become familiar with the organization;
- Begin developing relationships within the organization; and
- Reinforce the PTO problem-based learning processes, including evaluations.



The trainee does not receive an evaluation during the Integration phase. This is the time for the trainee to acclimate to a new environment while under the PTO's supervision.

### Phase A - Non-Emergency Incident Response

Phase A is the initial training and learning experience for the trainee and lasts for three weeks. The Substantive Topic in this phase is *Non-Emergency Incident Response*.

### Phase B - Emergency Incident Response

Phase B is the second training and learning experience for the trainee. It also lasts for three weeks and covers the Substantive Topic of *Emergency Incident Response*.

### Phase C - Patrol Activities

Phase C is the third training and learning experience for the trainee. It lasts for three weeks as well. The Substantive Topic in this phase is *Patrol Activities*.

**Phase D - Criminal Investigation**

The final phase of training and learning is Phase D. The duration of Phase D is three weeks. The Substantive Topic in this phase is *Criminal Investigation*.

**Police Assignment**

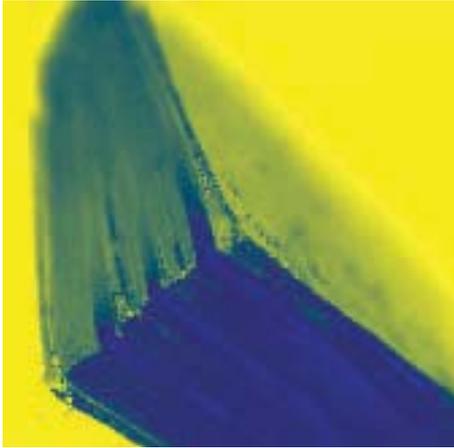
Following successful completion of the PTO program, the trainee is transferred to a police assignment. Some departments may wish to require additional PBLEs following the completion of the training program and before probation ends. These optional assignments reinforce the problem-based thinking process during a critical period of a new officer’s career.

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
<b>Journaling</b>	----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- -----															
<b>Neighborhood Profile Exercise</b>	-----			-----			-----			-----			-----			-----
<b>Coaching &amp; Training Exercise</b>		1	2	3	4	5	6		7	8	9	10	11	12		
<b>Problem-Based Learning Exercises</b>		1			2				3			4				
	Integration	Phase A			Phase B			Mid-Term Evaluation	Phase C			Phase D			Final Evaluation	

**daily journal entry**

**T**rainees will maintain journals to record relevant daily information on their learning process. This may include recording the various stages of the PBL process—ideas, known facts, etc.—as well as any information from their regular calls for service and patrol duties. These journals will also allow the trainee and the training

officer to record instances in which learning has or has not occurred during a shift. The trainee will also use his or her journal to keep track of information needed for PBLEs, CTRs and the NPE. Journals are not part of the evaluation process. Journals are discoverable for court purposes and officers must remember to keep the language and the content at a professional standard.



Journal work will

- Strengthen the learning process;
- Identify areas for improvement;
- Provide a written opportunity to debrief calls for service;
- Facilitate creative thinking and self evaluation; and
- Revisit problem-based learning processes and their application to police activities.

“journals are not part of the evaluation process”

### JOURNAL ENTRIES

Maintaining a journal is an essential process for reinforcing daily learning. Topics for journals include strengths and areas for improvement, debriefings on calls for service, and dialogue on selected PBL exercises.

## coaching and evaluation process

**T**he PTO model allows the training officer various opportunities to teach and coach the trainee. Although evaluation will be a component of the process, the daily, weekly and phase activities exist primarily to support the training of new officers rather than the termination of the marginal few.

### Neighborhood Portfolio Exercise (NPE)

The trainee's first assignment, called the *Neighborhood Portfolio Exercise*, extends the entire length of the training period.

The trainee develops a detailed geographical, social, and cultural understanding of the area where he or she works and then presents the report to the BOE (see Chapter 3) or any group designated by PTO staff. Before presenting the NPE, the trainee completes the NPE Assignment Form (See Appendix A).



The Neighborhood Portfolio Exercise is designed to give the trainee a sense of the community where he or she will work, and to encourage the trainee to develop community contacts that are critical when practicing the COPPS philosophy.

Examples of the components of the Neighborhood Portfolio Exercise include, but are not limited to, the following:

- Geographical and demographic characteristics of the area of responsibility
- Identification of the various neighborhoods and cultural communities in the area of responsibility
- Crime problems
  - Historical
  - Current trends
  - Relationships to other crime trends

- Quality of life issues impacting the area of responsibility
- Problem-solving efforts
  - Historical
  - Current
  - Relationships to other problem-solving efforts
- Community Groups and Neighborhood Advisory Committees
- Resources Template
  - Law enforcement resources
  - Government resources
  - Community resources
  - Business and private resources
- Other officer's observations and recommended plans of action

“the NPE is designed to give the trainee a sense of the community and develop community contacts”

#### **Coaching and Training Reports (CTRs)**

PTOs do not complete daily evaluation forms. Instead, the PTO and the trainee each complete weekly *Coaching and Training Reports* (CTRs) that evaluate the trainee's performance. A CTR contains 15 Core Competency areas for comments by both the trainee and the trainer. The CTR process calls for the trainee to write more and the PTO to write less than in traditional training models. Further, the trainee takes more responsibility for learning, while the PTO spends more time coaching and teaching, and less time evaluating.

### EXAMPLE: USING THE MATRIX FOR PATROL ACTIVITIES

The weekly Coaching and Training Report has five steps:

1. The trainee and the trainer note their daily activities in their individual journals.
2. At the end of each week, the trainee and the PTO together select an incident from the previous week that pertains to the Substantive Topic Area. If a significant incident did not occur during that week's calls for service, the PTO may choose to pose a hypothetical incident.
3. The trainee then writes out a brief description of the incident on the weekly Coaching and Training Report. This "narrative" should be brief and outline only the key identifying elements.
4. The trainee will comment on all Core Competencies in the CTR evaluation as they relate to the incident. The material covered during that week's chosen incident highlights what was learned and what remains to be learned. The trainee should discuss his or her learning, rather than simply narrating the incident.
5. The police training officer will review the trainee's comments and will add his or her own comments and provide feedback and guidance as appropriate.

At the conclusion of each training phase, the trainer and the trainee will review the weekly Coaching and Training Reports to determine what was done well and what areas require attention or improvement.

A trainee takes part in a DUI checkpoint in the course of regular patrol duties. While at the checkpoint, an impaired driver races away from the scene and starts a police chase. If the trainee or PTO chooses this event for inclusion in the evaluation, the trainee will review each Core Competency and comment on each one as it relates to the incident. Examples of how some cells apply include the following:

- C1 Police vehicle operations
- C4 Local procedures and policies
- C5 Report writing procedures for completing Driving Under the Influence (DUI) forms, statement taking and case preparation
- C10 Legal authority for conducting checkpoints
- C14 Ethics

The PTO and trainee team should apply each Core Competency to the situation they select.

**PLEASE NOTE: The trainee must not simply narrate what happened in each cell area, but should analyze and discuss what he or she learned from the experience.**

Because police work does not conform to regular patterns, different activities will naturally occur at all phases of training. The PTO model has the advantage of being flexible. If an incident occurs in one phase that relates to another phase—for example, a PTO and trainee respond to a domestic violence situation involving home invasion and assault during the Patrol Activities phase—the PTO may choose to take advantage of the learning opportunity and use the incident for a CTR that week on Criminal Investigation (see *Phased Training* in Chapter 4 for further explanation).

“the PTO model  
has the advantage  
of being flexible”

#### **Problem-Based Learning Exercise (PBLE)**

In addition to learning during daily patrol activities, a second form of training will use the Problem-Based Learning Exercises. Examples of Problem-Based Learning Exercises are available in Chapters 4, 5, 7, and 8. Agencies may choose to supplement the exercises with their own PBLEs based on local community problems.

There are four Problem-Based Learning Exercises provided in this manual. They include one for each phase of the program. For example, in Phase A, the first problem calls for the trainee to work through a wide range of possible outcomes when responding to non-emergencies. The trainee proceeds through the learning process by listing initial ideas, stating known facts, identifying learning issues by asking questions and gathering material, and suggesting two possible action plans.

For example, if the trainer presents a “youth selling drugs in a park” problem to the trainee, the trainee may consider contacting others such as local park authorities, school administrators, drug squad officers, neighbors using the park, and perhaps even the suspects. These individuals become part of the cohort with whom the trainee seeks input and solutions. The PTO encourages the trainee to listen to their concerns, guidance, and expertise. The PTO serves as both mentor and guide to the trainee as he or she moves through this process.



Once presented with the Problem-Based Learning Exercise, the trainee follows these steps:

**Ideas**—Lists initial ideas for solving the problem (i.e., close the park, arrest the sellers, etc.). The trainee will later revisit these ideas to determine their validity in light of the new information he or she gains during the process.

**Facts**—Lists all of the known facts (i.e., the sales are not during school hours, the sellers are from out of the area, the buyers are from the area, etc.).

**Learning Issues**—The trainee asks, “*What do I need to know to solve this problem?*” For example, the questions may include, Who is responsible for the park? What is the municipal ordinance regarding the park? What are the drug laws? What vehicle or walking routes do the dealers take to arrive at the park? Whom should I notify at the school? After consulting the learning cohort in the community and conducting research, the trainee revisits his or her initial ideas to determine which are still applicable.

**Action Plans**—The trainee develops an action plan based on his or her research (e.g., make arrests, notify the drug squad, speak with park officials to move benches and put in lights, set up a neighborhood watch meeting, etc.).

**Evaluation**— At the end of each phase, the PTO will assess the trainee’s mastery of the subject material in that phase. The trainee and the trainer evaluate both the product and the process using the forms provided after the PBLEs in Chapters 4, 5, 7, and 8. The trainee presents his or her response to the problem in a number of different ways: verbally, in a written report, or as a formal presentation to the PTO. Part of the evaluation will focus on the trainee’s problem-solving and community-learning process.

Through each stage of the process, the PTO plays the vital role of counselor, facilitator, questioner and resource person.

“the PTO plays the vital role of counselor, facilitator, questioner, and resource person”

### HOW DO NEW OFFICERS USE PBL ON THE STREET: AN EXAMPLE OF THE PROCESS

Having recently graduated from the PTO program, a new officer encounters the following problem three days into his first solo shift:

In the last nine months, 16 minor motor vehicle accidents have occurred at the intersection of A&B streets, a largely commercial area. The officer learns that section of the city has no allocated budget for road improvement. Lighting is poor and on overcast days, sightlines across both streets are limited. Students from the nearby high school have been involved as either drivers or passengers in 11 of the 16 accidents.

The following process would occur during the next several weeks:

#### IDEAS

Following the PBL method, the officer creates a list of ideas for solving this problem that might include the following:

- Apply to the city for better lighting regardless of the city's planning budget
- Create a safety awareness program at the school
- Involve city maintenance in a plan to clear the sightlines
- Involve the local business owners in a driver-awareness program for the benefit of customers and employees
- Close one of the roads

#### KNOWN FACTS

The officer would then list the known facts, which would include the following:

- Sixteen minor accidents in nine months (no injuries)
- Poor visibility
- Limited sightlines
- Students involved
- Near an industrial/commercial area at intersection A/B



## LEARNING ISSUES

The officer considers what he or she needs to know and who comprises an effective cohort group. Some issues to investigate and people to contact may include the following:

- Who or what is usually at fault in the accident? Look for patterns. Source – Traffic Reports
- What time of day? Source – Reports
- Weather conditions? Source – Reports
- Speed at impact? Source – Reports
- Actions of driver? Sources – Local business owners and involved drivers, Reports
- What activities bring the students to the location? Sources – Interviews, Motor Vehicle Reports
- What safety awareness programs are currently in place? Source – School

At this point, after the officer researches the relevant learning issues, he or she considers the original list of ideas and eliminates those that are not appropriate for a resolution or reduction in the number of accidents (e.g., close one road).

## ACTION PLAN

The officer may, depending upon what he or she learned, wish to consider the following actions:

- Employ Crime Prevention Through Environmental Design (CPTED) to create open sightlines
- Seek approval for more lighting
- Develop an awareness program at the school
- Increase police patrol in the area

## EVALUATION

After an appropriate period of time, the officer evaluates the impact of his or her action plan and assesses the need for further action. The officer also evaluates his or her own learning during this period.

## CONCLUSION

The new officer's training during the PTO program would foster this problem-solving approach to dealing with the series of accidents in the area. As the officer gains experience, he or she develops problem-solving skills. The PBL structure is a learning method that encourages and develops the necessary tools for the effective police practitioner.

### Mid-Term Evaluation

Prior to the Mid-Term Evaluation, the PTO, the Police Training Evaluator (PTE) and the trainee meet to discuss the evaluation process. Then, as Phases A and B of the learning experience are complete, the trainee transfers to the PTE and participates in the Mid-Term Evaluation. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of that week's activities. If the trainee is experiencing difficulties and does not successfully complete the Mid-Term Evaluation, he or she may need to return to Phase B or enter a remedial training period. The BOE or PTO Staff may recommend LAPs, PBLEs, or any other training option to help overcome deficiencies.

### Learning Activity Packages (LAPs)

If a PTO recognizes either a deficiency in a trainee's skills or knowledge, or sees an opportunity to enhance learning, the trainer should use a Learning Activity Package. These learning tools will serve as a supplemental resource for PTOs and trainees to support a trainee's progress through the program.

Agencies should identify consistent areas of weakness shown by trainees and new officers and prepare supplementary training material to address the training needs. The material in the LAP may include legal information, videos, training primers, policies, procedures, information from community partners and other materials relevant to the topic.

### LEARNING ACTIVITY PACKAGES (LAPs)

During the PTO training sessions, the trainers develop reference packages dealing with a variety of topics. These topics include information on drug investigations, techniques for crime prevention through environmental design, history and structure of the police organization, governmental structure, legal information, etc. The police agency will add information to the LAPs as necessary. This information will provide an additional resource for trainees during the program. All LAPs will include information for searching topics on-line.

“LAPs can be used to enhance learning and remedy deficiencies”

**Final Evaluation**

Before the final evaluation, the PTO, the PTE and the trainee meet again to discuss the evaluation process. During the Final Evaluation, the trainee transfers to the PTE. The PTE will use the learning matrix as an evaluation tool to assess the trainee's performance during the course of the evaluation period. If the trainee experiences difficulties and does not successfully complete the final evaluation, he or she may return to a remedial training phase. Remedial training may be accomplished through re-entering phase training, or performing LAPs, PBLEs, and any other prescribed training that focuses on the deficiencies.

If a trainee does not respond to training and is recommended for termination, the coordinator should forward all material, including recommendations, to the BOE. The BOE will conduct a review of the trainee's performance before providing a written recommendation to the Program Coordinator. Chapter 3 contains a more detailed look at duties and responsibilities in the PTO Program.

