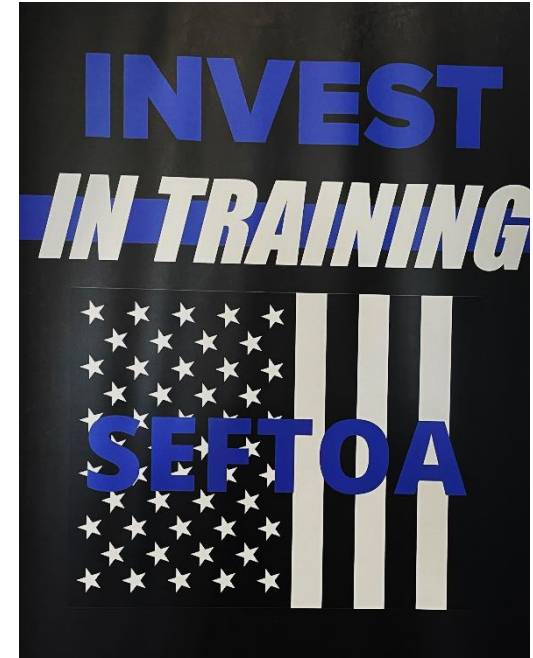




Police Training Officer

Program Philosophies



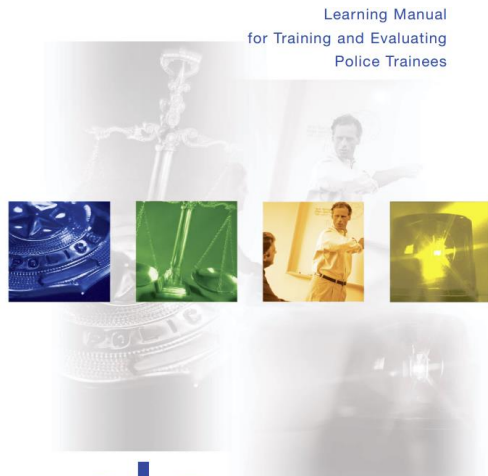
Presented by
Jessie Browning
SEFTOA Conference
May 8, 2023

Introductions

Jessie L. Browning

- Albuquerque Police Department (1989-1991)
- Farmington Police Department (1991-1996)
 - FTO
- Louisville Metro Police Department (1996-2020)
 - FTO, FTS
 - Training Sergeant: FTEP Program Coordinator, PTO Implementation and Program Coordinator, Advanced Training Section Supervisor
 - Patrol Lieutenant, Chief's Adjutant, Community Relations Unit Commander
- PTO Subject Matter Expert
 - Regional Community Policing Institute
 - Southern Police Institute (University of Louisville)
 - KY Department of Criminal Justice Training Center
 - US DOJ approved curricula: PTO Courses I and II, PTO Train-the-Trainer Course (80 hours)
 - Independent Contractor
 - KY, FL, SC, NC, TX, MN, NY, IN, AK, AR, OH, SD, GA, WI, CO, MO, IL, ID, DE, NJ, MN, Amtrak, USMC
MPs (CA, SC, Japan)

History of PTO



pto:
an overview
and introduction



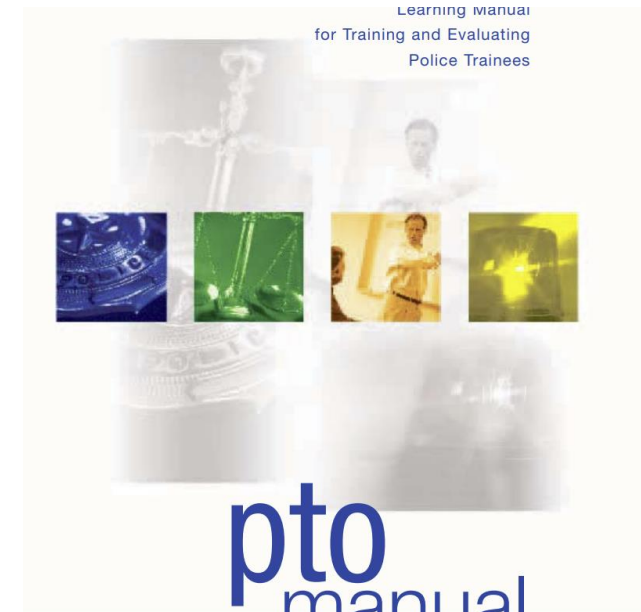
<https://www.policeforum.org/assets/docs>



**training
standard**



[Police Training Officer \(PTO\) Training Standard \(usdoj.gov\)](https://www.usdoj.gov)



**pto
manual**



[PTO Manual \(usdoj.gov\)](https://www.usdoj.gov)

Training Philosophies

- **What knowledge, skills and abilities do you expect from an officer?**
- **When do you expect it?**
- **Would your bosses have the same answer?**
- **Would the community?**



Training Philosophy

Putting it Simply ~

Teach your officers how to learn the job,
not what to learn to pass the training.

PTO Philosophy

Teach your officers to how to learn the job,
not what to learn to pass the training.

Teaching your training officers how to teach.

Teaching your trainees how to learn.

Using standards to define success.

PTO Philosophy

Teach your officers how to learn the job,
not what to learn to pass the training.

Teaching your training officers how to teach.

Adult Learning Strategies

Understanding Motivations to Learn

Coaching Methods

Emotional Intelligence

Style vs. Standards

Bloom's Taxonomy

Process of Learning and Product of Performance

Failing Forward

Learning Activity Packages

PTO Philosophy

Teach your officers how to learn the job,
not what to learn to pass the training.

Teaching trainees how to learn.

Responsibility to Learn

(the trainee's learning process is evaluated)

Performance Accountability

(the trainee's job performance is evaluated - KSAs)

Self-Assessment and Emotional Intelligence

(the trainee's ability to self-assess and other components of EI are evaluated)

Identifying and Using Resources

(the trainee's knowledge and ability to apply proper resources is evaluated)

Cohort Learning

(the department promotes community learning)

PTO Philosophy

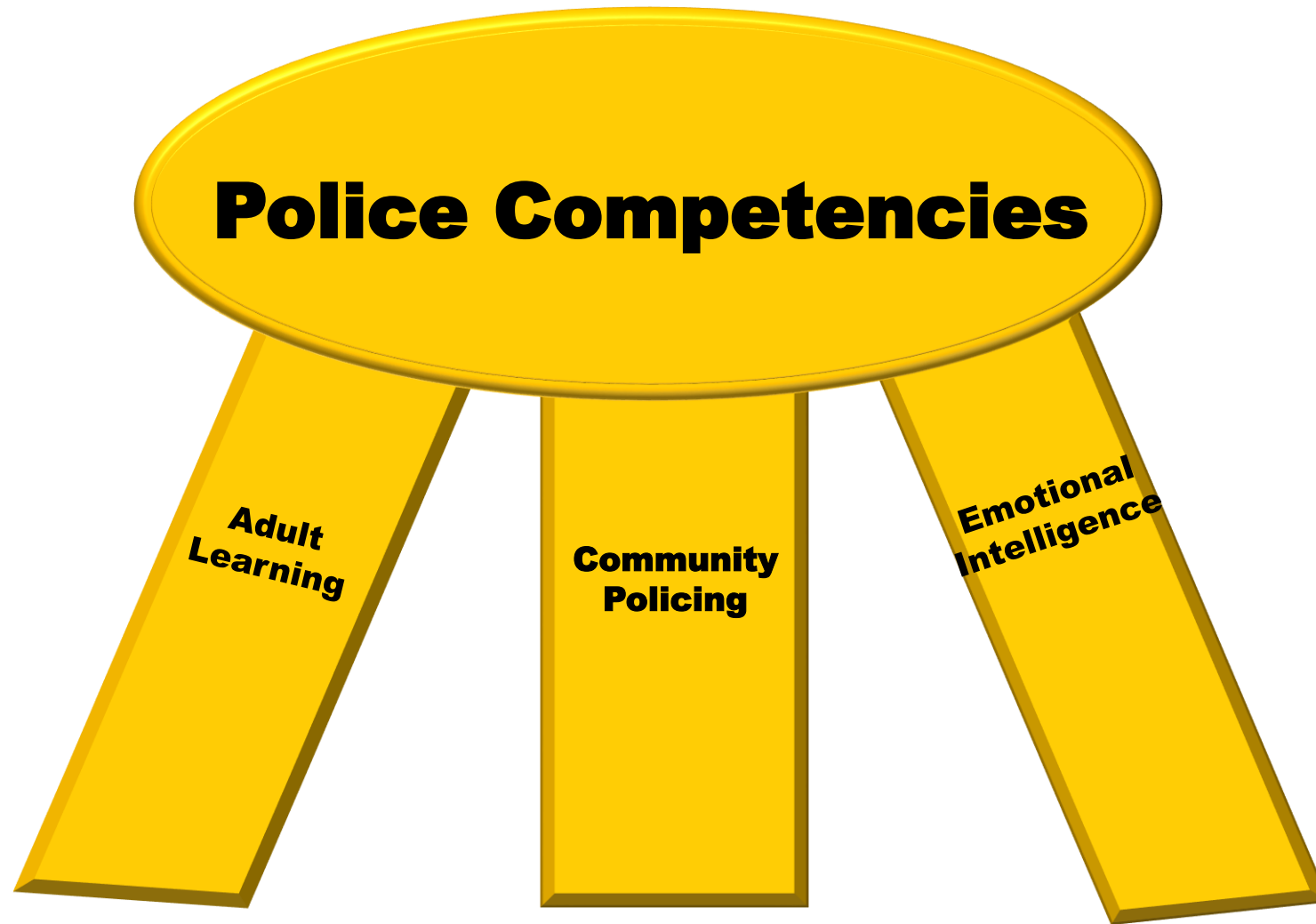
Teach your officers how to learn the job,
not what to learn to pass the training.

Using standards to define success.

The trainee is accountable for learning and applying department standards based on:

Laws, Policies, Procedures
Training Manuals and Standards
Local Expectations
State Guidelines
Consent Decrees
Corporate/Private/University Administrative Rules

PTO History & Philosophy



Core Competencies of Police Training

Officer Safety

Ethics

Decision Making

Emergency Situations

Cultural Awareness

Local & State Laws

Use of Force

Policies & Procedures

Vehicle Operations

Constitutional Law

Communications

Emotional Intelligence

Tactical Situations

Report Writing

Problem Solving

Organizational Philosophies

Officer Presence

Self Initiation

Leadership

Legal Authority

Conflict Resolution

Community Policing

Investigation Skills

Community Policing



COPS

Community Oriented Policing Services
U.S. Department of Justice



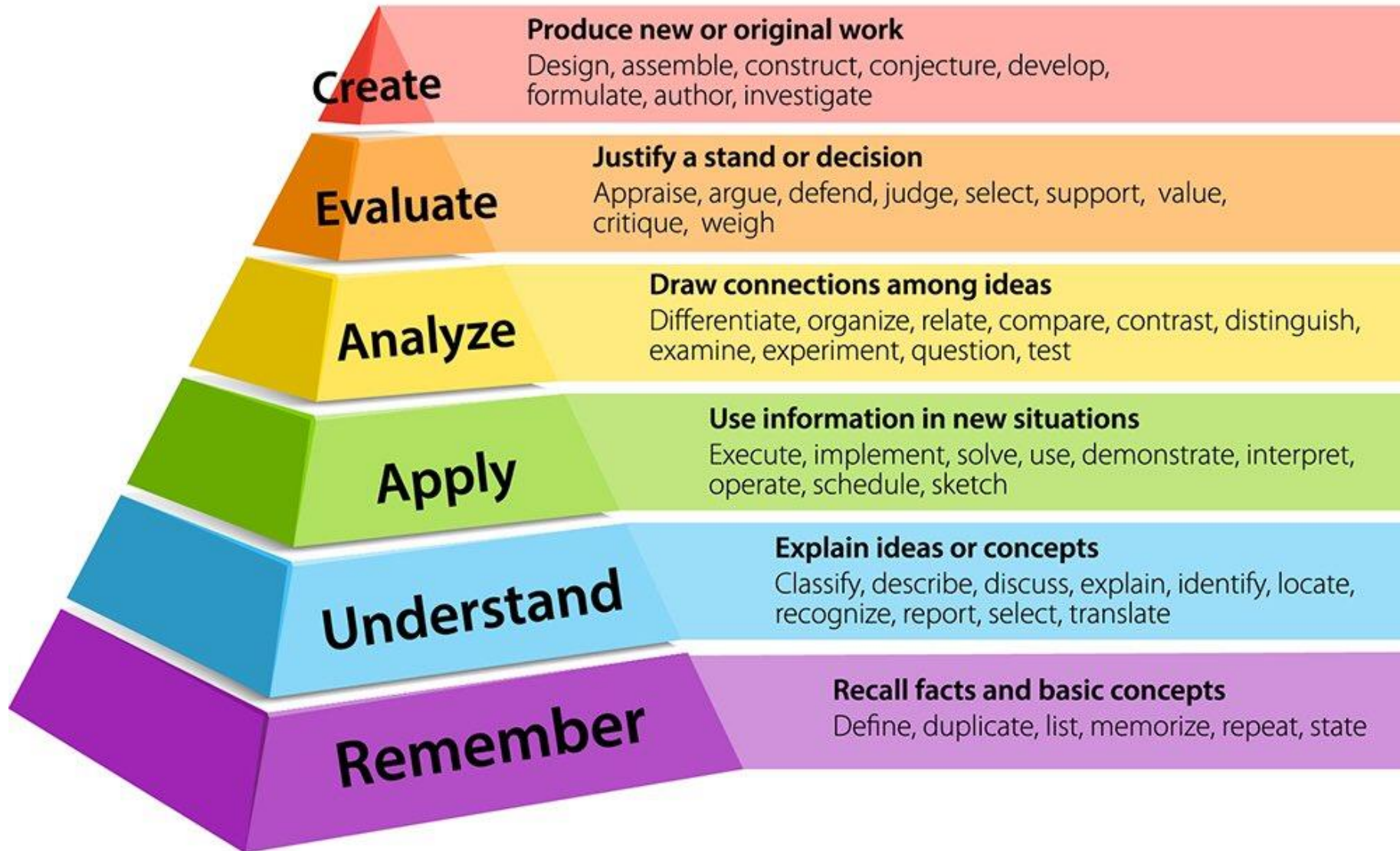
[Community Policing Defined \(usdoj.gov\)](https://www.usdoj.gov)

Community policing is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

Adult Learning Strategies

- A preference for self-directed learning.
- An ability to draw on life experience to assist with learning.
- A willingness to learn when transitioning into new roles.
- A focus on immediately applying new knowledge to real-life situations and problems.
- A tendency to be internally motivated (rather than externally).

Bloom's Taxonomy



Emotional Intelligence

The ability, capacity and skill to identify, assess, manage, and control the emotions of one's self, of others, and of groups.



SELF AWARENESS

SELF REGULATION

SOCIAL AWARENESS

RELATIONSHIP MANAGEMENT

$$E+R=0$$



PTO & FTO Models

Topic	FTO Models	PTO Model
Evaluations	Daily and End of Phase by same FTO conducting training, optional sign-off person	Daily self assessments w/coaching, weekly CTRs, PBLE evaluations by PTO and trainee, Mid-Term and Final Evaluations by PTE, NPE and final sign-off by BOE
Structure	14 weeks: Limbo, 3 phases with different FTOs, and a go-back solo phase to original FTO	15 weeks: Integration, 4 three-week phases (different or same PTOs per two phases), Mid-Term Eval & Final Eval done by evaluators who did not conduct training
Remediation	Additional weeks added at end of program	Can occur at midpoint (not passing Mid-Term phase), at end of program (not passing Final Eval phase), or anytime on probation
Termination Documentation	Performance Based: DORs (based on number scale and SEGs), End of Phase Reports, additional memorandums	Learning Process and Performance Based: Daily self-assessments, CTRS completed by PTO and trainee, PBLE & NPE product and evaluations completed by PTO and Trainee, Mid-Term and Final Evals by independent PTEs and BOE

PTO Program Structure

Integration Week

Phase A: Non-Emergency Response

Phase B: Emergency Response

MID-TERM EVALUATION

Phase C: Patrol Activities

Phase D: Criminal Investigations

FINAL EVALUATION

PTO Program Structure

		Weeks															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Integration		Phase A Non-Emergency Response			Phase B Emergency Response			Mid-Term Evaluation	Phase C Patrol Activities			Phase D Criminal Investigations			Final Evaluation		
		PTO #1							PTO #2								
									PTE#1								PTE#2

This is the original model created for the program. It can be modified to your agency's preferences.

PTO Program: Journals

- **Daily self assessment**
- **Personal connections to past experiences**
- **Goal setting and self-directed**
- **Coaching tool**
- **Accountability test**
- **Communication method to ensure accurate transference of learning occurs**
- **Provides PTO insight for trainee's learning motivations**
- **All the benefits of note taking and more**
- **Informal evaluation**



What CONCERNS do you have about journaling?

PTO Program Journals

Example from week 10 trainee:

Responded to another wreck in front of Brownsboro Rd. Thorntons. They really need to fix the left turn arrow light. I don't agree with my PTO about most things. I can't wait to get back to the 4th and do some real police work. This division is good for later in my career but not my speed now. Actually, I don't think I would ever want to come to this division.

PTO Program Journals

Example from week 10 trainee:

*So, I learned something different than what I thought I knew from my weeks in the west end. When we were doing Terry Stops around Ollie's, it was not because the people we stopped were hanging out in a high-crime area. It was because we had reasonable suspicion to believe they were committing the crime of trespassing since Ollie himself posted no trespassing and no loitering signs at all the points of access like KRS requires. I was challenged by a guy today who would not stop and talk when we were doing foot patrol around Cosby Park. He just ignored me and kept walking. I went to stop him - but John asked me what crime I suspected him of committing. I said none. Then he asked what crime I suspected he was about to commit – and I said could be anything because this is a hot spot. He explained how this is not RS and my understanding of why we stopped people around Ollie's was not correct. *Study Terry v. Ohio and RS*

PTO Program: Coaching and Training Reports

- **Phase specific**
- **Trainee's self-evaluation based on one incident**
- **Trainee evaluates what they learned or what they need to learn related to every core competency**
- **PTO evaluates trainee's learning and performance for all week**
- **Open narratives with reference to standards**
- **Documents strengths, weaknesses, and coaching efforts**

Coaching and Training Report

CTR#: 6	PHASE: B – Emergency Response	WEEK: 7
TRAINEE: Coe, Daniel		CODE # 6578
PTO: Montanez, Gerald		CODE # 5909
DATE: 12-04-2022	REPORT/CAD. # R22-0190111	
TYPE OF INCIDENT: 4 th Division officers responded to a woman who sent her sister messages on social media saying she was in the process of killing herself by overdosing on pills.		

1. Police Vehicle Operation (B1)

Trainee: Specifically describe what you learned related to police vehicle operations while responding to this incident, and/or what you need to learn more about.

Mountain Avenue is a one-way and it's not safe to drive the wrong way down this particular street because it is too narrow for traffic to move out of my way and there are too many blind corners where people with the right of way can turn onto Mountain without seeing me. Policy 7.22.23 – "officers will not drive the wrong way down a one-way street unless they can do so safely while exercising due regard."

PTO: Evaluate the trainee's self-direction and performance related to police vehicle operations this week.

Officer Coe has driven every day this phase with no issues responding to non-emergency calls or during patrol. His lack of geographical knowledge in the 4th Division is causing hesitation to initiate code three responses. I expect him to know Beat 410 by the end of next week and will field test him.

9. Cultural Diversity and Special Needs Groups (B1)

Trainee: Specifically describe what you learned related to cultural diversity/special needs groups while responding to this incident, and/or what you need to learn more about.

Nothing applied here. (additional) The female CIT consumer has a terminal disease and was trying to kill herself by taking the pills. Diversity includes CIT consumers, and our CIT policy tells us exactly how to proceed. I follow the policy. (additional) I learned it doesn't matter why someone wants to kill themselves, or how they do it, if they are injured and taken by ambulance KRS 202A.026 requires the same documentation of the CIT Admission Form and either a Voluntary Hold form signed by a hospital intake person, or a citation arrest/hold completed by myself and given to the hospital. (additional) If the consumer goes to the VA hospital, then the VA Police Department should be called while enroute and they will meet us at the emergency room and do the hold themselves, but I will need a copy of all paperwork.

PTO: Evaluate the trainee's self-direction and performance related to cultural diversity/special needs groups this week.

I have not witnessed any concerns regarding Officer Coe's interactions with or comments about any groups of people. He shows compassion and respect to everyone. But Officer Coe is not showing a lot of self-direction when it comes to learning new information. His additional comments above were added after being prompted by several scenarios by me and he ultimately had to look information up to answer these questions. We won't always have the time for me to pull this out of him, and I expect him to challenge himself more in this area. I reminded him to use the matrix to do his part of the CTR.

PTO Program: Learning Matrix

- **Built by your department**
- **Combines core competencies with phase specific expectations and standards to meet those expectations**
- **Removes arbitrary standards by PTOs while still making room for them to impart expertise**
- **Tool for self-directed learning**
- **Living document**
- **Used beyond PTO program**

CORE COMPETENCIES	PHASE A non-emergency response	PHASE B emergency response	PHASE C patrol activities	PHASE D criminal investigations
police vehicle operations	A1	B1	C1	D1
conflict resolution	A2	B2	C2	D2
use of force	A3	B3	C3	D3
policies, procedures, agency regulations	A4	B4	C4	D4
report writing	A5	B5	C5	D5
leadership	A6	B6	C6	D6
problem solving and decision making	A7	B7	C7	D7
community specific problems	A8	B8	C8	D8
cultural diversity and special needs groups	A9	B9	C9	D9
state and local laws	A10	B10	C10	D10
legal authority and individual rights	A11	B11	C11	D11
officer safety	A12	B12	C12	D12
communication skills	A13	B13	C13	D13
ethics	A14	B14	C14	D14
emotional intelligence	A15	B15	C15	D15

Cell B-1: Emergency Police Vehicle Operations

Knowledge, skills, and abilities to be learned and evaluated include:

- Safe and effective vehicle operations while responding to emergencies
- Geographical awareness
- Effective and safe vehicle pursuits
- Vehicle positioning, tactical approaches
- All other skills related to operating a marked police vehicle while responding to non-emergency calls.

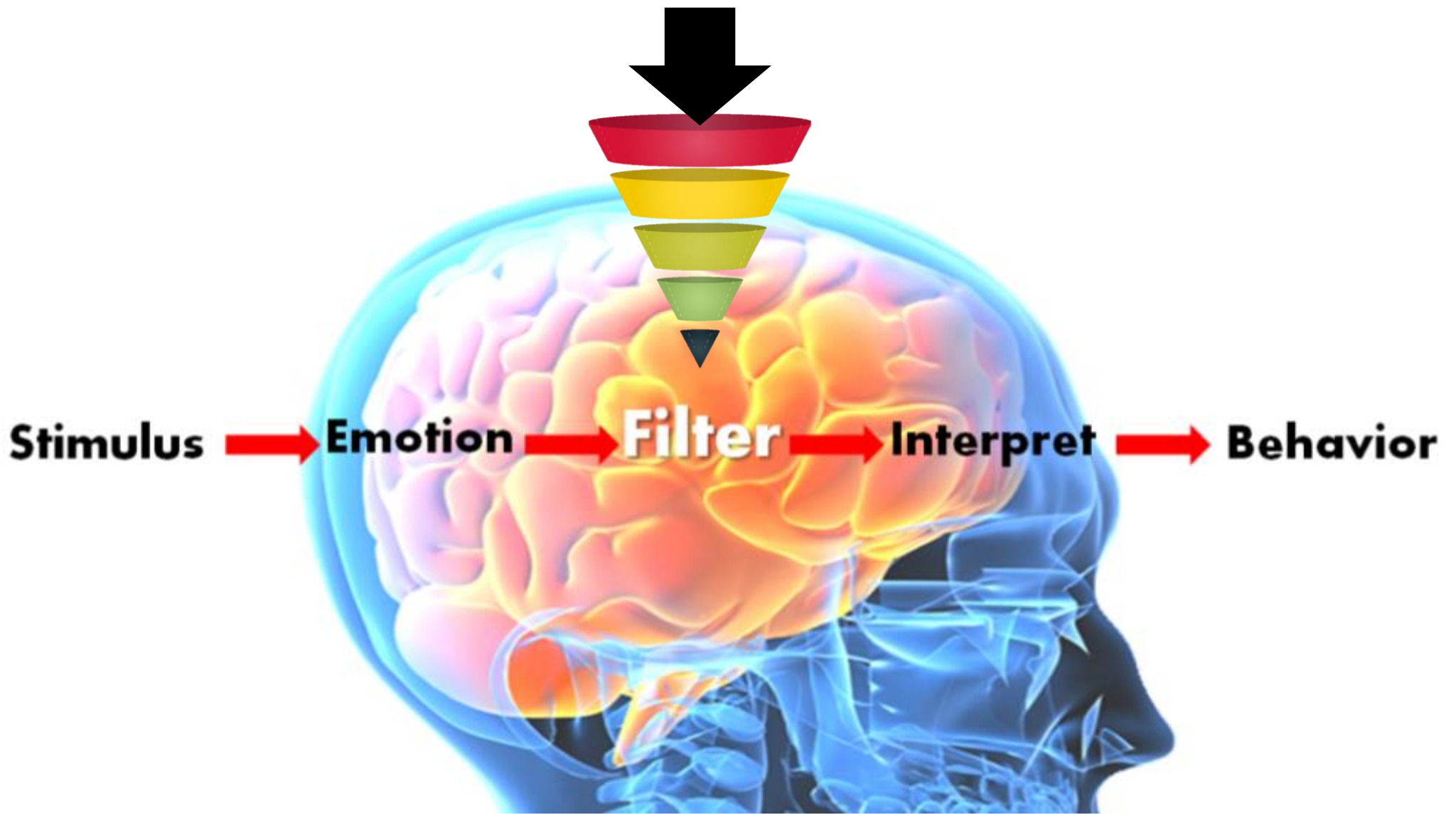
Standards and resources to guide learning and evaluate performance include:

- [KRS Chapter 189: Traffic Laws](#)
- [KRS 189.910 definition of Due Regard](#)
- [Policy Chapter 7: Emergency Vehicle Operations](#)
- [Policy Chapter 8: Pursuit Driving](#)
- [KY DOCJT EVOC Training manual, ed. 2022](#)

Learning objectives to evaluate the trainee during mid-term and final evaluations include:

- Describe the laws, policies, and proper procedures related to emergency vehicle operations
- Demonstrate safe and effective emergency vehicle operations for code three driving on the expressway, in a business area, and during a pursuit or mock pursuit.
- Analyze what laws, policies, and procedures related to emergency vehicle operations and apply them to appropriate situations.

STANDARDS



PTO Program: Problem Based Learning Exercises

- **Hypothetical, real-life, ill-structured problem.**
- **Process based vs. product to develop and evaluate problem solving skills**
- **Measures transference of learning from academy to street, call to call, resources to application**
- **Trainee demonstrates self-direction while PTO coaches the process and product**
- **One per phase**

Problem Based Learning Exercise #1

Patrol Activities Phase C

You've been assigned an increased patrol along the Riverfront in response to recent problems with vagrants. At 2100 hours you see two men arguing in the Wharf Parking Lot. They are fighting over a small box, when one man hits the other in the face and splits open his lip. The injured man begins coughing severely and sits down. They tell you they are brothers who arrived by bus from Tennessee, and they are living on the streets. One brother says they found the box and it is full of money. They ask for a ride to the VA Hospital. Both men smell like alcohol, and one has an upcoming court date for resisting arrest. While you are there, you are notified of a run holding in the adjacent parking lot.

IDEAS, KNOWN FACTS, LEARNING ISSUES, ACTION PLANS, EVALUATION



When do we have time to research and work on a PBLE?

Jail/Detention Center

Business Associations

Homeless community

Reports

Radio/NCIC/
Dispatch/CAD

Mental Health Resources

Officers/Dets

Laws

Veteran's Hospital

Courts

Health/Safety Officer

Bus Workers

Parking Lot Employees

Policies

Domestic Violence Laws

Data Analysts



PTO Program: Learning Activity Packages

- **Used primarily for remediation efforts**
- **Emphasis on self-directed learning**
- **Does not replace on the spot corrections**
- **Also used for supplemental training**
- **Created by the PTO or others in the department**
- **Permanent training record**

PTO Program: Learning Activity Packages

Issue: Poor Search of Prisoners

- 1) Introduction**
- 2) Learning Outcomes**
- 3) Comprehensive Questions**
- 4) Application**
- 5) Resources**

PTO Program: Mid Term and Final Evaluations

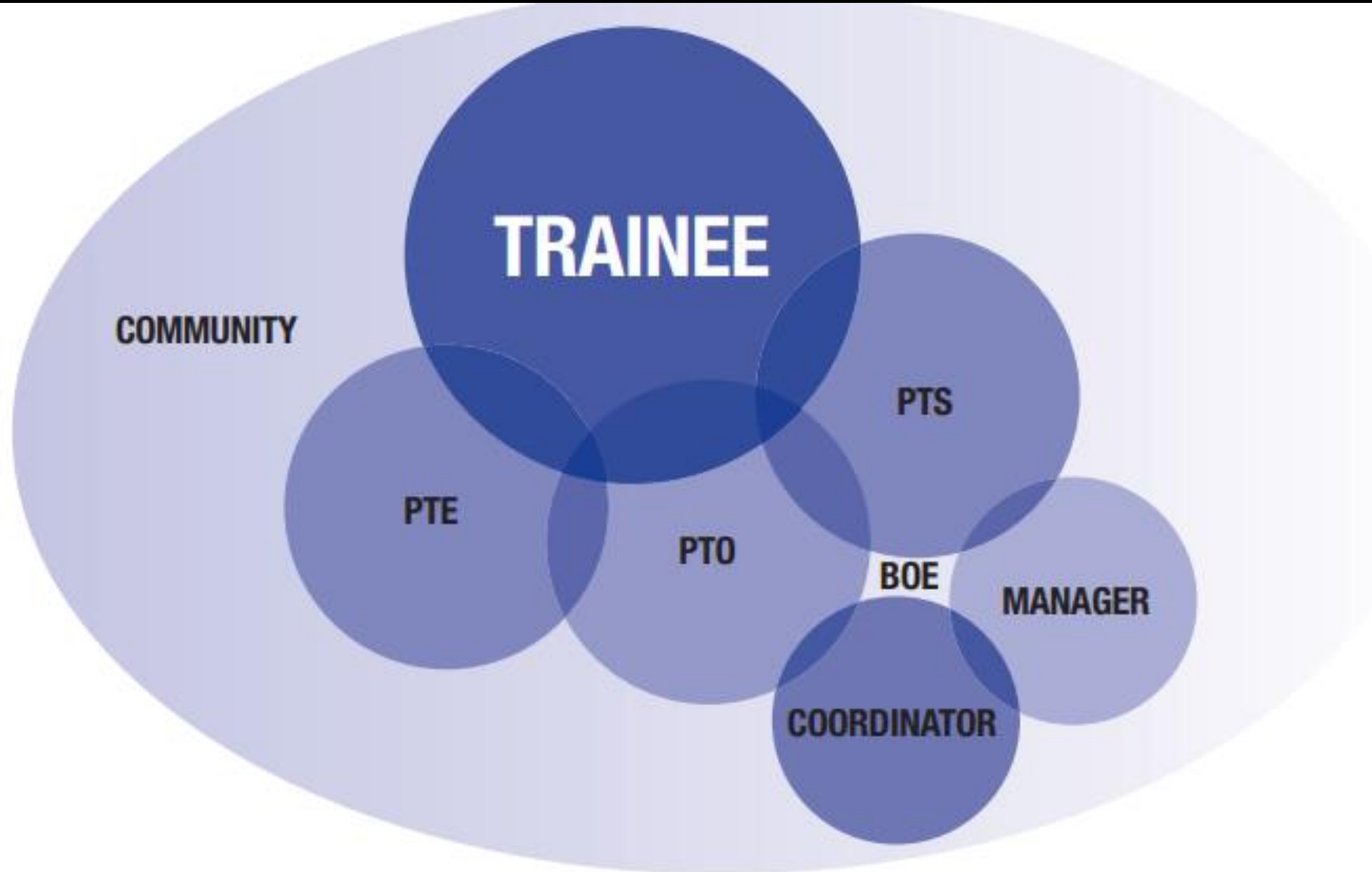
- **Evaluation of trainee's ability to apply KSAs in the field**
- **Based on the Learning Objectives in the Matrix**
- **Conducted by an independent PTO**
- **Department creates the evaluation methods: checklists, tests, grading scale, demonstrations, scenarios, call responses, etc.**
- **Department determines criteria to pass**
- **Create a form**

PTO Program: Neighborhood Portfolio Exercise

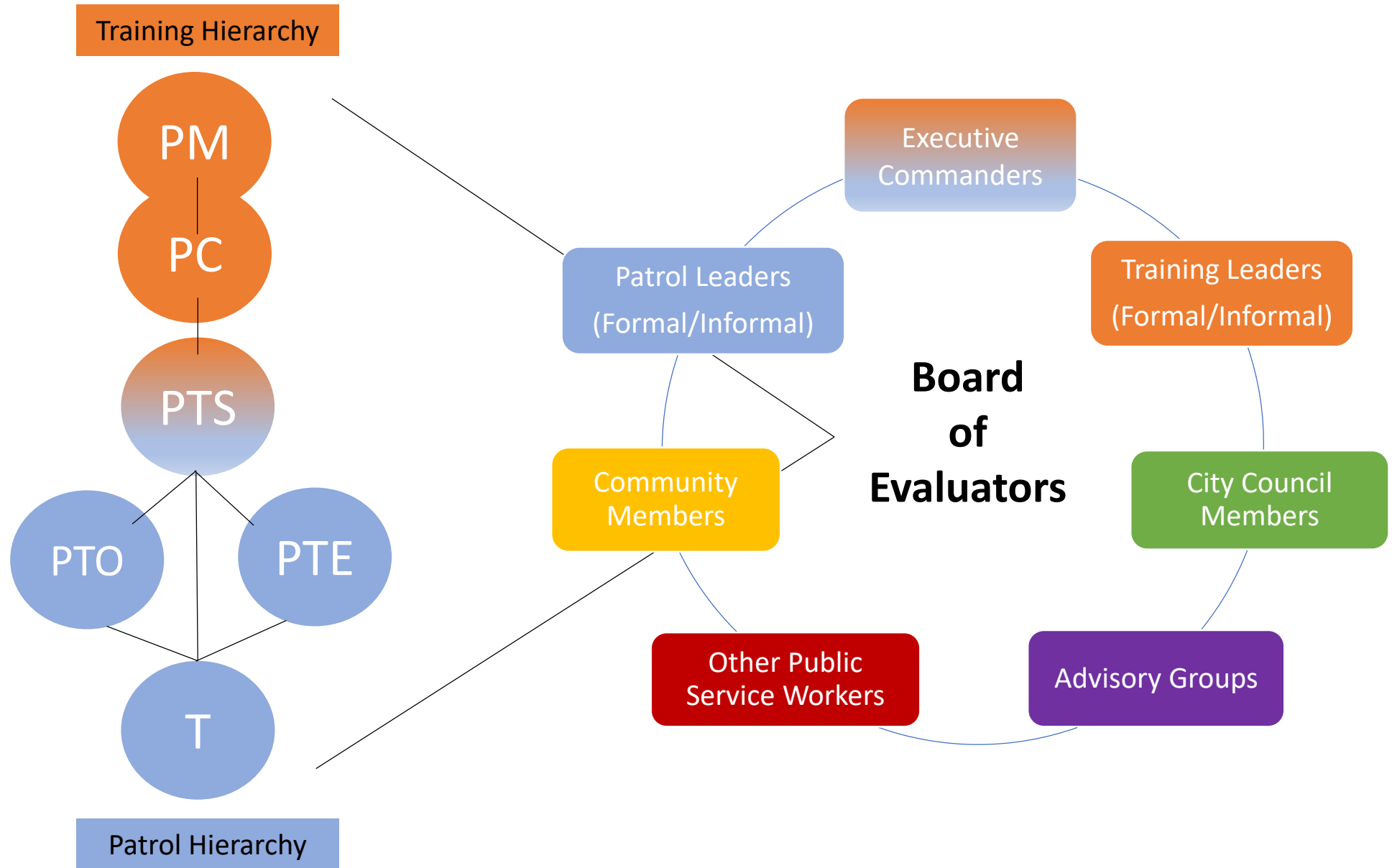
- **Trainee develops a portfolio for an assigned area**
- **Identifies locations and circumstances leading up to crimes or problems in that area**
- **Identifies and speaks with stakeholders**
- **Identifies offenders and key details about them**
- **May propose suggestions or community partnerships**
- **Formally evaluated by the BOE**

		Weeks																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Integration		Phase A Non-Emergency Response				Phase B Emergency Response				Mid-Term Evaluation	Phase C Patrol Activities			Phase D Criminal Investigations			Final Evaluation	
		Daily Journal Entries							Daily Journal Entries									
		Weekly Coaching & Training Reports							Weekly Coaching & Training Reports									
		Problem Based Learning Exercise #1				Problem Based Learning Exercise #2					Problem Based Learning Exercise #3				Problem Based Learning Exercise #4			
		Neighborhood Portfolio Exercise																
		Learning Activities Packages as Needed							Learning Activities Packages as Needed									

PTO Roles and Responsibilities



PTO Program Chain of Command



Teach your officers how to learn the job,
not what to learn to pass the training.

Questions?

Additional Q&A from 1300-1400 today



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