

State of California . The Natural Resources Agency . California State Parks

Field Training Supervisor Refresher

March 16-18, 2014

Training Syllabus



William Penn Mott Jr. Training Center



Memorandum

Date: February 21, 2014

To: Supervisor

From: **Theresa Bober, Department Training Officer**
Department of Parks and Recreation
William Penn Mott Jr. Training Center

Subject: Employee Attendance at Formal Training
Field Training Supervisor Refresher Group 3

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

Prior to Three Months Following Training

1. Employee, after discussion with supervisor, must login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and logs in to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.

cc: Participant

TABLE OF CONTENTS

| | |
|--|----|
| Formal Training Guidelines | 1 |
| Program Attendance Checklist and Pre-Training Assignment | 6 |
| Post-Training Assignment | 7 |
| Agenda | 8 |
| Program Outline | 9 |
| Learning Goals | 10 |
| Location Map | 13 |
| Daily Observation | 14 |

***Mission Statement
Training Section***

***The mission of the Training Section is to improve
organizational and individual performance and
productivity through consulting, collaboration,
training, and development.***

TRAINING CENTER STAFF

| | |
|-------------------------|------------------------------------|
| Theresa Bober | Department Training Officer |
| Chuck Combs | Office Manager/Training Specialist |
| Connie Breakfield | Training Specialist |
| Sara M. Skinner | Training Specialist |
| Dave Galanti | Training Specialist |
| Karyn Lombard | Training Specialist |
| Matt Cardinet | Cadet Training Officer |
| Travis Gee | Cadet Training Officer |
| Pamela Yaeger | Assistant Program Coordinator |
| Edith Alhambra | Assistant Program Coordinator |
| Rogers Williams | Program Assistant |

THE MISSION

of California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Program Attendance Requirements" section.)
3. **TRAVEL:** Arrange your travel to and from the training through your District or Office. (No reimbursement for travel expense - including per diem costs - will be approved for travel not specifically authorized in advance by the District Superintendent.) Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6. The Mott Training Center does not have the capability to provide transportation to/from Monterey Airport.

The cost of your travel (air fare, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of the training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 12:00 noon on the date of departure. The Department provides your room and board expenses at the Mott Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise Training Coordinator Connie Breakfield no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar's Administration Building. Quiet hour for lodge living areas is 10:00 p.m.

Please Note: You may be assigned a room at a motel while attending training. If so you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Please be prepared to handle this appropriately.

5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging or must change or cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 72 hours prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than 72 hours' notice.

The Training Section is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. OFF-GROUNDS ACCOMMODATIONS: When authorized to stay off-grounds by the Department Training Officer, the Mott Training Center will pickup the cost of your room and meals at the current DPR Asilomar rate. If you stay off grounds and have meals on grounds, the Mott Training Center will authorize only what the Department pays Asilomar for lodging.

7. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at 831-372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Please contact either Asilomar staff upon check in, or Mott Training Center staff upon your arrival, for instructions on arranging a transport.

8. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

9. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Mott Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Mott Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.

10. WEAPONS: Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Mott Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Mott Training Center's safes in the Whitehead Room or secured in your vehicle.

11. ALCOHOLIC BEVERAGES: Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire ARAMARK.

12. SMOKING: Smoking is not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.

13. TRAINING CENTER: The Mott Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.

14. REGISTRATION: When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.

15. COURSE LEADERS: The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.

16. TRAINING SECTION STAFF: Connie Breakfield is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.

17. TRAINING MATERIALS: May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Bring your own pens and pencils.

18. ATTENDANCE: Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.

19. VEHICLES: All vehicles should be parked in the lots adjacent to the Mott Training Center. Any questions regarding use of a State vehicle while at the Mott Training Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Mott Training Center.

20. BICYCLES: If you bring your bicycle, store it in the bicycle shed next to the Mott Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Mott Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.

21. MAIL: Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation
WILLIAM PENN MOTT JR. TRAINING CENTER
P. O. Box 699, Pacific Grove, CA 93950

22. CELL PHONES: As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.

23. FAX: The Mott Training Center's FAX number is (831) 649-2824.

24. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a California State Parks training group. **Please Note: There are no longer pay telephones outside of the Mott Training Center. There are pay telephones located at the Asilomar Administration Building.**

25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments.

26. RECREATION: Facilities available on grounds include a heated swimming pool, pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.

27. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.

28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training sessions at the William Penn Mott Jr. Training Center, the following checklist is provided:

- ___1. Read and understand the Field Training Supervisor syllabus prior to your arrival.

- ___2. **UNIFORMS ARE REQUIRED.**

3. Bring the following to training:
 - Field Training Officer Handbook
 - Coffee cup and/or refillable water bottle
 - Pens, pencils, etc.

PRE-TRAINING ASSIGNMENT

Prior to your arrival at training:

1. Please prepare three (3) questions about the Field Training Program. Email questions to Connie Breakfield, Kevin Forrester, and Jason Smith by the first day of class. Your questions will be reviewed and discussed in class.
2. Of all the areas evaluated on the Daily Observation Report what top 5 have you seen to be the most difficult for a new trainee? Email to Connie Breakfield, Kevin Forrester, and Jason Smith by the first day of class. See Daily Observation Report on last page of this syllabus.
3. Bring samples of your FTOs DORs that you felt were excellent and ones you had your FTO redo.

NOTE: If you will need lodging the night of Tuesday March 18, please notify Connie Breakfield at connie.breakfield@parks.ca.gov ASAP.

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post- Training Evaluation form (an e-mail will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has in training.

FIELD TRAINING SUPERVISOR REFRESHER GROUP 3 - A G E N D A
March 16-18, 2014

March 16

Sunday

| | | |
|------|--|-----|
| 1500 | REGISTRATION: <i>Check in at the Asilomar Registration Building.</i> | All |
|------|--|-----|

March 17

Monday

| | | | |
|-----------|---|--|------------------|
| 0800-1000 | 2 | Block 1 Introduction/FTP Management | Breakfield/Smith |
| 1000-1200 | 2 | Block 2 Legal Issues and Responsibilities | Lynch |
| 1200-1300 | | <i>Lunch</i> | |
| 1300-1600 | 3 | Block 3 Supervisor Documentation (LEFTA) Reviewing, Commenting on Documentation | Smith/Deleon |
| 1600-1700 | 1 | Block 4 Remedial Training Documentation | Smith/Deleon |

March 18

Tuesday

| | | | |
|-----------|---|--|--------------------|
| 0800-1000 | 2 | Block 3 FTS Role in Rejection on Probation | Smith/Deleon |
| 1000-1200 | 2 | Block 5 Preparing ROP or Probation Reports | Deleon/VonHerrmann |
| 1200-1300 | | <i>Lunch</i> | |
| 1300-1500 | 2 | Block 3 Supervisor Documentation (LEFTA) | Smith/Deleon |
| 1500-1600 | 1 | Block 1 FTP Management (varied training) Working with other Districts | Smith/Deleon |
| 1600-1700 | 1 | Block 6 Regular Basic Course Review | Cardinet |

TRAINING PROGRAM: FIELD TRAINING SUPERVISOR REFRESHER 16 HOURS

| <u>PROGRAM OUTLINE</u> | <u>Total Hours</u> |
|---|--------------------|
| <u>BLOCK 1:</u> | 3.0 |
| Introduction | |
| Field Training Program Management | |
| <u>BLOCK 2:</u> | 2.0 |
| Legal Issues and Responsibilities | |
| <u>BLOCK 3:</u> | 7.0 |
| Field Training Supervisor Documentation | |
| <u>BLOCK 4:</u> | 1.0 |
| Remedial Training Documentation | |
| <u>BLOCK 5:</u> | 2.0 |
| Preparing Rejection and Probation Reports | |
| <u>BLOCK 6:</u> | 1.0 |
| Regular Basic Course Review..... | |
| | Total Hours 16.0 |

FIELD TRAINING SUPERVISOR REFRESHER

BLOCK 1 - FIELD TRAINING PROGRAM MANAGEMENT

Purpose: To successfully administer a POST certified Field Training Program, the FTS must be aware of the POST Field Training Program goals, expectations, as well as key components of Field Training Program.

Performance Objectives: By the close of the training session participants will:

1. Recognize POST FTO Course goals and objectives.
2. Identify and discuss key components of a successful Field Training Program.
3. Be able to identify and discuss the impact of the Field Training Program.
4. Identify the four goals of a POST approved Field Training Program.
5. Explain the need for standardized curriculums and performance objectives.
6. Be able to identify why a varied Field Training Program is important.
7. Recognize the need to be able to write a schedule that benefits the trainee's needs.

BLOCK 2 - LEGAL ISSUES AND RESPONSIBILITIES FOR THE FIELD TRAINING SUPERVISOR

Purpose: FTS must recognize the current responsibilities and liability issues facing law enforcement and issues involved in the Field Training Program. They must be able to recognize and employ methods to reduce and/or eliminate liability and understand the consequences of not addressing those issues.

Performance Objectives: By the close of the training session participants will:

1. Identify current labor issues related to field training.
2. Identify various liability concepts related to field training.
3. Understand what methods FTS can use to reduce and/or eliminate liability.
4. Understand Department responsibility.
5. Understand FTO responsibility.
6. Discuss methods and safeguards for keeping inappropriate conduct out of the Field Training Program.
7. Understand FTS's responsibilities.

BLOCK 3 - Supervisor Documentation

Purpose: It is the FTS's responsibility to ensure that each Trainee is provided with fair expectations and evaluations. FTS's must therefore be familiar with Department standards and be able to properly evaluate and document the Trainee performance in relation to those agency standards using Standardized Evaluation Guidelines (SEGs).

Performance Objectives: By the close of the training session participants will

1. Define competency as it relates to field training.
2. Identify four goals of documentation.
3. Identify Agency Field Training Program documentation tools.
4. Identify the purpose and components of the Daily Observation Report (DOR).
5. Identify the purpose and components of the SEGs.
6. Assess various levels of performance and assign a numeric value for Trainee behavior based upon SEGs.
7. Explain common performance appraisal errors.
8. Distinguish between performance deficiencies and training deficiencies.
9. Explain why evaluation documentation must support each rating of the Trainee's performance.
10. Understand the importance of preparing proper and accurate written record/narrative on evaluation forms (DOR, ESR, RTP) based on observed performance, using SEGs.
11. Discuss the importance of, and considerations for, the delivery of Trainee evaluations.
12. Know the record retention procedures.

BLOCK 4 - REMEDIATION/TESTING/SCENARIO DEVELOPMENT

Purpose: FTOs are expected to recognize issues that might cause substandard performance in their Trainees and to be able to effectively deal with those issues by developing training goals and remedial training plans and delivering the requisite remedial training. FTSs are expected to ensure that remedial training and scenarios are conducted effectively and within Department guidelines and standards.

Performance Objectives: By the close of the training session participants will:

1. Identify the value and necessity of remedial training plans.
2. Design, facilitate, and evaluate scenarios used for both remedial training and competency evaluation using the remedial training plan worksheet.
3. Identify officer safety and liability issues involved in scenario training.
4. Identify causes of a Trainee's failure to learn.
5. Complete proper documentation of remedial training.
6. Identify how the remedial training is important to a rejection on probation.

BLOCK 5 - PREPARING REJECTION AND PROBATION REPORTS

Purpose: Some Trainees will not be able to meet the performance standards of a competent, solo officer even with remedial efforts. It is incumbent upon the FTS to be aware of the paperwork and processes involved in the rejection of probation for a Trainee.

Performance Objectives: By the close of the training session participants will:

1. Identify reasons why a Trainee may be rejected on probation.
2. Recognize the need for proper evaluation and documentation to support Trainee Rejection on Probation.
3. Be able to understand and process the Rejection on Probation.
4. Identify elements which would not be acceptable to reject a Trainee on probation.

BLOCK 6 - REVIEW REGULAR BASIC COURSE

Purpose: Field Training Program Supervisor, in order to ensure that the Trainees are trained properly, must have a working knowledge of POST approved academy training.

Performance Objectives: By the close of the training session participants will

1. Recognize terminology, resources, testing methods, and other activities used in the Regular Basic Course.
2. Become familiar with the POST Regular Basic Academy requirements.
3. Explain how the Field Training Program is an extension of the Regular Basic Course.
4. Contrast the difference between the training and evaluation process, and recognize how both components complement each other in a successful field training program.

DAILY OBSERVATION REPORT

DATE _____

TRAINEE's Name - Last, First Initial _____ Badge # _____

DOR NUMBER _____

ASSIGNMENT _____

FTO's Name - Last, First Initial _____ Badge # _____

SHIFT _____

Rating Instructions

Rate observed behavior with the reference scale of 1 – 4. If not observed then use N.O. to indicate No Observation. Comments required on all scores of either 1 or 4 or both. If trainee does not respond to training indicate with N.R.T. and use comment section to substantiate observations.

1 - Unacceptable 2 - Improvement Needed 3 - Standard 4 - Outstanding

| 1 | 2 | 3 | 4 | N.O. | N.R.T. | Remediation Time |
|---|---|---|---|------|--------|------------------|
|---|---|---|---|------|--------|------------------|

Punctuality/Appearance

| | | | | | | | | |
|---|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1 | General Appearance/Prepared for Shift | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
|---|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|

Attitude

| | | | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 2 | Acceptance of Feedback from FTO/Program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | Attitude towards enforcement work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 | Self-Initiated Field Activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Knowledge

| | | | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 5 | Knowledge of Department Policies/Procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 | Knowledge of Criminal Statutes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7 | Knowledge of Codes of Criminal Procedure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Performance

| | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 8 | Driving Skill: "Non-Stress" Conditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9 | Driving Skill: Moderate/Stressful Situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10 | Orientation/Response Time to Calls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11 | Routine Forms: Accuracy and Completeness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12 | Report Writing: Correct Format/All Info Needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13 | Report Writing: Grammar, Spelling, Neatness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14 | Report Writing: Appropriate Time Used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15 | Field Performance: Non-Stress Situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16 | Field Performance: Stress Situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17 | Investigative Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18 | Interview/Interrogation Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19 | Officer Safety: General | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20 | Officer Safety: Suspects/Prisoners/Suspicious | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21 | Control of Conflict: Voice Command | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22 | Control of Conflict: Physical Skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 23 | Problem Solving/Decision Making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 24 | Radio: Knowledge of Codes/Procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 25 | Radio: Listens, Comprehends, Understands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26 | Radio: Articulation of Transmissions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

First Aid

| | | | | | | | | |
|----|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 27 | Minor Injuries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 28 | Major Injuries or Multiple Patients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Park Operations

| | | | | | | | | |
|----|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 29 | Kiosk Operations/Day-Use/Campground | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30 | Interpretation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 31 | Resource Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 32 | Public Safety Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Relationships

| | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 33 | with Public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 34 | with Ethnic Groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 35 | with Allied Agencies/other DPR Members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Rating category numbers for areas of strong performance

Rating category number for areas that need improvement

Rating category number for areas of concern

Trainee's Signature / Date

FTO's Signature / Date

Field Training Supervisor's Signature / Date

Rating category numbers for areas of strong performance

Rating category number for areas that need improvement

Rating category number for areas of concern

Trainee's Signature / Date

FTO's Signature / Date

Field Training Supervisor's Signature / Date