



**COMMUNITY ORIENTED POLICING SERVICES  
U.S. DEPARTMENT OF JUSTICE**

# Police Training Officer I

Non-Procedure Instructor Guide

*July 2010*

*Southern Police Institute*

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## Police Training Officer I - Introduction

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In 1999, the Office for Community Oriented Policing Services (COPS) with the U.S. Department of Justice partnered with the Police Executive Research Forum (PERF) and the Reno, Nevada Police Department to develop the first standardized post-academy training program in over thirty years. The Police Training Officer (PTO) program is the result of their efforts.

The initiative moved forward after police administrators and training personnel discovered agency leaders were concerned about the lack of development in their field training models. One resonating point was the fact academy curriculums were updated almost annually; but the core of post academy training had gone largely untouched for three decades.

As the value of community oriented policing became more recognized, police departments tried to incorporate the philosophy into various parts of their training.

Some agencies added 'community policing' to evaluation lists in their field training models. Trainees often received the optimal grade if they were nice to community members. Practitioners also included stand alone 'problem solving' projects for the trainees to work, but they remained separate from their daily policing activities.

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Efforts to incorporate community policing into old field training models fell short of meeting organizational needs for two primary reasons. First, they focused on evaluation rather than training; and second, they were added to a model that lacked the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety.

The PTO program was built upon the immovable foundation of effective problem solving through community oriented policing. PTOs encourage trainees to apply a process specifically designed to develop critical thinkers. The program builds communication skills while yielding responses that are both analytical and creative. Successful completion of the four phased program is dependant upon collaborative partnerships between the trainee, the training officers, and the individuals they serve.

The program is divided into four phases that focus on the main topics of policing: non-emergency response, emergency response, patrol activities, and criminal investigations. During these phases, the PTO serves as the role of coach and trainer. The trainee is then evaluated by an independent trainer during the mid term and final evaluation weeks.

During every phase of training, the trainee uses a five-step process to work through a Problem Based Learning Exercise. This process requires creative ideas which the trainee then validates or proves impractical through community learning and field research. The PBLE is not a stand alone project, but is a real-life, complex problem that the trainee revisits daily while conducting routine police business. Under the facilitation of the PTO, the trainee uses the PBLE to anchor their learning and develop their critical thinking skills.

Because effective crime fighting is inherent upon the relationship between police and community members, the PTO program also teaches trainees how to network and interact with citizens through the Neighborhood Portfolio Exercise. Trainees present their completed



exercise to a Board of Evaluators, who not only evaluate the product but also assess the trainee's overall ability to apply learned information.

## HOW TO USE THIS GUIDE

This instruction guide was created specifically to teach future training officers in departments who have just begun to implement the PTO program. While many of the tutorials will work for teaching all PTO classes, the supporting information will vary. If you are facilitating this course for an agency that has used the PTO program for more than a year, or the students are not part of the founding PTOs in their department, you should refer to the PTO Instruction Guide: Part Two. This is a class for learning how to become a PTO and should not be confused with the two-day implementation course for program administrators.

All instructors must be thoroughly competent in the PTO program and experienced in teaching a classroom full of police officers by using problem based learning strategies. If you have not successfully completed the PTO Train the Trainer course, then you are not ready to teach this five-day PTO course. It is also recommended new PTO instructors spend time shadowing and learning from those who have taught before.

**Never fail your students by failing  
to be a good student.**

The information in this guide corresponds with the philosophical and logistical components of the PTO model created by the people referenced on the Acknowledgments page, and previously referred to as the "Reno Model". The Southern Police Institute has found it is best to teach the program as it was initially designed, but will provide technical support to agencies wishing to modify the structure and/or its components. You can find the original PTO manuals, case studies, and articles by visiting [www.cops.usdoj.gov](http://www.cops.usdoj.gov).

Each block of instruction begins with objectives that intentionally target a particular level of learning according to Bloom's Taxonomy of Learning Domains. When the objectives require actions indicative of a lower level of learning (list, define, state, etc.), it is because the material is

setting a foundation for higher learning to be achieved later in the class. The overall goal of this course is to bring future PTOs to a place where they can accurately transfer knowledge gained about the program while in the classroom to their role as a training officer in the future.

Students in this class will be introduced to the theory of multiple intelligences as it relates to training adult learners in the field. Instructors of this class must understand the concept to a much greater extent because they are first teaching the PTO student how to be a self-governing learner, and then how to be a teacher. Every block was developed with this in mind and includes helpful ways to illustrate the point to your students.

Because the class relies on adult learning and PBL strategies, what you are reading is a guide and not a plan. The blocks of instruction are meant to be interchanged according to the needs of your students and the time frames are completely flexible. Therefore, several tutorials have been placed within the blocks for the instructor to pull out and use when appropriate. The tutorials are found inside the blocks where they best serve the objectives, but they do not necessarily have to be used for that purpose. Each tutorial is accompanied by full instructions, ideas for use, and tips for handling a variety of dynamics that may be occurring in your class.

Instructors should have students refer to their copies of the rubric and discuss the criteria for 'Acceptable' immediately after giving an assignment. Students need to have a copy of the rubric in their binders for this purpose, but instructors keep the original rubrics and monitor grades throughout the week.

## CLASS PREPARATION

The layout of the classroom should inspire cohort learning. Some instructors allow PBL students to arrange tables according to the needs and preferences of their groups. This can be problematic in a five day course because groups are formed early on and the students do not yet know what those needs are.



When arranging the classroom, remember that if groups are spread too far apart then you are likely to get less interaction between them during class discussions. If they are too close together they can distract one another. Students with their backs to the front of the room or other focal points frequently slip into a comfortable passive learning mode, while those who look directly at the instructors can become overly stimulated.

Chairs should be placed around tables or desks pushed together in a manner that allows students equal access to everyone in their group and ample workspace. No one student should have a better vantage point than another. Avoid straight lines or U-shaped formations, as they inhibit communication between group members.

Somewhere in the room have a large table set aside just for resource material. This may include books for reading assignments or reference material, articles, quizzes, and extra copies of course handouts. You may want to include movies as well, depending on the assignments you give in class.

Create a video library of at least five clips showing two police officers handling various situations. Show the clips throughout the first three days of class and instruct the students to document the 'trainees' performance to include this information in their CTR later in the week. You will have to tell them which officer you want to be the 'trainee' in each clip, and then give students a few minutes to take notes in their journal.

This information will then be called upon during the Coaching and Training Report block. Students will include their evaluation of the 'trainee' in these clips as part of their comments on the CTR they complete in class. Without these clips as references, students would have only one example to base their evaluation. This could lead them to believe PTOs should only comment on the one chosen event; thereby causing a significant training shortfall.

Well before class you must decide whether or not you'd like to incorporate a full length movie. If you think you might, chose several to watch and look for specific training applications. For example, you may want to show a movie with examples of good teaching strategies. You can do this by showing parts of the movie every day, or setting aside two hours at any given time.

Regardless of the movie you chose, it is crucial you set the stage by giving the class relevant tasks as they watch the movie. Otherwise you may find students deciding if the exercise was valuable or not based solely on the plot of the movie.

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## Pre-Course Assignment - Administration Page

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### Duration

2 -4 Hours

### Scope Statement

The Pre-Course Assignment is distributed three weeks prior to class and serves as an introduction to the PTO program.

### Terminal Learning Objectives (TLO)

- list terms and acronyms used in the PTO program
- compare and contrast the PTO program with their current post-academy training program
- identify what role they will play in the PTO program at their agency

### Enabling Learning Objectives (ELO)

- interpret reading material and summarize their understanding in writing
- research practices at their specific agency and compare this to reading material about the PTO program
- Speak to supervisors at their agency to learn what level of involvement they will have in the PTO program

### Resources

- internet access
- class roster with students' names, e-mail addresses, and agency coordinator
- typing or writing materials

### Instructor to Participant Ratio

1:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
2. PTO: an Overview and Introduction ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
3. PTO Training Standard ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))



## Practical Exercise Statement

Students will research the lesson topics, analyze the information and summarize their findings in a written report that is due the first day of class.

## Assessment Strategy

Rubric

## Instructor's Note:

- Make sure you print a copy of "PTO: an Overview and Introduction" so you can properly grade the students' pre-course work based on information contained in the first fifteen pages of the report.

Handouts:

- Pre-Course Assignment, electronic version to be sent at least three weeks prior to class.

## PRE-COURSE ASSIGNMENT (HANDOUT PAGE ONE)

*Hello and welcome to the PTO Pre-Course assignment. Completion of this assignment is required and it will be collected on the morning of the first day of class. The purpose of a pre-course assignment is to introduce students to terms and philosophies that will provide a foundation of learning. You can do the work at your own pace and contact any of the instructors for assistance if needed.*

### OBJECTIVES:

- list terms and acronyms used in the PTO program
- compare and contrast the PTO program with their current post-academy training program
- identify what role they will play in the PTO program at their agency

### STUDENT SUPPLIES:

- internet access
- “PTO: an Overview and Introduction” pages 1-15 ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
- typing or writing materials

### EVALUATION RUBRIC:

CATEGORY	<b>Superior</b> all elements must be met	<b>Acceptable</b> all elements must be met	<b>Needs Improvement</b> if any ONE element is met	<b>Unacceptable</b> if any ONE element is met
<b>Pre-Course Assignment</b>	<ul style="list-style-type: none"> <li>- Assignment is turned in by the deadline.</li> <li>- All parts of the assignment are completed according to the guidelines.</li> <li>- The paper was typed and had 3 or less grammar/spelling errors.</li> <li>- Student included three or more pieces of information he learned about the PTO program, other than what was listed in the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment is turned in by the deadline.</li> <li>- All parts of the assignment are completed according to the guidelines provided.</li> <li>- The paper was legible and comprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment is turned in past the required deadline.</li> <li>- Fails to complete one part of the pre-course assignment according to the guidelines provided.</li> <li>- Parts of the assignment are not legible, or are incomprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to turn in pre-course assignment or turns it in more than 24 hours past required deadline.</li> <li>- Fails to complete two or more parts of the assignment.</li> <li>- Assignment is not legible or is incomprehensible.</li> </ul>

## PRE-COURSE ASSIGNMENT INSTRUCTIONS (HANDOUT PAGE 2)

1. In addition to this handout, you should have received an attachment or a link to “PTO: an Overview and Introduction”. Read this article, particularly the information in pages 1-15. You are encouraged to research additional information as well.
2. Create a 3-5 page report. The report must be 1.5” spaced and contain the below information.

### Report Content:

- explain terms and acronyms in the PTO program: including the evaluation methods
  - research and discuss the benefits and potential pitfalls of adult based learning strategies that have been implemented in police training.
  - explain the role you will play in the PTO program (do not make assumptions)
3. Refer to the rubric above for additional grading criteria.
  4. Prior to class, you must obtain a completed Coaching and Training Report from your agency. You will need a paper copy of this for class.
  5. Prior to class, you must obtain a complete copy of your agency’s Learning Matrix and bring it class with you on the first day.

### RESOURCES:

- “PTO: an Overview and Introduction” pages 1-15
- [www.cops.usdoj.gov](http://www.cops.usdoj.gov), site search: PTO Program
- Police Society of Problem Based Learning
- PTO Manual pages 156-157 (PTO and FTO Comparison)

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

**assignment:**



1. Create an e-mail distribution list for all students in the class and carbon copy their program administrators.



2. Send the Course Rubric and Pre-Course Assignment handouts as attachments in the e-mail. Welcome students and offer a brief introduction to the course. Remind them that completion of this assignment is mandatory. Include your phone number.
3. Keep a list of the students who reply, or attach read-receipts to ensure all students receive the assignment. Contact anyone who does not respond to your initial email within five days.
4. Inform students they will need to bring copies of their agency's policies, procedures, contracts, and laws or be able to access them on-line.

## Learning Journals - Administration Page

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### Duration

1-3 Hours

### Scope Statement

This block is designed to confront misconceptions about the PTO program, with an emphasis on the purpose and function of the journaling process.

### Terminal Learning Objectives (TLO)

- identify concerns associated with organizational change and a new course for probationary police trainees
- accurately demonstrate an understanding of the journaling process
- create a time line of when journaling occurs in the PTO program structure

### Enabling Learning Objectives (ELO)

- articulate personal feelings in a class setting
- conduct computer research with classmates
- interpret information from research, lecture, and class discussion

### Resources

- outline of course structure written on whiteboard
- poster of course problem
- poster of blocks of instruction to be covered
- journals
- flipcharts
- internet access

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
2. The Owner's Manual for the Brain, Howard, Pierce, J., PhD., Bard Press Publishing
3. [www.irubric.com](http://www.irubric.com)

### Practical Exercise Statement

Students will keep a Learning Journal throughout the course.

### Assessment Strategy

- Rubric
- Learning Journal

## Instructor's Note:

Handouts:

- Rubric (at the end of this manual)
- Pre-Course Assignment
- Program Structure
- Course Problem *\*not for student distribution*
- Course Problem Illustration

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



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IMPORTANT NOTE FOR INSTRUCTOR




RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES



### morning introduction

1. Introduce instructors.
2. Collect the completed pre-course assignments.
-  3. Discuss classroom expectations and review the class participation portion of the rubric.
4. Explain a little bit about the flexibility of the blocks or modules of instruction they will get over the next 40 hours, including the fact we may or may not go in the order listed on the wall poster. Assign someone to mark the blocks as completed as they are covered.
5. State the objectives of block one.

**Nothing in Block One is dependent upon going in chronological order. Feel free to change the order to suit the needs of the class.**

### list of concerns



1. Since this class is filled with students from agencies who are in the early stages of implementing the PTO program, the students probably have some concerns, or know what concerns others have expressed, about the program.

2. Have them partner up with people sitting around them and discuss these concerns.



3. Ask for volunteers to share what they discussed and list those on a flipchart. If response is low then ask if “time” or “journals” are concerns.
4. Explain this list will be re-visited periodically with hopes of dispelling rumors or misunderstandings as they learn about the components of the program. As concerns get eliminated or significantly reduced, we will mark them off. If new concerns arise, we will add them to the list.

### course problem



1. Have the students write the course problem on the first page in their journal. (Use the Power Point slide, but also write it on a flipchart).

2. Refer them to the poster on the wall and explain these are the overall course objectives.



3. Point out the Course Problem Illustration handout in their binder.



Tutorials are options for instruction you can use to meet an objective or other class need. You can use as many as needed, or none at all. Whether or not you use the tutorials, you must ensure you meet each of the TLO's for each block of instruction.

### journaling tutorial #1



1. Have the students conduct an internet search to answer the following questions. If they are not yet in groups, let them work in pairs. It is important for each student to record their answers so they can use the information when asked these questions by their trainees.

- What is a learning journal?
- What are the benefits of a learning journal?
- What are the pitfalls of a learning journal?
- Should a journal entry include emotional content (Why/Why not)?
- What is an effective format for writing in a learning journal?

2. Hold a plenary discussion about their findings. If necessary, refer to a current article, use a power point presentation, or make the flipchart lists in Journaling Tutorial #2. Make sure to stress that emotional content is fine in a learning journal as long as the trainee is using it as part of his learning process. If the trainee is just “venting” then the journal becomes a diary.

3. Make a flipchart depicting how the journal is used in the PTO program:



- it is done daily by the trainee
  - checked by PTO and PTS regularly
  - journal content is not a 'graded' portion of the program
  - it is a legal document, can be discoverable but this is not a big deal because it is viewed as an extension of their training
  - the content should always be related to the learning process for work
4. Tell the students they will be required to keep a learning journal while in the PTO class. Refer them to their rubric and discuss the requirements for receiving an acceptable grade in this category. Remind them to consider all the things they just said about journaling and really give it a fair chance.

## journaling tutorial #2



1. Conduct a lecture with power point about learning journals in general. Several power-points are available free on-line that cover this topic.



2. Label four flipchart sheets and have students help you create the lists:

### *TRAINEE DOs*

- journal daily
- include new info they learned
- reinforce stuff they knew with facts from actual events
- create plans for improvement
- identify outside resources

### *PTO DOs*

- check journals daily
- keep a learning journal re: trainee and program
- allow time daily
- encourage trainee to be honest with himself
- monitor for appropriateness
- ask follow up questions about learning issues

### *TRAINEE DON'Ts*

- vent (emotions okay when connected to learning)
- write for an outside audience
- sugar coat mistakes

### *PTO DON'Ts*

- let it replace Evaluation Lists/not a checklist
- grade it
- discuss it with buddies
- dismiss value of proper journaling publicly

3. Tell the students they will be required to keep a learning journal while in the PTO class. Refer them to their rubric and discuss the requirements for receiving an acceptable grade in this category. Remind them to consider all the things they just said about journaling and really give it a fair chance.

visit  
[www.slideshare.net](http://www.slideshare.net)  
and search for  
'learning journals'

## closing information



1. Direct the students' attention to the Program Structure on the large whiteboard. Ask when journaling occurs in the PTO program and have someone add the answer to the structure.

2. Remind them to add this information to the Program Structure handout in their binders.
3. Make sure all objectives for block one have been met.
4. If they have, you can cross out block one from the wall poster.
5. Revisit the list of concerns and discuss whether or not any concerns have been eliminated, or if new concerns have surfaced.



By not forming groups until a little later in the day, the students will get to know each other better. It may also serve you well to wait until the first group activity so as to remove students from their comfort zone and open their minds to a new environment.

**Meeting resistance to journaling?**

See if you can bring in an officer from a surrounding agency that has used a journal in their career.

Also consider college students who are required to journal in classes. You can use them to validate previously discussed material and to reiterate the point that journaling is not a foreign concept to young people entering the work force today.

PTO COURSE STRUCTURE HANDOUT

<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	

1. In the top row, add the phases; including the Integration Week, Mid-Term, and Final Evaluations.
2. In the bottom row, add the evaluations and activities; including Journaling, PBLEs (assigned, worked, and due dates), CTRs, evaluation forms, and the NPE (assigned, worked, and due dates.)

## PTO COURSE PROBLEM – NOT FOR STUDENT DISTRIBUTION

*Over the next few weeks you will be expected to take a trainee to the street and train him or her in the PTO training program. You will need to know this program's terminology, structure and operation, including the learning matrix, journal writing, and how to use Learning Activity Packages (LAPs).*

*You are also expected to be able to describe and complete the evaluation methods in this program including Problem Based Learning Exercises (PBLEs), Coaching and Training Reports (CTRs), and the Neighborhood Portfolio Exercise (NPE).*

*You are responsible for learning how to use the program to train your trainee and how to apply problem based learning, multiple intelligence, and emotional intelligence in order to do this.*



Illustration of the PTO Course Problem courtesy of the Louisville (Ky.)  
Metro Police Department

## Problem Based Learning - Administration Page

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### Duration

1.5 – 2 Hours

### Scope Statement

Students will be exposed to learning theories incorporated into Problem Based Learning and how the PTO program facilitates this into life-long learning skills for new officers.

### Terminal Learning Objectives (TLO)

- define the components of Problem Based Learning, including the ill-structured problem and the learning process used in the PTO program
- explain how Problem Based Learning applies to the roles of a PTO and a trainee
- assess individual learning styles

### Enabling Learning Objectives (ELO)

- interpret information presented by lecture
- analyze information for relevancy to the position of a police officer
- recognize personal strengths and learning preferences

### Resources

- flipchart
- power point presentation on PBL
- flipchart poster of blocks of instruction to be covered
- Passages from Owner's Manual for the Brain
- PTO manual page 145 (Learning Activity Packet on PBL)
- journals

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
2. *"Using Problem-Based Learning in Police Training"*, Gerard Cleveland, Police Chief magazine, vol. 73, no. 11, November 2006
3. How to Design a Problem Based Curriculum for the Pre-Clinical Years, Barrows, H., 1985
4. The Owner's Manual for the Brain, Howard, Pierce, J., Phd., Bard Press Publishing
5. [www.businessballs.com](http://www.businessballs.com)
6. Multiple Intelligence: New Horizon, Garner, Howard, 2006, Basic Books Publishing
7. "The Adult Learner: A Neglected Species", Knowles, Malcolm, 1973 via [www.eric.edu.gov](http://www.eric.edu.gov)
8. [www.johndeweyphilosophy.com](http://www.johndeweyphilosophy.com)
9. Democracy and Education, Dewey, John, 1997, Free Press Publishing Co.
10. Educational Leadership: "Problem Based Learning: As Authentic as it Gets", Stephen, WJ



and Gallagher, S.A. 1993

## Practical Exercise Statement

Students will complete a Multiple Intelligence/Learning Styles Quiz, discuss their results, and complete a journal entry regarding the implications of the results as they relate to training a new officer.

## Assessment Strategy

- Rubric
- Learning Journal

## Instructor's Note:

- Be aware of copy right laws. Do not assume because it is on the internet you can turn it into a handout for student distribution.

Handouts:

- Learning Styles information sheet (not provided)
- Learning Styles Quiz (not provided)
- PBL power point note page (refer to PTO I Power Point presentation)

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

## overview of pbl



1. Instruct students to read pages 6-10 in their PTO manuals to introduce them to the concept of problem based learning (PBL).



2. As they read, they should take notes and highlight three points they consider significant to training.

3. Direct them to discuss what they wrote with another person. Were the ideas similar? Did they develop questions or points of debate?



4. Show a power point presentation on PBL. Students can follow along on the PBL power point handout distributed in class.

- *slides 9-12: Learning Theories (i.e., John Dewey and Malcolm Knowles)*
- *slide 13: Definition of PBL: student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences.*
- *slide 14: PBL Characteristics: #1- Real world problems are used to develop critical thinking skills. The problems do not test the skills; they assist in the development of the skills themselves.*
- *slide 15: PBL Characteristics: #2- The problems are ill-structured. There is not meant to be one solution and as new information is gathered through a reiterative process, perception of the problem and then the solution can change.*
- *slide 16: PBL Characteristics: #3- PBL is learner-centered – the students are given more responsibility for their education to develop life long learning skills.*
- *slide 17: Why it Works: Learners arrive with pre-conceptions of the world. If there initial understandings are not engaged, they will not learn the new material, or they may just learn it for the purposes of the test.*



- *Discussion: Pre-Conceptions Can be Wrong  
Learner must have a deep foundation of factual knowledge, understand facts and ideas in a conceptual framework, and organize the knowledge for easy retrieval and application (validates use of journal).*
- *slide 18: Filter Exercise: Instructor will say a word and give students 45 seconds to write down every word that comes to their mind. Don't show anyone. When they are done, have them compare with students in their immediate area. It will be difficult to find more than 5 people in an area who*

wrote even one word the same. This is because we all have different filters... we are all here with our own pre-conceptions to what even one word means, because of where we've come from and who we are. How can a teacher possibly know your filter?

- slide 19: Training Goal: Initiate Transference of Learning in Students: they take information learned in one environment and transferring it to another environment with similar characteristics.
  - must achieve a threshold of initial learning before transference can occur
  - happens better when learning to understand and not memorize
  - knowledge gained in a variety of ways.
  - learning can be impeded from previous knowledge
  - teachers with shared experiences as their student can be better facilitators of transference of learning.
- slide 20: How it Looks on the Street: PTO facilitates the trainee as they work through an ill-structured problem (refer them to the list in the yellow box on page 7 of the Manuals to define what makes an ill-structured problem). A five step process is used to develop critical thinking skills:
  - IDEAS
  - KNOWN FACTS
  - LEARNING ISSUES
  - ACTION PLAN
  - EVALUATION
- slide 21: The Pieces of PBL: To get the most from PBL, teachers need to understand how to use all of the pieces, which is what this course is designed to do.(Includes Adult Learning Strategies, Bloom's Taxonomy, Learning Journals, Multiple Intelligences, Emotional Intelligence, Community Learning).





### multiple intelligences and learning styles

1. Explain that part of being an effective PBL trainer is to understand that each of our brains has a completely different input system when it comes to learning.



2. On a flipchart, write a passage or passages from the Owner's Manual for the Brain that supports this and relates to multiple intelligences. Instruct the students to record this in their journals and encourage them to add to their entry if they have a thought or related experience that helps them to understand the passage.
3. Summarize multiple intelligences by the quote: It is not how smart you are that matters, but rather how you are smart.

4. Explain that a key piece in the way we formulate these intelligences, is through different learning styles. Learning styles are the ways in which we concentrate, store, and remember new information; while multiple intelligences are what we do with that information once we have it in our brain.
-  5. Refer students to a Learning Styles handout in their binders (find one on-line) and give them time to read the characteristics of each.
6. Point out that we learn using all of these styles, however part of the uniqueness in our brain make up is that we have preferred styles, or ways in which we learn better.
7. Have them postulate their strongest and weakest styles.
8. Explain that we tend to teach the way we learn and ask why this is important for PTOs to consider.
-  9. Give a Learning Styles Quiz and compare the results with their previous guesses.
10. Ask a few students how they would use this information to help a new officer in the area of proper radio usage, and the trainee's preferred learning style happens to be the PTO's weakest. You are looking for specific tasks or training initiatives.

**Teaching this portion can be fun so it is tempting to add exercises illustrating the different learning styles. Remember though, this is not an instructor course. The goal here is to help the PTO recognize how their own multiple intelligences can impact the training to one person at a time. It is best to keep it simple and directly related to their job.**

### closing information

1. Provide students with a training challenge: the next time you want to teach something to a member of your family, consider their preferred learning styles. This will help you become more proficient at recognizing when your teaching methods are part of the problem, and it will help you learn new ways to teach to all learning styles.
2. Make sure all objectives for block two have been met.
3. If they have, you can cross out block two from the wall poster.
4. Revisit the list of concerns and discuss whether or not any concerns have been eliminated, or if new concerns have surfaced.

visit

[www.businessballs.com](http://www.businessballs.com)

**and review the terms and conditions for use of MI tests and handouts. Much of it is available for free use in training (even for profit) as long as it is not sold or published within another form of print.**

## Introduction to the PTO Program - Administration Page

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### Duration

2 -3 Hours

### Scope Statement

This block of instruction introduces students to the logistical components of the PTO program through exercises designed to evoke group dynamics for future teaching points.

### Terminal Learning Objectives (TLO)

- describe the teaching and evaluation forms used in the PTO program
- explain the purpose of the Learning Matrix in the PTO program

### Enabling Learning Objectives (ELO)

- effectively communicate within a group
- read and interpret charts and narration in a written manual
- transfer information from one written source to another

### Resources

- whiteboard or flipchart
- PTO Manual
- journals
- flipcharts

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))

### Practical Exercise Statement

Students will work through a given problem to assimilate their groups, and then review material in their PTO Manual as an introduction to the program components.

### Assessment Strategy

- Rubric
- Peer feed-back
- Learning Journal

### Instructor's Note:

Handout: Group Forming Game *\*not for student distribution*

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES



### group forming game



1. The instructor takes the handout titled Group Forming Game and cuts out each individual word, making sure there is one word per student.
2. Mix up the words in a box and have students pick one piece of paper each.
3. They may not show their word to anyone.
4. Each word is part of an unknown group that has something in common. They will not know what they have in common until they find their corresponding group members.
5. Their goal is to end up in 5 groups of 4 (or whatever ratio the instructor wants for the class). These will become their home groups.
6. When they form groups they are to move all of their belongings so they are sitting at the same pod. They are welcome to move their pod if they are not happy with its location.
7. Invite them to name their group and write that name on a flipchart sheet hanging from one of the tables in their pod.

**Give the students very little instruction and fight the urge to intervene. If you are unhappy with their progress introduce resources, such as the internet or a subject matter expert. Be prepared for students to find logical answers other than those on the handout. If so, use it as a teaching point about the adult learning information; i.e. the teacher's learning process is different than the students, therefore words have different meanings. It doesn't mean either one is wrong.**

**If students just give up and decide to form their groups randomly, do not intervene. Instead, after they are in their groups and ready for instruction, hold a discussion about what happened, why it happened, the emotions that were generated, and how those emotions had a negative impact on their desire to perform. Ask them how this can be an important lesson for their role as a PTO and allow them to write a journal entry.**



You can choose one or more of these follow up tutorials to anchor the group forming game to other parts of the PTO program, or you can leave the game as a stand-alone exercise.

### group forming game tutorial #1



1. Prior to the Group Forming Game, ask students to identify what job skills they think a trainee should learn about. List those on the whiteboard.
2. Look at the list again after the game and ask the class which of those skills were used while completing the exercise.
3. Eventually they will analyze the list and recognize ways the skills were used that were not initially obvious to them.
4. Point out that this is very similar to evaluating a trainee because trainers have preconceived notions of where to look for training/evaluation opportunities, when in fact... they are around us all of the time.
5. Explain how trainers can use this tactic to evaluate a trainee's foundation of knowledge in an area that has nothing to do with policing, and then facilitate their application of that learning into the field. For instance, there was a trainee who couldn't write a police report narrative to save his life, but when we had him write about a football game his writing was fine. This gave us a solid starting point to help him.



6. Allow some time for students to identify learning points from the group forming game in their journals. You can prompt them by asking, "What did you learn during this exercise that can make you a better trainer? How will you use that information?"
7. Keep the list of job skills on the board for future reference in the CTR block.

### group forming game tutorial #2

1. Discuss whether or not this was an ill-structured problem and the process that was used to work through it.
2. The answer in this case is dependent upon the intent of the instructor, which was for them to learn about problem solving.
3. Yes, this could be considered an ill-structured problem.

### group forming game tutorial #3

1. Tie the game into the previous lesson about learning styles and multiple intelligences through a classroom discussion.
2. How did different students input the information; i.e., what learning styles did they use? (wrote on the board, pantomimed, discussed, etc.)
3. Once that information was received by your brain what else played a factor in processing the information? (your filter)
4. Summarize with another quote from the Owner's Manual for the Brain.

**The Group Forming Game can also relate to future blocks, like Emotional Intelligence and Conflict Resolution, which is another reason to have them journal after the exercise.**

### expert groups for the manual

1. Remind students they are in their home groups.
2. Number each member of each group 1 – 5 and group them according to their new numbers.
3. These new groups are known as temporary expert groups. Each will be assigned a topic, which they are going to teach to their home groups. They will need to take their manuals and their journals to record facts.
4. Assign each expert group one of the following topics:
  - Coaching and Training Reports
  - Learning Activity Packages
  - Problem Based Learning Exercises
  - Neighborhood Portfolio Exercise
  - The Learning Matrix
5. Explain to the class that their expert group should come up with an agreed upon answer to the following questions and then go back to their home groups and teach what they've learned.



**While the students are working you can create a Table of Contents by listing each topic on a flipchart, followed by a blank line. As students identify where their topics are found in the manual, have them write those page numbers on individual sticky notes and place them on the appropriate line. Although this isn't the point of the exercise, it can strengthen the memory link by tapping into their multiple intelligences, and you'll get a nice cheat sheet for the class!**

- Where are all the references to the topic found in the manual?
- What is the function of your topic in the PTO program?
- At what point in the program will your topic occur?



6. Remind them this is just an introduction to the program and they are not expected to become experts at the material. **Allow them no more than 25 minutes to prepare.**
7. Some of that time should be spent deciding how they will present the information to their home groups.
8. At the 25 minute mark, have them return to their groups and allow each member between 3-5 minutes to summarize what they have learned.
9. Conduct a briefing of the program components by quizzing non-experts on basic information for each topic. Use this to clarify any glaring misconceptions or answer questions.

### closing information

1. Make sure all objectives for block three have been met.
2. If so, cross block three can be crossed off the wall poster.
3. If you revisit the concerns list, do not allow students to be fooled into thinking they have learned enough about these topics to adequately address some of the bigger issues.

## WORDS FOR GROUP GAME: NOT FOR STUDENT DISTRIBUTION

### **GROUP ONE:**

(WORDS THAT START WITH 'S')

**SWEAT**

**SOIL**

**SOAP**

**STANLEY**

**SNICKERDOODLE**

### **GROUP TWO:**

(FAMOUS COPS)

**FIFE**

**DANGLE**

**FURMAN**

**GATES**

**TUBBS**

### **GROUP THREE**

(NAMES OF SEAS)

**MEDITERRANEAN**

**RED**

**BLACK**

**LABRADOR**

**BALTIC**

### **GROUP FOUR:**

(NAMES OF US MILITARY OPERATIONS)

**MONGOOSE**

**AJAX**

**DESERT FOX**

**BABYLIFT**

**PRAYING MANTIS**

### **GROUP FIVE:**

(TYPES OF BIRDS)

**CARDINAL**

**GNATCATCHER**

**BALD EAGLE**

**WARBLER**

**LOON**

### **GROUP SIX:**

(MICHAEL JACKSON SONGS)

**ABC**

**EUPHORIA**

**BEN**

**BAD**

**WE ARE THE WORLD**

## Hello Problem Based Learning Exercises - Administration Page

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### Duration

1 Hour

### Scope Statement

Students will be exposed to the learning process used to develop critical thinking skills and life-long habits in new officers.

### Terminal Learning Objectives (TLO)

- analyze a Problem Based Learning Exercise to determine if it is ill-structured
- apply the five step PBL process to a Problem Based Learning Exercise

### Enabling Learning Objectives (ELO)

- recall information from a previous lesson and apply it to a new assignment
- read and interpret written information
- communicate findings in a small group setting

### Resources

- PTO Manual
- Whiteboard/Flipchart
- movie scene
- journals

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
2. "Using Problem-Based Learning in Police Training", Gerard Cleveland, Police Chief magazine, vol. 73, no. 11, November 2006

### Practical Exercise Statement

Using exercises provided in the PTO Manual, students will defend a position regarding the accuracy of the information.

### Assessment Strategy

- Rubric

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



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COMPUTER RESEARCH



DISCUSSION



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IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

## introduction to the pbles



1. Show a movie clip or documentary illustrating an ill-structured problem and a learning or problem solving process used to work through it.



2. Have students read pages 34-35 in their PTO Manual to see how a trainee might use a PBLE on the street. Point out this 5 step process takes days or maybe weeks to achieve optimal learning because it is a reiterative cycle. Emphasis this process occurs through and during regular police work.

**When the students read material in their PTO Manuals, you can show the same pages on the overhead projector.**

3. Assign each group one of the PBLEs in their PTO Manuals. These are found on pages 53, 73, 99, 119.
4. Instruct them to read their PBLE and identify what makes it an ill- structured problem and not just a scenario. Each group should name at least one specific point.
5. Ask, "What are the five steps used to work a PBLE?"
  - IDEAS: discuss the importance of brainstorming.
  - KNOWN FACTS: what they draw from the problem and what they already know to be true.
  - LEARNING ISSUES: what issues do they need to learn more about in order to solve this problem?
  - ACTION PLAN: after they have worked the first three steps repetitively, they come up with a plan to address the problem.
  - EVALUATION: you and the trainee will assess the effectiveness of their plan and of their learning, on the PBLE Evaluation form.



6. Each group looks at their given PBLE as if they were a trainee and works through the five-steps. Have them record their answers on flipcharts and report out round robin style.



**If this is falling at the end of the day, do not allow them to report out until tomorrow. This will then serve as a refresher for block 5, and will reiterate the benefits of keeping a learning journal.**



### closing information

1. Make sure all objectives for block four have been met.
2. If so, cross block four off of the wall poster.



3. Homework assignment:
  - Have students practice their journaling techniques by naming at least one new concept they learned today,
  - their thoughts or opinions about that concept,
  - and what they need to learn more about in order to apply that concept to training.
4. Introduce tomorrow's schedule and the topics to be covered.
5. Do not address the concerns list or the course problem until tomorrow.
6. Ask for check-out words by explaining:
  - They are one way the instructors determine the needs of the class.
  - Each student will say one word that describes their thoughts or feelings right now.
  - As they say their word, do not have a reaction other than to thank them, and do so by name.

**Everyone in the room participates in check-out and check-in words, and instructors should be the last to go. The instructors should use uplifting and encouraging words to inspire the students.**

## Working Problem Based Learning Exercises - Administration Page

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### Duration

3 – 5 Hours

### Scope Statement

This block will prepare PTOs to assign, monitor, and evaluate Problem Based Learning Exercises worked by the new officers they train.

### Terminal Learning Objectives (TLO)

- teach a trainee how to use Problem Based Learning Exercises through role play
- create a Problem Based Learning Exercise

### Enabling Learning Objectives (ELO)

- create a prepared response to anticipated questions for a role-play exercise
- read and interpret written information
- use verbal and non-verbal communication to articulate understanding of the specified topics
- diagram a written problem on a given form
- recall life experiences and transfer them into a fabricated situation

### Resources

- whiteboard or flipchart
- PTO Manual
- journals
- flipcharts
- computer

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))

### Practical Exercise Statement

Students will participate in a one-on-one role play scenario where they are verbally quizzed by an instructor. They will also create a Problem Based Learning Exercise for their PTO program.

### Assessment Strategy

- Rubric
- Role Play

### Instructor's Note:

Handout: PBLE Tree Diagram

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



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BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

### morning introduction

1. Ask for check-in words to gauge class needs. If necessary, conduct an ice-breaker exercise to better introduce the students to one another.

visit  
[www.icebreakers.ws/get-to-know-you](http://www.icebreakers.ws/get-to-know-you)

2. Determine if anything needs to be added or removed from the concerns list.
3. Students' homework will be discussed in the next part of this block.
4. Review day one by discussing information on the flipchart sheets hung around the room; including PBL, multiple intelligences, journaling in the PTO program, ill-structured problems and the learning process.
5. Review the course problem. Remind them this is a road map to the class objectives and ask how they think we are coming along.
6. Point out the course problem is also an ill-structured problem.

### review pbles

1. If the groups did not report their answers to the last assignment in block four, have them do so with little or no follow up discussion. This is meant to serve as a review for the PBL process.



2. The first step in the PBL process is Ideas. Inform students the Course Problem is a PBLE and direct them to individually list ideas for solving it in their learning journals.



3. Discuss brainstorming.
4. Do the nine dot game to illustrate thinking outside of the box.

search "nine-dot game" on Google Image for puzzle and solutions



5. Write: “If you always do what you’ve always done, you’ll always get what you’ve always got” on a flipchart. Discuss the implications of not updating our training and services to the community.
6. PTOs must allow and encourage trainees to think outside of the box in order to develop their critical thinking skills. “You can’t always throw saturated patrol and money at problems on the street.”



7. The second step in the PBL process is Known Facts. Discuss the known facts of the course problem. Ask:

- What facts are listed in the course problem?
- What other facts do you personally know to be true?
- How do you think trainees should go about identifying these known facts in their PBLEs? (write them down, highlight, discuss, etc.)

8. The third step in the PBL process is Learning Issues. This step really has two important parts.

- First, the trainee has to recognize what they need to learn.
  - We don’t know what we don’t know.
  - PTOs are crucial in helping the trainee see opportunities in the field that relate to their PBLE.
  - For instance, in the phase A PBLE from the manual, one learning issue may be to learn more about racial tensions in a specific part of town. Later the trainee is dispatched to a run that involves a community activist. He may not realize how this community member could help him with his learning issues unless you point it out to him.
- Next, he needs to learn it. Discuss the issue of quality of training versus exposure.



9. Look at the course problem, what were some of the learning issues students wrote about last night as homework? Did they struggle because they didn’t know what they didn’t know?

10. This is another reason why journaling is so important. When trainees write things down, they may not know the value of it until later.

11. During the process of identifying and investigating learning issues, the trainee will realize the ineffectiveness of some ideas and develop new ones. Of course those ideas then create new learning issues. Through this repetition, they learn solutions that can be applied to other problems also.

12. **This is where the trainee learns to think like a police officer, not just act like one!**

13. The fourth step in the PBL process is developing (an) Action Plan(s).

14. Trainees present their action plan to the PTO in a manner that was previously determined. PTOs should consider the trainee's multiple intelligences when making this determination (not just their learning styles, but also their filters).

15. Creating the action plan is an important part of the overall learning process; but whether or not they solve the problem effectively is not the ultimate goal. The goal is for the trainee to learn a process that develops their problem solving skills in general.



16. Look at the course problem. This problem can't be "solved", and neither can any one PBLE. But you can learn all you need to know in order to effectively train any trainee in the PTO program if you *learn how to learn*.

- We could have you memorize each piece of the program: the terminology, the forms, the structure, etc.
- We could let you practice using them.
- We could tell you how to deal with some difficult training situations.
- But we can't tell you how to use all of this with every person in every circumstance.
- So instead, we teach you what you need to learn about and take you through a process to accomplish this.
- Training in the field is the exactly the same. You can only guide your trainee through a process to build their abilities to solve problems by learning when to plug the right pieces in to the right puzzle.

17. The fifth and final step in the PBL process is Evaluation. PTOs and the trainee complete the PBLE Evaluation. Stress the importance of completing this evaluation every phase, regardless of the presentation method.



18. An example is found on page 55 in their PTO Manual. Both the process and the product are evaluated.

**Bloom's in Action:**

*Here's what you've done with the students so far:*

- developed a foundation of *knowledge* about the PBL process.
- made this information relevant by *applying* it to PBLEs.
- *synthesized* the information by using it in a non-police problem.

*Now you will lead them towards evaluation and creation.*

**teaching the pble to trainees**



1. Have the following questions written on the whiteboard before beginning:

- What is a PBLE?
- When will I respond to the PBLE during that phase of training?
- When will I get time?
- How do I use the actual PBL process to tackle this problem?
- How will I involve the community in the PBLE?
- How will I be evaluated?
- When does the evaluation take place?

2. Explain to the class they need to prepare answers to these questions so they can help their future trainees understand PBLEs.

3. They will then assess their ability to teach about PBLEs through a role play exercise.



4. Students should review all the information they can find about PBLEs in their manuals.

5. Allow up to 30 minutes for them to prepare.



6. Begin the Freeze Frame Exercise:

- place two chairs side by side simulating a car
- one instructor plays the role of the trainee
- call on a student to play the role of the PTO
- explain it is the beginning of training Phase A and the PTO has just assigned the trainee a PBLE
- the student answers the questions until another instructor says 'freeze'

- the instructor then chooses another student to take the role of PTO and the questions continue
- this continues until 8-10 students have played the role of PTO



When ending freeze frame, try to choose a student who will answer the questions confidently and accurately. This will help create a positive mood.

visit  
[www.thetrainingworld.com](http://www.thetrainingworld.com)  
for tips on using role play in  
the adult classroom

### follow-up discussion

1. Clarify issues brought out through the freeze frame exercise.
2. A common sticking point here is the concern about the amount of time it will take to work through the PBL process, particularly when the trainee is working on the learning issues.



3. Draw a police car on the whiteboard and explain this is the PTO and trainee and the trainee just received his PBLE. The PBLE is 'in the car with them' as they go about their daily patrols.
4. Pretend they respond to a domestic violence call. What resources will they use while on the scene? You should get answers like: law books, dispatchers, back up officers, courts, etc. Draw these in circles all around the police car.



5. Remind the class that most of the research done during the learning issues stage should come from calls for service and other learning opportunities presented through daily patrols.
6. Emphasize this by connecting all the circles on the whiteboard to each other, then drawing an arrow back to the police car. This is a picture of how the PBLE works.



7. Merely handling the calls won't address their issues. The PTOs must facilitate the research through training about the activities and helping the trainee connect them to the PBLE.
8. The trainee writes these connections in their journal and revisits the ideas stage to check for plausibility.
9. Discuss the fact that some research might be 'cold' and how the PTO should handle this.

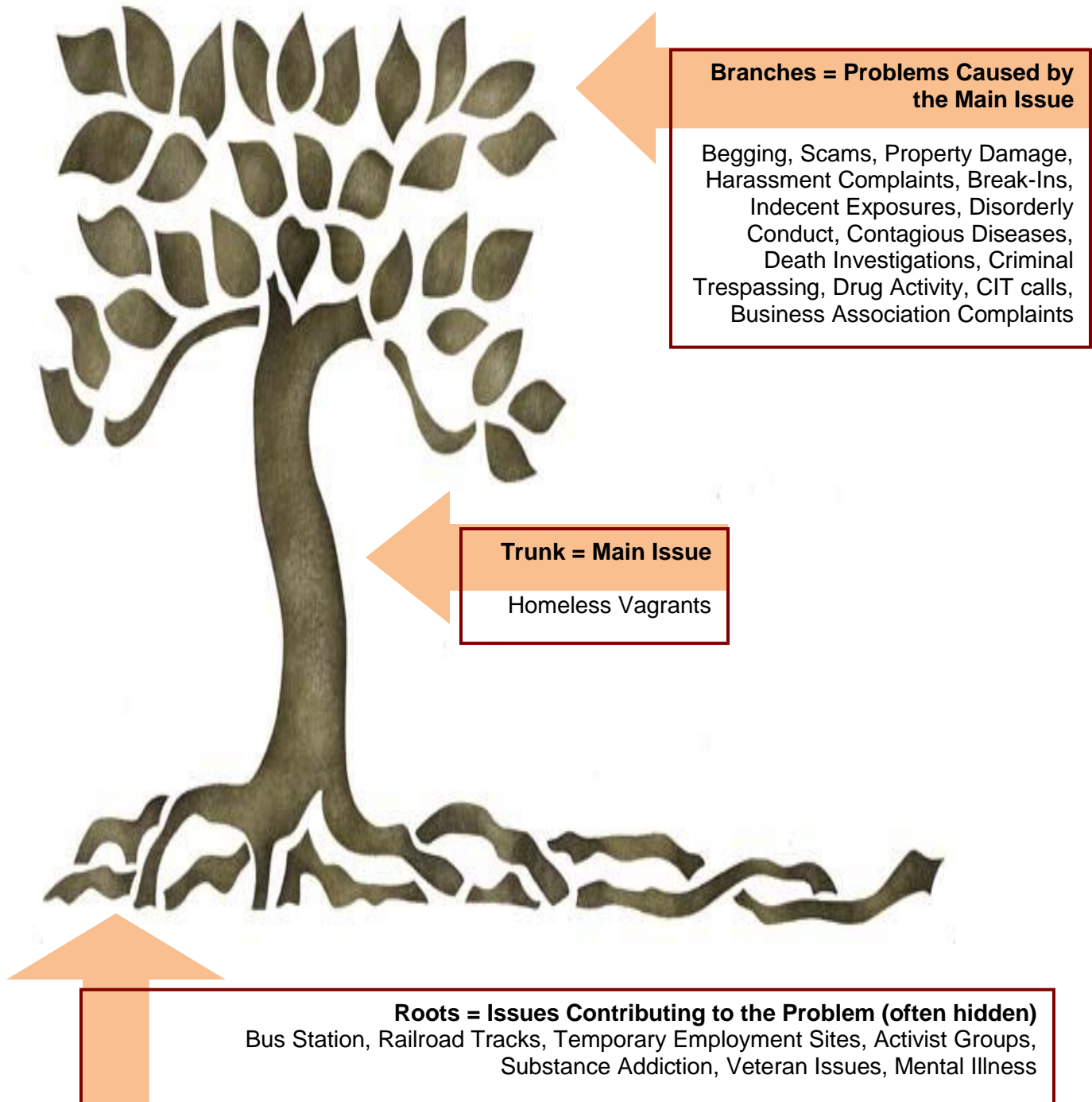
#### create a pble

1. Each group will write a phase specific PBLE.
2. Review the rubric for this assignment.
3. Encourage them to submit rough drafts before the due date.
4. Due by Friday morning at 0900.



You can use the following tutorials whenever you determine the class needs assistance in creating their PBLEs. They are particularly helpful with understanding how to write an ill-structured problem, and may be used after they have completed a rough draft.

creating pbles tutorial #1: the pble tree





1. Explain: when writing an ill-structured problem, it may help to compare the components to the parts of a tree. Draw the tree on the previous page one piece at a time, explaining while you continue with the information below.
2. The Trunk: the trunk is the main problem you want the trainee to learn about. This problem branches off into other problems, thus causing him to consider a variety of facts and issues.
3. The Branches: each branch is a problem that gets your attention. We often cut off the branches and leave the trunk, just to find that they grow right back. This means the problem is not easily solved. Each branch should be specific to the phase of the PBLE.
4. The Roots: the roots are problems that feed the trunk, and are mostly hidden and forgotten. The roots are the missing information the trainee must uncover in order to solve the problem.
5. Plant the tree on your beat so it provides relevant learning for the trainee.
6. The trainee uses the five step process to try and cut down the tree:
7. Success is not measured by whether or not he cut down this tree. Success is achieved when the trainee *learns* how to cut down the tree. This means he has learned a process he can apply to future problems.
8. The PTOs job is to show the trainee how the problem in the exercise is connected to the big picture of their job; i.e., all the trees in the forest are connected somehow.

### creating pbles tutorial #2: scenario no-no

1. Explain: A PBLE is different than a scenario. When you give a trainee a scenario, you expect him to take a certain course of action or solve a specific problem. The following scenario clearly points the trainee down a path towards proving whether or not these brothers are the suspects in the car break-ins. The goal would be for the trainee to build their case and show you what they know about solving those crimes.



2. Make a copy of the two problems below. The first is a scenario and the second is an ill-structured problem. Then explain the differences.

2. Scenario: *You've been assigned an increased patrol along the Riverfront in response to recent problems with vagrants. Your Major wants you to saturate the area and make as many arrests as possible to help alleviate the problem. You see two men loitering in the Wharf Parking Lot. They tell you they are brothers who are living on the streets, and admit to drinking beer. They give you consent to search. Their pockets are stuffed with small bills and loose change. Your beat partner is investigating some near-by car break-ins and you suspect the brothers are the perpetrators, but they deny it.*
3. Explain: a PBLE is different than a scenario. When you give a trainee a scenario, you expect him to take a certain course of action or solve a specific problem. For instance, this scenario clearly points the trainee down a path towards proving whether or not these brothers are the suspects in the car break-ins. The goal would be for the trainee to build their case and show you what they know about solving those crimes.
4. Ill-Structured Problem: *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. One man is holding a box and the other pushes him to the ground and spits on him. They tell you they are brothers who arrived by bus from Tennessee last month and have been living on the streets. The box is full of small bills and coins, which they say they got from pan-handling. The man who spit also has a bad cough and wants a ride to the VA Hospital. Both men smell like alcohol and one has an upcoming court date for Possession of Drug Paraphernalia. In the meantime, your beat partner gets dispatched to several car break-ins in an adjoining lot.*
5. Explain: The goal of a Problem Based Learning Exercises is just what the name says: it is an exercise in learning how to solve problems. The five steps are a guide for the trainee to use so they capture required information from other problems and appropriately apply it to the PBLE. Scenarios, role plays, and other training methods are very much needed in effective training, but do not confuse them with a PBLE.

**Students often get hung up on the apparent contradiction in the fact the problems are called 'ill-structured', yet they must be written in a very structured manner. It may help to explain the "ill" or messy part comes from the outcome; not how the problem is written. In other words, ill-structured problems are created within very specific guidelines so the problem itself is quite structured. But since no one solution is correct, the answer is the unstructured variable.**

### closing information

1. Make sure all objectives for block five have been met.
2. If so, cross block five off of the wall poster.
3. Determine if anything can be removed from the concerns list, or if anything needs to be added.
4. Explain that so much attention is given to PBLEs in this class because they are the backbone of the program.
5. Consider bringing in completed PBLEs and having them on the resource table.
6. Inform students that some time will be allotted later for work on the PBLE creation, but they may want to utilize time outside of class to complete the assignment.
7. Make yourself available to review the drafted PBLEs as they are created.



8. Refer students to the whiteboard with the program structure. Have a volunteer add the following information, and each student should add it to their handout.

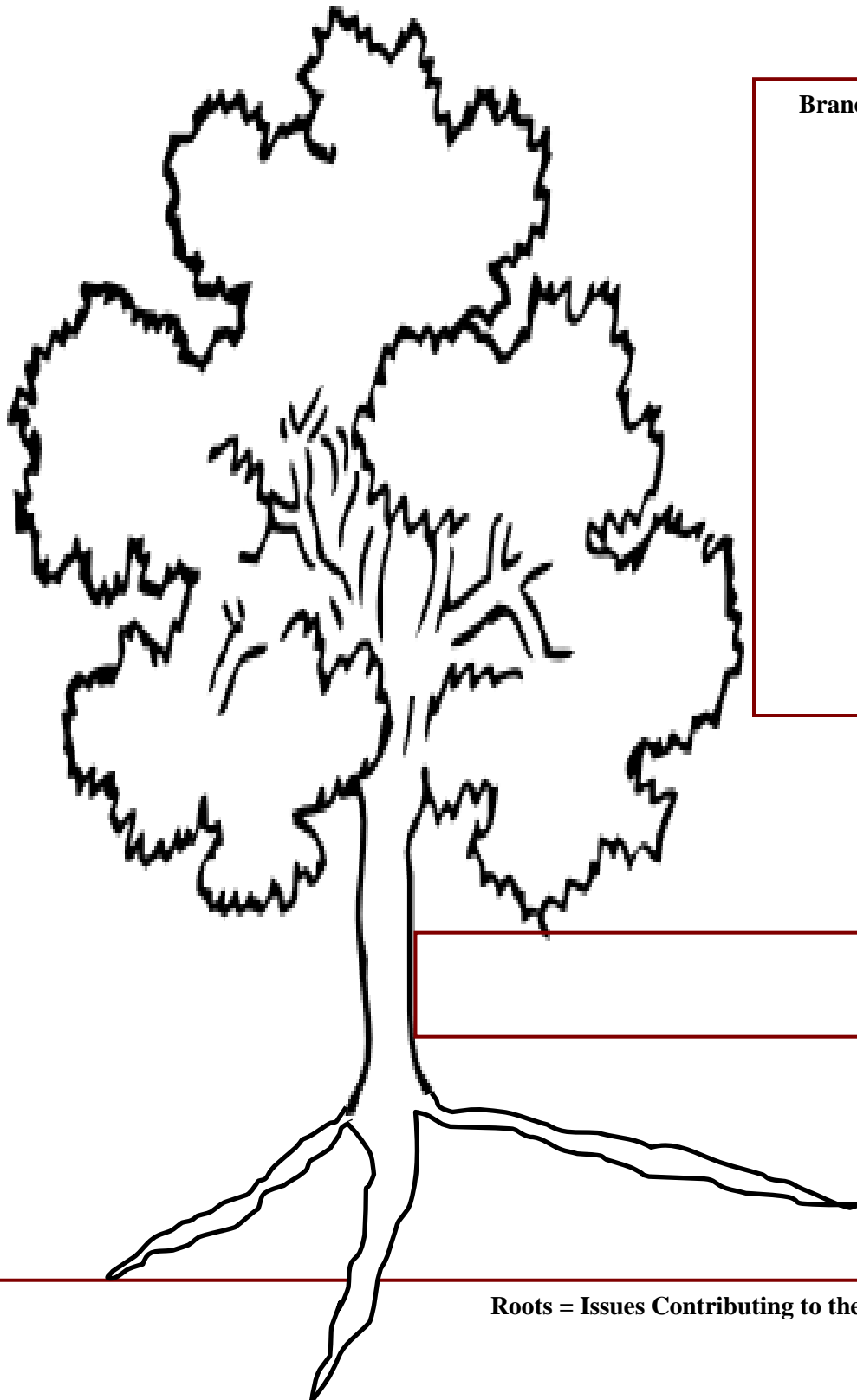


- When each PBLE is assigned.
- When each PBLE is worked.
- When the PBLE evaluation is completed.

**When the groups have submitted their final PBLEs, consider distributing a copy to each student in class. Remind them they should modify the location and a few other details before use, so the PBLEs are more relevant to their assigned patrol areas. Each student will now have at least two PBLEs to use for each phase.**

## PBLE TREE: STUDENT DIAGRAM

*provide students with several copies to use when writing their PBLEs for class*



**Branches = Problems Caused by the  
Main Issue**

**Trunk = the Main Issue**

**Roots = Issues Contributing to the Problem (often hidden)**

## Emotional Intelligence & Conflict Resolution Styles - Administration Page

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### Duration

2 -3 Hours

### Scope Statement

This block facilitates personal growth for the student and develops their ability to effectively interact with a trainee.

### Terminal Learning Objectives (TLO)

- examine the importance of emotional intelligence as it relates to PTOs and trainees
- assess the effectiveness of conflict resolution styles used in the training relationship

### Enabling Learning Objectives (ELO)

- interpret information provided in a lecture
- communicate understanding of a topic to a peer partner
- assess personal feelings and responses to simulated situations
- conduct internet research about a given topic and report findings
- read passages in a book of choice and interpret it using information from class
- record information using proper journaling techniques

### Resources

- movie clip
- power point slides
- flipchart/whiteboard
- journals
- flipcharts
- computers with internet access and printer

### Instructor to Participant Ratio

2:25

### Reference List

1. The Owner's Manual for the Brain, Howard, Pierce, J., Phd., Bard Press Publishing
2. [www.businessballs.com](http://www.businessballs.com)
3. Emotional Intelligence, Goleman, Daniel, 1995, Bantam Publishing Co.
4. Primal Leadership: Realizing the Power of Emotional Intelligence, Goleman, Boyatzis, McKee, 2003, Harvard Business Press,
5. [www.my-counseling-site.com](http://www.my-counseling-site.com)
6. [www.colorado.edu](http://www.colorado.edu)
7. [www.sonoma.edu](http://www.sonoma.edu)
8. Emotional Intelligence 2.0, Bradberry, Travis, Greaves, 2009, Publishers Group West

## Practical Exercise Statement

Students will debate conflict resolution styles to use when training new officers and complete an on-line instrument to assess their Emotional Intelligence.

## Assessment Strategy

- Rubric
- Journal

## Instructor's Note:

Handouts:

- articles on emotional intelligence (not provided)
- optional emotional intelligence quiz (not provided)
- conflict resolution styles



## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

### conflict resolution styles



1. Give each student an assigned conflict resolution style handout.
2. The handouts should include definitions and examples of the following conflict resolution styles: Competitive/Forcing, Accommodation, Avoidance, Collaboration, and Compromising.
3. Ask the students to pair up with someone with a conflict resolution style that was different than theirs.



4. With their partners, discuss situations when a PTO might need to use those styles they researched and times when a PTO should not use those styles.

5. Call on volunteers to report their examples.

6. Explain that we all have developed habits and personality traits that contribute to our preferred styles of conflict resolution. But so have our trainees. As training officers, we must learn to apply the appropriate styles at the appropriate times.



7. Show PPT slide #31 indicating the win/lose and assertiveness scale for conflict resolution and talk about the relevance to training.

8. One of the best ways we can resolve conflict is through listening to understand the other person's point of view. This is directly related to our a piece of our emotional intelligence

### emotional intelligence for police training

1. Distribute a quiz for students to assess their E.I. (available on line). Do not offer any explanations as to the purpose of this quiz.



2. Show a movie clip illustrating a teacher or coach getting a group of people to overcome an emotional barrier in order to accomplish a task.

3. Give the power point presentation on emotional intelligence and allow students to follow along on their power point handouts.



- *slide 32: Emotions and the Brain: illustrate the limbic system, amygdala, and how they work in tandem to equal our actions and reactions*

- *slide 33: EI defined:describes the ability, capacity, and skill to identify, assess, manage and control the emotions of one's self, of others, and of groups.*
- *slide 34: components of EI: Self Awareness, Self Regulation, Social Awareness, Social Management discussion*
- *slide 35 EI and IQ: IQ usually gets you hired; EQ usually gets you fired. Discuss this from all perspectives.*



4. Assign one component to each group and have them conduct internet research to determine what they mean and provide characteristics or desired qualities of each. If there is a fifth group, have them research 'emotional high-jacking', 'emotional learning', or the history of EI.

**This internet research is an important piece because it allows the students to see the vast amount of information and literature on emotional intelligence. Since it is still a relatively new term, this helps validate what is being taught.**

5. The groups record their findings on flipchart sheets and post them around the room under the appropriate headings.



6. Have students use different colored sticky notes or markers to vote for which specific components and/or given characteristics are most important for the PTO to have and which are most important for the trainee to have.

7. Hold a plenary discussion about the findings, making sure to emphasize that all components are equally important but self-awareness is the foundation for high emotional intelligence.




**Look for opportunities to relate the findings to the previous conflict resolution discussion. It is also a good time to cite occurrences from the group forming game.**



8. Assign homework: Pick a book or movie from the resource table and look for a passage or scene that relates to what we've talked about today. Write this in your journal and be prepared to discuss it in class tomorrow.

### emotional intelligence tutorial #1


1. Discuss the skill of listening and developing empathy. This is important because you need to speak a language the other person understands if you want them to get your message.
2. Before class, locate a summation of a controversial case that is likely to evoke an empathetic response to the defendant.
3. Have students chose a stance whether they are for or against the final outcome of the case.
-  4. Hold a debate and allow only one person to talk at a time, with no interruptions for one minute.
5. You can also make them switch their positions and debate against their original feelings.
6. Summarize by pointing out one of the best ways we can resolve conflict is through listening to understand the other person's point of view.
7. Remind them the journal is a valuable resource for this.

### emotional intelligence tutorial #2


1. Before class starts on day two, bring in a large suitcase full of props (toys, tools, books, household items, etc.)
2. Leave the suitcase in the front of the room and never make mention of it.
3. Before they conduct internet research on emotional intelligence use the suitcase to demonstrate how emotions can interfere with the learning process.
4. Point out that trainees will become blocked by fear, anxiety, social pressures, lack of self awareness, etc. PTOs may need to recognize this blockage is caused by emotions.
5. But just like the big suitcase in the room, we tend to never mention this.
6. This doesn't mean we need to play therapist. PTOs must simply help the trainee recognize what the learning obstacle is and help them overcome it.

7. If we don't, the emotional blockage spills out into other areas and gets in the way. Open the suitcase and dump the props on the floor.
8. Each student picks up a prop and takes it to their desk.
9. Students do the internet research to determine what makes up each piece of the four EI competencies.
10. When they return to their desks, they link their prop to one of the points they learned by telling how that prop illustrates an important piece of emotional intelligence for the trainee and/or PTO.

### emotional intelligence tutorial #3

1. To illustrate how important accurate self-awareness is, bring in a full length mirror and masking tape or labels.
-  2. Write the following quote on a flipchart: We judge ourselves by our intentions, we judge others by their actions.
3. Discuss what this means, i.e., the 'distorted mirror theory' and how emotional habits can create an inaccurate self perception. Compare this to how our voices don't sound like we think they should.
4. Instruct students to write a list of their values and beliefs that they live by. You might see things like hardworking, God, family, respect, etc.
5. Give each student a strip of masking tape and tell them to transfer that entire list to the tape.
6. Direct students to place it on the front of their body.
7. Have one student come to the front of the room and look in the mirror, reading of his values.
8. As he does this, write the word "ACTIONS" on a piece of tape and stick it to his back.
9. Point out how many times we act in a way that is not in accordance to what we see in the mirror. That is what the rest of the world sees and judges us by. Tie this into the four EI competencies.
10. Accurate self perception is key to successful training. Know thyself.

### closing information

1. Make sure all objectives for block six were covered.
2. If so, cross out block six from the wall poster.
3. Re-visit the concerns list and see if anything can be crossed out or needs to be added.
4. Remind them of their homework assignment which will be discussed first thing tomorrow morning.
5. Remind them of the PBLE assignment and assure them they will have opportunities to work on it in class, but they will have to make good use of class time.
6. Go over tomorrow's topic: The Matrix. This is usually the day that everything starts to fall into place.
7. Remind students they will need copies of all their policies, contracts, laws, etc. or be able to access them on line.
8. Get the check-out words from everyone.
-  9. Prepare for tomorrow's class by creating flipchart sheets for introducing the Matrix.

**student handout: conflict resolution styles: COMPETITIVE/FORCING**

**Competitive/Forcing:**

People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

**student handout: conflict resolution styles: ACCOMODATING**

**Accommodating:**

This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However people may not return favors, and overall this approach is unlikely to give the best outcomes.



**student handout: conflict resolution styles: AVOIDING**

**Avoiding:** People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

**student handout: conflict resolution styles: COLLABORATIVE**

**Collaborative:** People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when a you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

**student handout: conflict resolution styles: COMPROMISING**

**Compromising:** People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something, and the compromiser him- or herself also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

## Introduction to the Matrix - Administration Page

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### Duration

2 -3 Hours

### Scope Statement

Instructors will introduce the components of the Learning Matrix and facilitate student understanding of its proper application in the PTO Program.

### Terminal Learning Objectives (TLO)

- explain the substantive topics, their content and their length
- describe the contents of the cells inside the matrix

### Enabling Learning Objectives (ELO)

- participate in small group discussion to formulate an agreed upon outcome
- present information to a group of peers
- interpret information from a lecture with visual aides and a reading assignment

### Resources

- journals
- flipcharts
- PTO Manuals

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))

### Practical Exercise Statement

After reading material provided in the PTO Manual, students will prepare a presentation to teach peers about the Substantive Topics in the Learning Matrix.

### Assessment Strategy

- journal
- rubric
- peer reviews

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

### morning introduction

1. Check in words.
2. Revisit the course problem and ask how the class is progressing.
3. Discuss the homework and allow volunteers to read their passages or explain the movie scene and how they relate to emotional intelligence in the training program.
4. Go over the schedule for day three.

### matrix explained



1. Explain what a matrix is, and how it is used to describe a chart or system of storing information, but what is most important is the material inside the matrix.
2. Discuss the four substantive topics, or phases. Provide examples of what they mean; i.e. the difference between a patrol activity and non-emergency response and when a routine call turns more into a criminal investigation.



**Stress to students they will still respond to all types of calls for service but the training focus will be on the substantive topics. Give them examples of how to do this.**



3. Post a flipchart sheet on the wall for each substantive topic with the first few core competencies.



4. Explain how the substantive topics and core competencies come together to make parts of the matrix that we refer to as cells. See pages 17-18 in the PTO Manual.
5. Each cell contains skills required of the trainee, related laws, policies, and standards, as well as the final learning objectives.
6. Individual police agencies chose what information to put into these cells, so it is adaptable to your needs.
7. Demonstrate this by showing an example of what would go into the cells on your flipchart sheets.
8. Explain how this information guides the training and evaluations. Stress that it is **NOT A CHECKLIST**.

### expert group exercise

1. Students will be numbered off from one to four and then group up.
2. Each group is assigned one substantive topic.
3. They will learn everything they can about that substantive topic, including how long it is and when it occurs in the program structure.



4. In their expert groups students will read all related pages in their PTO manuals, discuss what they are reading, and learn what the matrix cells in their topic might contain.

5. Allow 30 minutes to an hour to do this.



6. The members of the expert groups then return to their home groups and teach each other about the four substantive topics and their related matrix cells.

7. Recap this information with a few closing statements, taking care to discuss topics that came about from the small group exercises.

**Heavy facilitation is required. Students may get overwhelmed and need to see an example of a completed matrix cell from another agency. Others may understand the concept right away and this exercise only causes them to overcomplicate things.**

### matrix tutorial #1

1. If another illustration is needed, show students a file cabinet with four drawers.
2. Each drawer represents one substantive topic.
3. Hang fifteen files in one drawer and label the tabs with the core competencies.
4. Each hanging file will have three folders.
5. One folder is for the required skills for a trainee, one for the applicable laws, policies and standards, and the other for the learning outcomes.
6. Demonstrate how materials are placed into each file to create a cell of information that will be used to guide the training.

### closing information

1. Review the objectives for block seven and make sure they have all been covered.
2. If so, cross off block seven from the wall poster.



3. Look at the program structure on the whiteboard and add when the matrix is used. Make sure they understand it is used daily as a learning guide, but it is not a checklist.



4. Allow them to add this information to their program structure handout.
5. Decide if you want them to break for lunch and then return, or if you want to proceed with the instructions for block eight and allow them to take their lunch when they want.



## Building the Matrix - Administration Page

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### Duration

4 - 5 Hours

### Scope Statement

Working with members from their respective police departments, students will create agency-specific matrices that follow the guidelines dictated in the PTO Manual.

### Terminal Learning Objectives (TLO)

- create cells to the learning matrix that are specific to their agency

### Enabling Learning Objectives (ELO)

- participate in small group discussion to formulate an agreed upon outcome
- conduct independent internet research
- summarize information and place it into a specific format
- categorize given material into appropriate sections

### Resources

- PTO Manuals
- matrices from other agencies
- departmental policy
- laws, ordinances
- training manuals
- internet access

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual, Louisville Metro Police Department (Kentucky), 2009
2. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))

### Practical Exercise Statement

Students will review their department's policies and procedures, as well as applicable laws and training articles, to create agency-specific matrices for future application into their PTO programs.

### Assessment Strategy

- journal
- rubric

## Instructor's Notes

- Instructors must decide if they want students to print all relevant information when building the matrix and then place it into binders. This will require four, 3" binders with dividers per agency, reams of paper, and several printers. A better option may be to have students print out there completed matrix cells.

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

## instructions

1. Explain they will be building a matrix for their individual departments.



2. If you haven't done so, provide students with a sample matrix cell from another department.
3. The matrix they build for their department may or may not follow the same format, but either way the contents will be different for every agency.

**Try to keep members from the same or similar agencies together for this block.**

## build the matrix exercise

1. Each group will need to work on building their department's matrix.
2. The simplest way to achieve this in the amount of time is for each group to further divide the matrix cells working independently, but in close enough contact they can use each other as resources.
3. They are permitted to complete the task however they see fit.
4. Assign a deadline time and state your expectations for how much of the matrix must be completed by that time.
5. Review the rubric for this exercise.
6. Steps for students to follow:



- Decide how they will carry out the workload.
- Look at the core competency in each cell and determine what job skills and knowledge a trainee needs at their specific agency under that competency. Do this for each phase.
- Review policies, laws, ordinances, training manuals and periodicals, contract, etc. to determine which of those resources would help a trainee learn the required job skills.
- Cite those in your individual matrix cell (or print each one out and place it in the binders under the appropriate tabs).
- Leave the learning objectives as they are listed in the manual for now.
- Print a copy of each completed cell and organize them according to the matrix in their PTO manual.
- Turn one copy in to the instructor with everyone's name who worked on it.



6. Remind students some material will be the same in each phase and some materials could go in every cell, but they should decide how to simplify this.



7. Allow the students to work, but check up on each group within the first 30 minutes to make sure they are on track.
8. Reconvene at the stated time and clarify any points of confusion.

**If any group is physically separated from the instructors during this exercise make sure you exchange phone numbers.**

### closing information

1. Make sure that every student has a copy of the matrix they created for their department. This will be used tomorrow when completing the CTRs.
2. Check to see that the objectives for block eight were met.
3. If so, cross out block eight from the wall poster.
4. Look at the list of concerns and decide if any can be removed, or if new ones need to be added.



5. Homework: in your journals identify someone who you admire because of their coaching skills and explain what those skills are.
6. Tomorrow we will discuss how to be an effective coach and apply that to the Coaching and Training Reports.
7. Journals will be collected tomorrow afternoon.
8. Check out words.

## Coaching Skills - Administration Page

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### Duration

2 – 4 Hours

### Scope Statement

This block of instruction introduces students to the role of the PTO as a career coach and provides them with techniques available to enhance the overall learning experience for a new officer.

### Terminal Learning Objectives (TLO)

- analyze the role of a coach and its relevancy to the position of PTO
- examine training techniques to use when coaching new officers

### Enabling Learning Objectives (ELO)

- communicate personal experiences and opinions
- synthesize information from one source and apply it to a different situation
- interpret information from a tutorial with lecture and power point
- interpret written information

### Resources

- journals
- power point on Coaching
- flipchart/whiteboard

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
2. [www.1000ventures.com](http://www.1000ventures.com)
3. Effective Coaching: Lessons from the Coach's Coach, Downey, Myles, 2003, Texere Publishing Co.
4. [www.eiconsortium.org](http://www.eiconsortium.org)
5. [www.businessmanagementdaily.com](http://www.businessmanagementdaily.com)

### Practical Exercise Statement

Students will bring an article depicting a coach they personally admire, analyze this person's coaching skills, and compare those qualities to the role of a PTO.

### Assessment Strategy

- journal
- rubric

## Instructor's Notes

Handouts:

- coaching skills handout
- coaching defined power point (refer to PTO I Power Point Presentation)

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES



### morning introduction

1. Check in words.
2. Revisit the course problem and ask how they are doing on some of the learning issues they previously identified. They should be feeling comfortable with the topics we've discussed thus far. If they are not, they need to recognize these as learning issues and develop a plan to address them.
3. Remind them that PBLEs are due tomorrow and you will be available throughout the day and after class to review rough drafts.
4. Journals will be collected at the end of class today.

### the role of the coach

1. Discuss homework and seek volunteers to describe the person whom they admire as a coach and what qualities or skills that individual possesses.



2. Write these down on the whiteboard or flipchart.

3. Continue to build on the list, adding a check mark next to previously mentioned items for every time someone included it in their assignment.



4. Instruct students to write this entire list in their journals.

5. Remind them of the importance of self awareness and ask them to circle the qualities on this list they are strong at, and put a star by those they would like to develop.



6. Discuss the role of being a coach as a PTO. Ask prompting questions:
  - Should a PTO be a coach?
  - Are coaches also evaluators?
  - What are the standards a coach uses to evaluate someone?



7. Show a power point presentation on coaching. During the discussion of these strategies, tie in emotional intelligence and conflict resolution skills that were previously discussed. Allow students to follow along on their power point handouts.
  - *slide 39: Coaching Defined: Coaching is the art and practice of inspiring, energizing, and facilitating the performance, learning and development of the player.*
  - *slide 40: **Art** – At this point the intelligence, intuition and imagination of the coach become a valuable contribution - rather than being interference for the player.*
  - *slide 41: **Inspiring** – coaching is about helping the player to unlock his or her true potential through raising awareness, inspiring new ideas and encouraging creativity.*
  - *slide 42: **Energizing** – coaching is about energizing the player through effective communication, soliciting suggestions, and building a can-do attitude.*
  - *slide 43: **Facilitating** – implies that the player has the capacity to have an insight or creative idea and to think something through for himself.*
  - *slide 44: **Performance** – anything a coach says or does should be driven by the intention to improve performance, i.e. to achieve greater effectiveness or efficiency of the player.*
  - *slide 45: **Learning** – FAILING FORWARD; looking beyond immediate objectives, the future performance of the organization depends on learning.*
  - *slide 46: **Development** – refers to growth and self-awareness.*

### coaching tutorial #1



1. Explain that in order to be all these things as a coach, we have to have tools to use. Refer them to their Coaching Tools handout in their binder and offer explanations if needed.

(movie clips, video of self, role play, passage from book, internet research, field research, self awareness exercise, game, power point presentation, lecture, journaling exercise, draw a picture or graph, roll call presentation, counseling session, hands off approach)



2. Pair students together and have each pair draw a number 1-15 from a box. This number will correlate with one of the coaching tools on the handout.
3. With their partner they have five minutes to create a plausible situation in which they might use this tool with a trainee.
4. Invite students to follow along as others report out and write their ideas on the handout for future use.

### coaching tutorial #2



1. Explain that in order to be all these things as a coach, we have to have tools to use. Refer them to their Coaching Tools handout in their binder and offer explanations if needed.



2. Show scenes from a movie, a collection of movies, or find a movie about coaching/teaching and show the entire movie.
3. Before doing this, give a specific assignment to each student and have them record moments when they see a coaching tool used, or when they see examples of the coaching definition. Students should write this in their journal and be prepared to report their findings.



If showing a full length movie, make sure you tell each student exactly what to look for and make it a challenging assignment. Otherwise their interest in the assignment can become directly related to their interest in the movie. The stage must be properly set, as this can easily be viewed as 'filler' or busy work.

### closing information

1. Make sure that every objective was met for block nine.
2. If so, block nine can be crossed out from the wall poster.
3. Prepare students for the next block of instruction on CTRs by telling them they will be tying in all the video clips they have been watching when they were evaluating trainees, and they will be watching a role play when they return from break/lunch.
4. The rest of the day will be spent completing CTRs and tying in some of these skills they learned. They will also be using their matrix to complete the CTRs.

**Consider this tip for using full-length movies: Find a movie that can be shown in chronological order, but spread out over the course of the week. It would need to be relevant to the course material, and the scenes should illustrate something being taught on the days they are shown.**



## COACHING SKILLS TUTORIAL STUDENT HANDOUT

*Below are list of a few coaching tools and training techniques you can use when training a new officer. Give an example of when and how you might use your assigned topic. As others offer their ideas you can add them to this handout.*

1. MOVIE CLIPS
2. DASH-CAM IMAGES
3. ROLE PLAY
4. BOOK PASSAGE
5. INTERNET RESEARCH
6. FIELD RESEARCH
7. SELF AWARENESS EXERCISE

8. GAME
9. POWER POINT PRESENTATION
10. LECTURE
11. PICTURE OR GRAPH
12. ROLL CALL PRESENTATION
13. COUNSELING SESSION
14. HANDS-OFF APPROACH
15. JOURNALING ASSIGNMENT

## Coaching and Training Reports - Administration Page

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### Duration

3 - 5 Hours

### Scope Statement

Students will develop a working knowledge of the primary evaluation tool used in the PTO program, the Coaching and Training Report.

### Terminal Learning Objectives (TLO)

- evaluate mock scenarios to assess the performance of a new officer
- complete a coaching and training report based on mock scenarios

### Enabling Learning Objectives (ELO)

- accurately record the actions of another person
- communicate strengths and weaknesses of another person's ability to perform the duties of a police officer on a given form
- write descriptive narratives
- assess information written by another person for accuracy
- provide written recommendations based on previously learned information

### Resources

- journals
- non-student role players
- flipchart/whiteboard
- video clips of police in action

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))

### Practical Exercise Statement

After watching several mock situations involving a PTO and trainee, students will individually complete a Coaching and Training Report.

### Assessment Strategy

- journal
- rubric
- peer review



## Instructor's Notes

- As noted in the course introduction, part of your class preparation should include compiling at least five dash-cam recordings of two police officers handling a variety of situations. You should show a couple of videos each day and have students evaluate the officer you designate as the trainee. Students will document their observations in their journals for completing the CTR in this block.

Handouts:

- copies of the CTR from the PTO Manual, one for each student (in PTO manual)
- CTR with trainee's portion completed to match the role play (not provided)
- sample CTR that has been completed by another agency (not provided)

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



VIDEO OR MOVIE CLIP



STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

### overview of coaching and training reports



1. Each group gets a flipchart and positions it so other groups can not see.
2. Explain that we are going to review all we know about CTRs, including: the who, what, where, when, why, and how's.
3. Each group member takes turns writing one fact they know to be true about CTRs on their individual flipchart.
4. They do not have to be in complete sentences, but must form a thought that is easily understood. The facts must be about useful information; i.e. not like: the word coach has a letter "c", or a person invented the form.
5. When it is your turn, you can write something new or correct something that someone else wrote. But you can't do both on the same turn.
6. THERE CAN BE NO TALKING, GESTURING, OR HELPING YOUR NEIGHBOR IN ANY WAY.
7. The group that has the most correct facts written on their flipchart in three minutes wins.



8. After they are finished post the flipcharts in the front of the room and review them for accuracy. Use this as an overview for completing CTRs. Refer them to pages 29-30, and 59-66 in their PTO Manuals



9. Make sure to cover the entire process including:
  - one per training week, unless a trainee is extended
  - not during mid-term and final
  - focus on one event or call for service: trainee writes what he learned about that one event, this multiplies his learning by fifteen
  - **PTO reads trainee's comments, assesses them for accuracy, then comments on that and his performance throughout the entire week**
  - use the matrix and trainee should write relevant cell numbers (A4)
  - finding time
  - no N/A's – trainee and PTOs comments are mandatory for each core competency
  - value in narration compared to a numerical scale
  - don't pass it back and forth – don't go back and answer his questions

- when the trainee identifies something he needs to learn, you can verbally answer it, tell him where to learn it, or wait and see if he learns it on his own, but do hold him accountable for learning it
- PTO comments should include an evaluation of the trainee's knowledge, skills, and performance, as well as coaching tools used and an assessment of the trainee's learning.
- avoid predictive statements
- PTO and trainee use their journals
- PTS reads, comments, and signs



10. Distribute copies of a completed CTR and show how the matrix might have been used during its completion.



11. Make sure they have copies of their completed matrices from yesterday.
12. Review the CTR portion of the rubric with the class so they know your grading criteria.

### coaching and training report exercise



1. Instruct students to bring their journals and escort them to another location on-site.
2. Explain to the class they will watch a role play and evaluate the trainee just as they have been doing during the previous dash-cam videos all week.
3. You are playing the role of PTO and decide this event will be used by the trainee to complete his CTR for week three.



4. Conduct a role play showing a PTO and a trainee handling a non-emergency situation. It should be relatively simple with information that taps into most of the core competencies. Have the trainee make some intentional mistakes.
5. Allow students time to make notes in their journals.
6. When they return to class, refer them to the CTR you have previously completed based on this event. This CTR will have the trainee's comments already

**Make sure you complete the CTR for this exercise well in advance. You may choose to leave some of the comments blank and instruct the students to try and answer those as they believe a trainee may. Then have the students trade CTRs with each other and complete the PTO comments in those areas. It can be problematic to conduct the entire exercise this way because the students tend to focus on speculating what a new trainee would write and lose site of the real objective.**

filled in, and those comments should closely match the actual role play.



7. Once the students have finished their CTRs have them exchange with one another and discuss the differences in their comments.
8. Collect the CTRs and their journals.

### closing information

1. Add CTRs to the program structure on the whiteboard.
2. Allow students time to do the same on their program structure handouts.
3. Make sure objectives for block ten were met.
4. If so, cross out block ten from the wall poster.
5. Determine if any new concerns need to be added to the list, or if some can be removed.
6. Remind students of their PBLEs that are due tomorrow.
7. Discuss tomorrow's schedule.
8. Check out words.
9. Tonight: grade as much of their rubrics as you can. LAP and PBLE portion will have to be done tomorrow during your lunch break.

## Learning Activity Packages - Administration Page

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### Duration

2 – 3 Hours

### Scope Statement

This block of instruction teaches students the proper application of Learning Activity Packages in the PTO Program, and explores the importance of developing optimal training outcomes through the use of Bloom's Taxonomy of Learning Domains.

### Terminal Learning Objectives (TLO)

- explain the purpose of learning activity packages in the PTO program
- create a learning activity package for use in their PTO program

### Enabling Learning Objectives (ELO)

- interpret information from a reading assignment
- dissect a written document into parts
- conduct internet research
- prepare a written document within given parameters
- communicate thoughts in a small group setting

### Resources

- flipchart/whiteboard
- computers with internet access
- PTO Manual
- Journal

### Instructor to Participant Ratio

2:25

### Reference List

1. PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
2. [A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition](#), Anderson & Krathwohl, 2000, Allyn & Bacon
3. [Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain](#), Bloom, Benjamin, Addison Wesley Publishing Co., 1956

### Practical Exercise Statement

Students will develop a Learning Activity Package that addresses a given training deficiency in a new officer.

### Assessment Strategy

- rubric

## Instructor's Notes

Handouts:

- Bloom's Taxonomy
- sample LAP from a police agency (not provided)

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



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STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES



### morning introduction

1. Review the course problem and congratulate them for doing so well.
2. Return journals and CTRs.
3. Collect PBLEs.
4. Discuss today's schedule, including any commencement plans you have.

### overview of learning activity packages



1. Remind the class about some of the coaching tools previously discussed.
2. Today they will learn another way to implement the use of these tools, called Learning Activity Packages.
3. Explain the ways LAPs can be used in the PTO program:
  - to address a deficiency
  - underexposure to real events
  - further inspire or develop an area of interest for the trainee
  - introduce concepts that may otherwise go untouched (CPTED, CompStat, SARA and community policing, etc.)



4. Refer to page 145 in their PTO Manual where they will find several examples of LAPs.
5. Use the whiteboard or flipcharts to illustrate the five components of LAPs.



6. Introduction: this sets the stage for the information you believe the trainee needs. It can be a couple paragraphs or a couple of pages. You can also refer them to additional reading material if need be.
7. Outcomes: what do you expect the trainee to learn and do with the information based on this LAP? Everything you require within the LAP should lead the trainee to these outcomes.
8. Comprehensive Questions: these will test the trainee's level of knowledge and help you assess his thought process. They should answer these in writing.
9. Application: what do you want the trainee to do with the information he has learned? How do you want him to go about learning more?

10. Resources: cite the resources you used and include additional sources of information for the trainee. This may include a subject matter expert or community member along with their contact information.
11. Explain the process for issuing LAPs, including where they come from.

### bloom's taxonomy



1. Provide a short lecture on Bloom's Taxonomy, including the history and purpose of using Bloom's when training.



2. Draw the taxonomy on a flipchart to post in the room.
3. Ask students to identify examples of the taxonomy's use in this class.
4. Explain that achieving higher learning is not as simple as saying "create or evaluate this". You must first build the lower levels and facilitate the process.
5. Point out how this relates to problem based learning; i.e. building a foundation of learning before sending them out to work the process.



6. Refer them to the Bloom's handout in their binder. This should include a blank taxonomy with verbs used for determining learning outcomes at each level.




7. Explain how Bloom's ties into creating LAPs.
8. Review the rubric for creating an LAP in this class.

### creating a learning activity package

1. Ask students to list common areas which a trainee may benefit from an LAP. These must be concise and specific; i.e. not 'officer safety' but 'safely handling prisoners', or 'safe approaches to vehicles', etc.
2. Write their responses on the whiteboard to compile a list.
3. Have each group pick a topic or pick each other's topic.



4. Each group creates one properly formatted LAP. Remind them to use resources on the internet and from the resource table in the back of the room.
5. Make sure you facilitate this exercise and check early on to assess their competency in the exercise.

6. Provide a copy of each LAP to every student in the room.
7. Collect and grade their LAPs.
8.  Ask students to journal about using LAPs in the program. Encourage them to think about a time in their career when an LAP could have assisted them. Remind them that tapping into their emotions in this manner will strengthen their memory link.



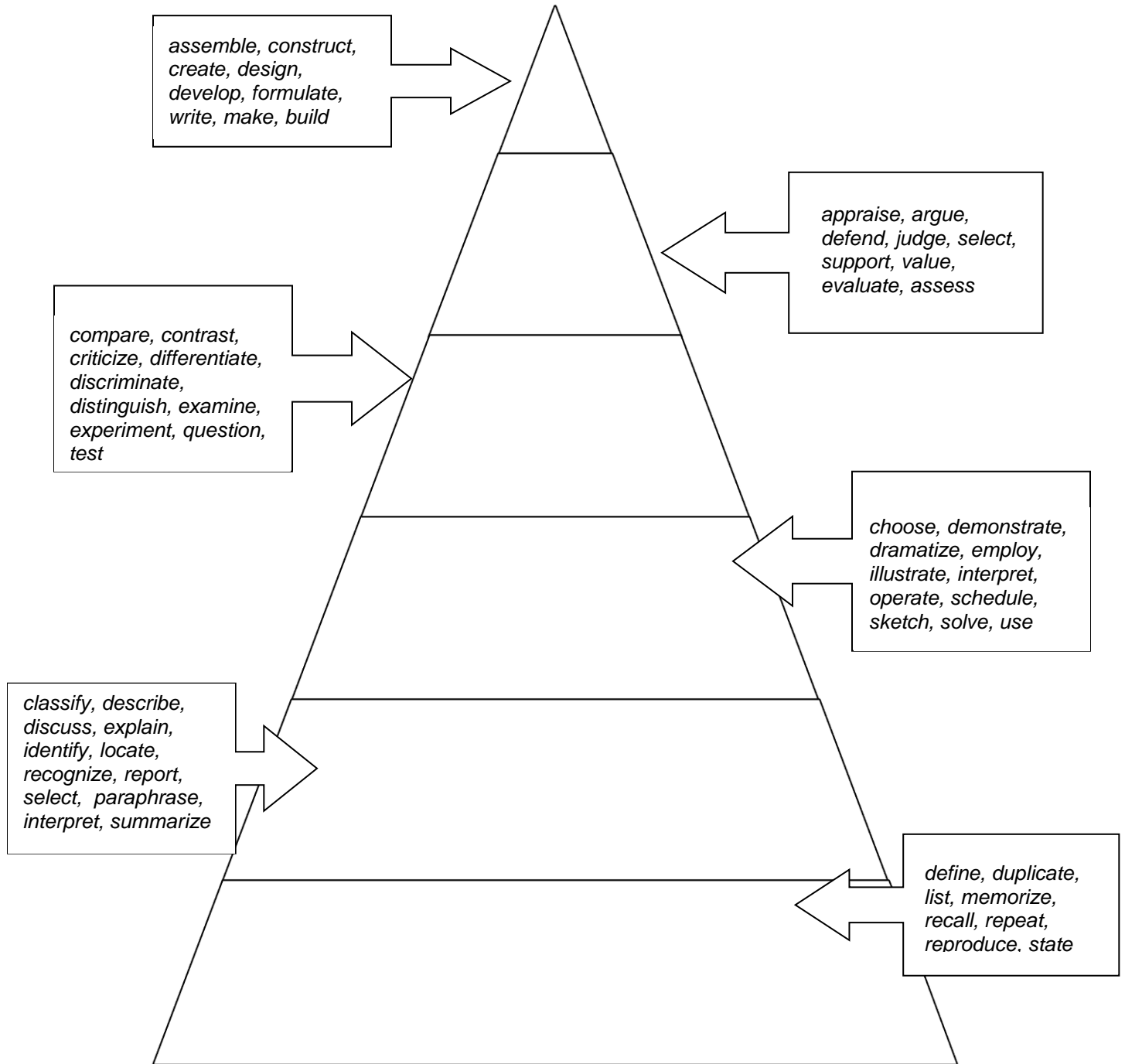
This journaling exercise is important because they've not had a formal entry in almost 24 hours. Continue to reinforce the value by infusing journaling in little tid-bits like this.

### closing information

1. Add LAPs to the program structure on the whiteboard.
2. Refer students to their program structure handout and allow them to add LAPs.
3. Make sure all objectives for block eleven have been covered.
4. If so, cross out block eleven from the wall poster.
5. Determine if any new concerns need to be added to the list, or if any can be removed.

**Conduct an on-line search for Learning Activity Packages and you will find books, articles, and samples.**

### Student Handout: Bloom's Taxonomy



Complete the taxonomy to illustrate the levels of learning.

## Mid-Term & Final Evaluations - Administration Page

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### Duration

1 Hour

### Scope Statement

Students will explore the value of using an objective third-party evaluator during the two formal evaluation phases of the PTO Program.

### Terminal Learning Objectives (TLO)

- describe the role of the Police Training Evaluator
- analyze evaluation methods used in the mid-term and final evaluations

### Enabling Learning Objectives (ELO)

- interpret information from a lecture and class discuss
- review written forms for relevancy to the needs of their department
- postulate situations based on ideas generated by peers

### Resources

- flipchart/whiteboard
- PTO Manual
- Journal

### Instructor to Participant Ratio

2:25

### Reference List

- PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
- [www.businessmanagementdaily.com](http://www.businessmanagementdaily.com)
- How to Make Performance Evaluations Really Work: A Step-by-Step Guide Complete With Sample Words, Phrases, Forms, and Pitfalls to Avoid, Shepard, Glenn, 2005, Wiley Co.

### Practical Exercise Statement

(Optional) Students will participate in a group competition comparing evaluation and coaching statements by formulating sentences with words that are randomly drawn from a box.

### Assessment Strategy

- rubric
- journal

## Instructor's Notes

- The PTO Manual and Training Standard do not address the method in which the evaluation should be documented. Therefore, agencies everywhere have created some innovative ways to address this. Contact other agencies and provide students with examples. Encourage them to take these back to their departments for implementation considerations
- Handout: sample evaluation forms from other agencies (not provided)

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



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STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



LECTURE



ROLE PLAY



BOOK OR ARTICLE TO READ



IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

### overview of the mid-term and final evaluation weeks



1. Explain the role of the PTE (PTO Manual page 43) and how the role of the evaluator is much different than that of the PTO; i.e., very little coaching.



2. Refer students to pages 88 and 134 in their PTO Manual for the learning outcomes.

3. Explain how the learning outcomes from the matrix are used to guide the evaluation process, but they are NOT a checklist.

4. Instead the PTE must assess the trainee's ability to meet the outcomes.

5. Note the use of Bloom's Taxonomy in the learning outcomes.



6. Ask how the PTE can do this?

- handle as many calls for service as possible
- verbal quizzes, the "what-if game"
- written tests
- read the journal – but it is NOT part of the formal evaluation process
- talk to other officers on-scene
- create scenarios
- allow trainee to work alone to avoid test anxiety



7. Use the program structure on the whiteboard and discuss the remedial process, including an introduction to the BOE (PTO Manual page 43).

**Read testimonials from trainees who were 'failed' by a PTE and put into remedial. Some may be positive examples of how the PTE was used as an objective person and ultimately helped the trainee succeed. Others may be examples of what not to do, and the negative impact this had for the trainee.**



8. Point out the manual does not offer a formal source of documentation for recording the evaluation weeks. Provide sample copies from other agencies.



### PTE tutorial #1



1. Provide each group with specific topics addressing common evaluation errors; i.e., the halo/horn effect, central tendency, negative/positive leniency, contrast effect, stereotyping, recent event ratings, personality over performance, etc.
2. Have them conduct internet research to define each error.



3. Instruct them to create one handout per group that explains their assigned topic.
4. Each group makes copies of their handouts for everyone in class.
5. Facilitate a discussion that leads them to realize how the evaluations in the PTO program make it less likely some of these errors will occur.



6. Instruct them to pick a particular error they think they would be most likely to commit. In their journals, have them document ideas for avoiding it.

**This tutorial can be abbreviated greatly by distributing a handout that already contains the evaluation errors and skipping to step number five.**

### PTE tutorial #2

1. Illustrate the difference between evaluation and coaching through a kinesthetic/linguistic exercise.
2. Provide each group a bowl full of words that have been individually cut out. Include multiple copies of each word in each bowl.
3. The words should relate to PTO comments on CTRs and on evaluations.



4. Conduct a competition to see who could come up with the most complete sentences that reflect an accurate coaching statement.
5. Repeat the exercise for evaluation statements.
6. Compare the sentences in each group before moving on.

### closing information

1. Remind students they will need to find out what method their agency uses to document the mid term and final evaluations.
2. If they are pre-implementation, encourage them to get involved in the creation of such a form.
3. Make sure all objectives for block twelve have been covered.
4. If so, cross out block twelve from the wall poster.
5. Determine if any new concerns need to be added to the list, or if any can be removed.
6. The next block will involve community contacts. Students will be allowed to use information stored in their phone contacts so allow them to retrieve their phones if necessary.

## Neighborhood Portfolio Exercise - Administration Page

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### Duration

2 -3 Hours

### Scope Statement

During this block of instruction students will gain a better understanding of community policing and develop strategies for teaching the philosophy to new officers.

### Terminal Learning Objectives (TLO)

- describe the purpose of the NPE in the trainee's learning process
- explore the contents of the NPE and the process for evaluating it

### Enabling Learning Objectives (ELO)

- recall information from past job-related activities
- participate in a class discussion
- read and interpret information

### Resources

- PTO Manual
- Journal
- Blank paper

### Instructor to Participant Ratio

2:25

### Reference List

- PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov))
- [www.businessmanagementdaily.com](http://www.businessmanagementdaily.com)
- How to Make Performance Evaluations Really Work: A Step-by-Step Guide Complete With Sample Words, Phrases, Forms, and Pitfalls to Avoid, Shepard, Glenn, 2005, Wiley Co.

### Practical Exercise Statement

Students will answer questions posed in the form of a verbal quiz to determine their current understanding and participation in community policing strategies.

### Assessment Strategy

- rubric
- journal

### Instructor's Notes

- Handout: Sir Robert Peel's Nine Principles of Community Policing

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



JOURNAL EXERCISE



FLIPCHART OR WHITE BOARD



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STUDENT HANDOUT TO BE DISTRIBUTED IN CLASS



COMPUTER RESEARCH



DISCUSSION



POWER POINT PRESENTATION



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IMPORTANT NOTE FOR INSTRUCTOR



RECOMMENDED WEB RESOURCE



HELPFUL HINTS AND CLASSROOM STRATEGIES

## community policing quiz



By conducting a verbal quiz and not providing a written problem, it will help eliminate some of the confusion between PBLEs and the NPE. The situations in this quiz resemble ill-structured problems, so it is important to read the follow up question every time. New PTOs often get confused and view the NPE as one big PBLE. Take care to clarify this throughout this block.

1. Each student needs a blank piece of paper for a quiz.
  2. For each question, students must write the name and phone number of people who can help with this situation. They can not list members from their own department. They can look at phone numbers stored in their phone directory, but can not search the internet, web-pages, etc.
- There is a neighborhood bar that is causing problems in the community such as trash, parking issues, noise violations, and multiple calls for service due to disorderly patrons. Who could help a patrol officer get the situation under control?
  - Local gang members congregate on a corner and intimidate residents. Street level drug deals are common place, along with prostitution and gambling. The buildings are marked with graffiti and gun shots can be heard at least once a week. Who could help patrol officers get the situation under control?
  - The recent economy problems have caused a surplus of vacant houses in a residential area. The houses are being broken into, vandalized, and even burned. Vagrants are stealing from nearby residents and trespassing in their yards on a regular basis. Who could help patrol officers get the situation under control?
  - Auto thefts and car break-ins at a popular shopping complex have doubled in the past month. Officers are also having problems at the city-owned sports complex across the street. In the past month there have been reports of cruising between the park and shopping center, underage drinking, and a girl from a nearby school was sexually assaulted. Who could help patrol officers get the situation under control?
  - Stray dogs have become a real problem in one neighborhood. Many of these dogs are large breeds like Pit Bull Terriers and they terrorize people who walk down the street. Juveniles have been attacked and family pets have been killed. Police officers have shot several of these dogs, which has caused community

unrest amongst animal activists and the dog owners. Who could help patrol officers get the situation under control?

3. Continue the quiz by asking:
  - In the past six months on your beat:
    - what crime has increased the most?
    - how many sex offenders have moved in?
    - how many people work or live there who are on parole?
    - how many fatal traffic accidents have occurred?
    - what new businesses or subdivisions have been built?
    - how many community fairs or gatherings have there been?
    - what location has the most calls for service?
    - how often have police been dispatched to churches?
    - how often have police been dispatched to schools?
    - what has been the biggest quality of life issue for residents?



4. Discuss their results and ask how they feel about their answers.
5. Ask how their supervisors would feel about their answers.
6. Their chiefs?
7. Their community members?
8. How many of them know the beat officers who patrol where they live? Where their spouses work? Where their children attend school?
9. The NPE teaches new officers the value in knowing this type of information.

#### **purpose of the neighborhood portfolio exercise**



1. Discuss the concept of community policing and how it is more than just being nice to the public. Officers who know the players can play the game better.
2. Almost every police department refers to some level of community policing in their mission statement: crime prevention, investigations, enforcement... those are all parts of community policing.
3. The NPE is an exercise that teaches trainees how to create a beat portfolio and learn how to use this information for crime prevention and enforcement.
4. It is **not** a PBLE and does not use the PBL process.



5. Refer students to pages 28 and 29 in their PTO manual to discuss the contents of the NPE.

### working the neighborhood portfolio exercise



1. Refer students to page 47 in their PTO Manuals and explain the process for working the NPE.
2. The PTO assigns the NPE as directed by giving them the information on this page.
3. The trainee builds his NPE throughout the entire fifteen weeks and compiles the information into a presentation.
4. The trainee and PTO complete the NPE Evaluation form on page 141 of their manual.
5. The NPE and completed evaluation are presented to their Board of Evaluators. Information on the BOE was introduced in block 12.
6. Explain the presentation methods for NPEs and show them samples of all types: power points, written reports, etc.

**Try to bring in an officer who recently created an NPE and have them share it with the class. The NPE can be a very powerful example of how much a trainee can learn under the guidelines of the PTO program.**

### closing information



1. Add the NPE to the program structure on the whiteboard.
2. Allow students to add the NPE to their program structure handout.
3. Make sure the elements for block thirteen were met.
4. If so, cross out block thirteen from the wall poster.

5. Review the course problem.



6. Direct students to complete one final journal entry explaining how they will facilitate a trainee's learning through the PTO program. Their plan should include references to the topics mentioned in the course problem. Allow ample time for this.
7. Review the list of concerns and see if there is anything left you can address or minimize.
8. Some items remaining on the list will be related to implementation and practices at their individual agencies. Encourage students to record these items and seek clarification from their agency leaders.



STUDENT HANDOUT

**Sir Robert Peel, The Founder of Modern Policing**

*"The police are the public and the public are the police; the police being only members of the public who are paid to give full time attention to duties which are incumbent on every citizen in the interests of community welfare and existence"*

Sir Robert Peel's Nine Principles are the foundation which policing and Community Policing, today, are based.

1. The basic mission for which the police exist is to prevent crime and disorder.
2. The ability of the police to perform their duties is dependent upon public approval of police actions.
3. Police must secure the willing co-operation of the public in voluntary observance of the law to be able to secure and maintain the respect of the public.
4. The degree of co-operation of the public that can be secured diminishes proportionately to the necessity of the use of physical force.
5. Police seek and preserve public favour not by catering to public opinion but by constantly demonstrating absolute impartial service to the law.
6. Police use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient.
7. Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.
8. Police should always direct their action strictly towards their functions and never appear to usurp the powers of the judiciary.
9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it.

## Progress Report - Administration Page

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### Duration

2 -3 Hours

### Scope Statement

Students will restate facts about the PTO program learned throughout the course.

### Terminal Learning Objectives (TLO)

- evaluate student comprehension over course material through a competition

### Enabling Learning Objectives (ELO)

- recall information from class
- verbally communicate correct information
- justify answers in a debate

### Resources

- Flip Charts
- Certificates of Completion
- Completed Student Rubrics

### Instructor to Participant Ratio

3:25

### Reference List

- PTO Manual ([www.cops.usdoj.gov](http://www.cops.usdoj.gov)).

### Practical Exercise Statement

Students will engage in a timed group competition by individually listing information about the PTO Program and defending their answers to the instructors. The challenge is furthered when appeals are taken to a mock judge and jury.

### Assessment Strategy

- student feedback
- instructor observation

## Police Training Officer Course I

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### Icon Map



PTO MANUAL



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RECOMMENDED WEB RESOURCE




HELPFUL HINTS AND CLASSROOM STRATEGIES

### instructions to the supreme court exercise

1. Remove all flipchart sheets hanging from walls and erase the whiteboards.
2. Instruct students to put all supplies away.
-  3. Each group sets a flipchart at their table out of the view of the other groups.
4. Group members will take turns writing facts they know to be true about the PTO program.
5. The facts must be specific to the program and demonstrate an understanding in course material.
6. The facts do not have to be written in complete sentences, but do have to make sense and form complete thoughts.
7. When it is your turn, you can write something new or correct something you believe to be wrong that was previously written by your group.
8. Number the facts individually. Everything after the number will count as one fact.
9. Duplicate facts will be disqualified.
10. You will have six minutes.
11. **YOU CAN NOT TALK, GESTURE, OR HELP EACH OTHER IN ANY WAY.**  
No resources can be used.

### peer reviews

-  1. When the time is up, each group is given a specific color of marker.
2. The groups rotate around the room and check each others charts.
3. If they believe a fact is wrong or incomprehensible, they can put an X through it using their assigned color.
4. If they are correct, the group who wrote the incorrect information will lose a point.
5. Play music in the background as they conduct their peer reviews; i.e. 'Another One Bites the Dust', 'We Are the Champions', etc.

6. However, if they end up being wrong when it goes to the Supreme Court Judges (panel of instructors), a point will be deducted from their chart.
7. The group that has the most points wins.

### judging



1. An instructor quickly reviews each item on the flipcharts, spending more time on those facts that were challenged by peer groups.
2. For those items Xed, allow the person who wrote the fact no more than fifteen seconds to argue their case.
3. The challenging group can have a member offer a rebuttal of no more than fifteen seconds.



4. The Supreme Court Judges renders a decision as to who gets the point deducted.
5. Consider providing the winning group with some type of token prize.
6. The instructors should ensure every student is engaged and providing insight. Follow up with anyone who seems reserved or unsure to assess their level of comfort with the course material.

**The instructor should not read every item on the list. Just glance over the items not challenged to make sure nothing is obviously wrong. Otherwise, the exercise becomes too long and repetitive.**



**The students will lose their competitive edge rather quickly. Begin to close this part of the exercise at the 30 minute mark.**

### closing information

1. Congratulate the class on their performance throughout the week.
2. Provide each student with a copy of their graded rubric, making sure to keep one copy for in-house requirements.
3. Distribute course evaluations, encouraging open and specific feedback.
4. Distribute certificates of achievement for students who passed the course.
5. Thank and recognize distinguished guests and those who hosted the course.
6. Final check out words.

**Find a class member who would be willing to create a class roster with contact information. Encourage this person to create an e-mail distribution list of all class members and continue the networking that was developed in this class.**



**NEVER LET THE STUDENTS SEE YOU PACKING UP OR PREPARING TO LEAVE BEFORE THIS POINT.**

## POLICE TRAINING OFFICER COURSE I RUBRIC

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

AGENCY: \_\_\_\_\_

*In order to understand your grades in this course, you should review this rubric with every new assignment you are given. The overall grading system will be explained by your instructors on the first day of class, but any one UNACCEPTABLE can constitute a course failure.*

CATEGORY	<i>Superior</i> all elements must be met	<i>Acceptable</i> all elements must be met	<i>Needs Improvement</i> if any ONE element is met	<i>Unacceptable</i> if any ONE element is met
<b>Pre-Course Assignment</b>	<ul style="list-style-type: none"> <li>- Assignment is turned in by the deadline.</li> <li>- All parts of the assignment are completed according to the guidelines.</li> <li>- The paper was typed and had three or less grammar/spelling errors.</li> <li>- Student included three or more pieces of information he learned about the PTO program, other than what was listed in the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment is turned in by the deadline.</li> <li>- All parts of the assignment are completed according to the guidelines provided.</li> <li>- The paper was legible and comprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment is turned in past the required deadline.</li> <li>- Fails to complete one part of the pre-course assignment according to the guidelines provided.</li> <li>- Parts of the assignment are not legible, or are incomprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to turn in pre-course assignment or turns it in more than 24 hours past required deadline.</li> <li>- Fails to complete two or more parts of the assignment.</li> <li>- Assignment is not legible or is incomprehensible.</li> </ul>
<b>Class Participation</b>	<ul style="list-style-type: none"> <li>- Voluntarily verbalizes thoughts during class and group discussions.</li> <li>- Accepts different roles in small group assignments, contributes to the work load, and mentors to others.</li> <li>- Never disrespects or interferes with the learning rights of others.</li> <li>- Stays on task at all times and completes all assignments on time.</li> <li>- Is never late or absent.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates during small group discussions and when called upon in class.</li> <li>- Work load contributions in all activities are to the satisfaction of group members.</li> <li>- Never disrespects or interferes with the learning rights of others.</li> <li>- Completes all assignments on time.</li> <li>- No significant attendance or tardy issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not participate in small group discussions.</li> <li>- Does not share in the work load of one group assignment, or assignment(s) are turned in late.</li> <li>- Disrespects others or distracts from their learning environment.</li> <li>- Demonstrates poor emotional intelligence during more than one class activity.</li> <li>- Absence or tardiness is a distraction to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Refuses to participate in classroom activities.</li> <li>- Does not complete one or more assignments.</li> <li>- Is called out of class for being disrespectful or disruptive.</li> <li>- Misses one day of class without prior approval, or is late at least once every day.</li> </ul>
CATEGORY	<i>Superior</i>	<i>Acceptable</i>	<i>Needs Improvement</i>	<i>Unacceptable</i>

	All elements must be met	All elements must be met	if any ONE element is met	If any ONE element is met
<b>PTO Class Learning Journal</b>	<ul style="list-style-type: none"> <li>- Entries include notes, ideas, or thoughts detailing how the PTO will apply information learned in class.</li> <li>- Journal assignments are completed on time and include insights beyond the specified requirements.</li> <li>- Journal entries demonstrate an ability to teach the journaling requirements in the PTO program.</li> </ul>	<ul style="list-style-type: none"> <li>- Entries include notes about material presented in class.</li> <li>- Journal assignments are completed on time and meet the specified requirements.</li> <li>- Student demonstrates an understanding of the journaling requirements in the PTO program.</li> </ul>	<ul style="list-style-type: none"> <li>- Journal contains no notes or information presented in class.</li> <li>- One assignment is missing, incomplete, or late.</li> <li>- Student does not demonstrate an understanding of the journaling requirements in the PTO program.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to complete more than one required journaling assignment</li> <li>- More than one journal entry is missing, incomplete, or late.</li> <li>- Student indicates they will not follow the journaling requirements in the PTO program.</li> </ul>
<b>Create a Problem Based Learning Exercise</b>	<ul style="list-style-type: none"> <li>- PBLE incorporates a quality of life (community) issue.</li> <li>- PBLE provides more than three possible learning issues that are inter-related.</li> <li>- PBLE is an ill-structured problem that may be used by PTOs without modification.</li> <li>- PBLE is typed with three or less grammar/spelling errors, and the final draft is submitted by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- PBLE incorporates two or three possible learning issues that are inter-related.</li> <li>- PBLE is ill-structured and can be used by PTOs with some modification.</li> <li>- PBLE is legible, has less than five spelling/grammar errors, and is submitted by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- PBLE has only one main learning issue, or issues are not related to a main point.</li> <li>- PBLE is not an ill-structured problem but the student corrects it by the end of the day.</li> <li>- PBLE is submitted past the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>-- PBLE is not an ill-structured problem and student does not correct it</li> <li>- PBLE is not legible or is incomprehensible</li> <li>- Fails to turn in a PBLE</li> </ul>
<b>Create a Learning Activity Package</b>	<ul style="list-style-type: none"> <li>- LAP requires trainee to learn within the top three levels of Bloom's Taxonomy.</li> <li>- LAP addresses more than three learning styles.</li> <li>- LAP cites three or more relevant resources.</li> <li>- LAP may be used by PTOs without modification.</li> <li>- LAP is typed with three or less grammar/spelling errors, and is submitted by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- LAP addresses two or three learning styles.</li> <li>- LAP may be used by PTOs with some modification.</li> <li>- LAP is legible, has less than five spelling/grammar errors, and is submitted by the deadline.</li> <li>- LAP cites one or two relevant resource.</li> </ul>	<ul style="list-style-type: none"> <li>- LAP addresses one type of learning style only.</li> <li>- LAP does not contain necessary information to be effective in the PTO program, but the student corrects it.</li> <li>- LAP is not submitted by the deadline.</li> <li>- LAP fails to include any resources or resources listed are not relevant.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to complete or turn in an LAP.</li> <li>- LAP does not contain necessary information to be effective in the PTO program and student does not correct it.</li> <li>- LAP is not legible or is incomprehensible.</li> </ul>



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<b>Matrix Assignment</b>	<ul style="list-style-type: none"> <li>- Assignment has more than the required amount of relevant material.</li> <li>- Information provided is comprehensive, accurate, and may be used in the PTO program without modification.</li> <li>- Student properly applies the use of Matrix material during all relevant class assignments.</li> <li>- Assignment is typed, in an easy to read format, and submitted by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment has the required amount of relevant material.</li> <li>- Information provided is accurate and may be used in the PTO program with some modification.</li> <li>- Student applies the used of Matrix material during one or more relevant class assignments.</li> <li>- Assignment is legible and submitted by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment has less than the required amount of material.</li> <li>- Information provided is not accurate and can not be used in the PTO program, but the student corrects it.</li> <li>- Student does not apply the use of Matrix material during any relevant class assignments.</li> <li>- Assignment is turned in late.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to complete or turn in the assignment.</li> <li>- Information provided is not accurate and can not be used in the PTO program, and the student does not correct it.</li> <li>- Assignment is not legible or is incomprehensible.</li> </ul>
<b>Coaching and Training Report</b>	<ul style="list-style-type: none"> <li>- CTR assignment contains more than the required amount of material.</li> <li>- Student comments are specific, realistic, and relevant from both the PTO and the trainee's perspective.</li> <li>- PTO comments include feedback on several scenarios and refers to LAPs, PBLEs, Journaling, and/or the Matrix.</li> <li>- PTO comments reflect an understanding of effective coaching/training skills and include a combination of PTO feedback, evaluation, and training efforts.</li> <li>- Assignment is submitted by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- CTR assignment contains the required amount of material.</li> <li>- Student comments are specific, realistic, and relevant from the PTO's perspective.</li> <li>- PTO comments include feedback on several scenarios.</li> <li>- PTO comments reflect an understanding of effective coaching/training skills.</li> <li>- Assignment is submitted by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- CTR assignment contains less than the required amount of material.</li> <li>- All of the PTO comments provide feedback on the same scenario.</li> <li>- PTO comments do not reflect an understanding of effective coaching/training skills.</li> <li>- Assignment is submitted past the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to turn in the CTR assignment.</li> <li>- CTR work is not legible or is incomprehensible.</li> <li>- PTO makes repetitive comments throughout, uses any version of 'Not Applicable', or only comments on what the trainee wrote throughout the entire CTR.</li> </ul>