Records Clerk

Records Training Book
INTRODUCTION

Records Training Program Guide

The San Leandro Police Department is committed to recruiting exemplary individuals who meet our professional standards.
SECTION 1

Program Overview
RECORDS TRAINING OVERVIEW

Record’s training introduces a newly hired Records Clerk to the personnel, procedures, policies, and purposes of the individual law enforcement department and provides the initial formal and informal training specific to the department and the day-to-day duties of the records division.

In order to make training as effective as possible, Record Clerks are assigned to a Records Training Officer (RTO). The RTO is an experienced Record’s Clerk (RC) selected and trained to conduct this type of training. It is the responsibility of the RTO to thoroughly review the records training program guide materials with the newly assigned RC (henceforth referred to as the trainee) and to demonstrate proper procedure. Trainees will be required to perform various law enforcement duties under the guidance and supervision of their assigned RTO and a Records Training Supervisor (RTS). The trainee’s performance will be evaluated by the RTO and monitored by the Records Training Supervisor through daily and/or weekly reviews. This one-on-one style of training in actual law enforcement situations, sets it apart from any prior academic endeavor.

Records training has a significant impact on the individual trainee in terms of imprinting attitudes, style, values, and ethics in carrying out the duties of policing that will remain with the RC throughout a career. The law enforcement department head and his/her records training staff must be certain that their records training program not only develops the necessary technical skills but also reflects the policing philosophy of the department and the community that it serves.

The records training staff has the responsibility of building the future of the department through the people they train. The records training program must have a training philosophy that ensures that each trainee is given the maximum opportunity to show that he/she can do the job. To accomplish this, the program must create a positive environment in which learning is maximized and in which trainees are able to perform to the best of their ability. The approach must be fair, firm, friendly, and above all, professional. The example set must be beyond reproach. Evaluation must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. At no time should trainees de demeaned or ridiculed. Trainees should never be treated in a way that deprives them of their dignity. Every effort must be made to ensure that the stress felt by the trainee is caused by the job and not from the words or actions of the field trainers.

Department leaders and records training staff have a responsibility to the community they serve. This responsibility requires that the department train and retain only the most competent employees. Not everyone has the capability to perform complex, demanding tasks of the RC position. If, after sufficient training, the trainee does not meet the acceptable standards, he/she must be removed from RC duties. To do otherwise would be an injustice to the department, the community it serves, and to the trainee.

To accomplish the records training task requires the utmost dedication and patience throughout the department. All levels must support the training implementation of a well-organized and administered records training program. Support of the program and the program staff will result in successful trainees who can perform the duties of a police service aide in a safe, effective, and competent manner.
RECORDS TRAINING
PROGRAM ELEMENTS

Scope of the Program

The Records Training Program is designed to be completed by RC’s who have successfully completed the background process of the San Leandro Police Department and have been assigned to perform general law enforcement records duties.

Length of the Program

The Records Training Program is divided into three phases that are scheduled to be completed within a twelve week time frame. The Records Training Program Guide is presented in such a way as to provide maximum flexibility in the time required to present its objectives. It is incumbent upon the records training staff to work, within acceptable limits, to individualize a training approach for each trainee. Trainees need time to learn. Completion can occur sooner than the scheduled twelve week program (i.e. outstanding performance by a lateral transfer). However, the Records Training Program Guide and all phases must be completed prior to releasing the trainee from the program.

Orientation

The records training program shall begin with an orientation period of at least one week. The actual length of this orientation will be based upon the trainee’s previous assignment and type of training. The trainee’s first few days in the records training program may prove to be the most critical in terms of “setting the stage” for trainee learning and development.

The purpose of this assignment is to address performance objectives or agency specific needs more appropriate for a classroom setting. The introduction to the records training program should also include a discussion of the goals of the program, the procedures by which those goals are net, and what is expected of the trainee in order to attain those goals.

Orientation should provide a familiarization with the city and the department’s personnel and equipment. This orientation period is not evaluated. The goal of this orientation is to give trainees a solid foundation from which they can actively enter into the program.

Standardized/Phase Training

In order to maintain uniformity, a concentrated effort must be made to standardize certain aspects of records training that fall within each topic/area of performance skills. RTOs must have confidence in the training that has preceded their segment of training. Without standardized training, the second RTO (or third, or fourth, etc.) is evaluating the trainee not only on the trainee’s shortcomings but on the training deficient ices of the other RTO(s) as well. Training must take place before evaluation and must be uniform if the evaluation is to be valid.
Following the Records Training Program Guide will minimize problems that arise from inconsistent training and will ensure maximum uniformity in the training process. A fundamental element of the field training program is phase training. Phase training is designed to provide the following:

1. A systematic approach to field training;
2. Consistent and standardized training;
3. The means of assuring the trainee’s capability to perform competently as a solo records clerk; and
4. The opportunity to train with various RTOs and to be exposed to their methods and techniques while operating within standardized guidelines.

During each phase, the trainee will complete a portion of the program including specific performance objectives designed to ensure that the trainee has learned specific skills. The Records Training Program is divided into three phases.

**Phase I** is the introductory phase. It consists of the orientation period (of at least one week) followed by several weeks of instruction and training. During this time, the trainee will be taught certain basic skills. RTOs assigned to Phase I responsibility are identified as the “Primary RTO” (primary RTOs are sometimes assigned because they may be the best prepared to deal with what is believed to be the trainee’s biggest challenge based on the information available). The important elements of this phase are the molding of the trainee’s attitude toward the experienced record clerk and making it clear that the program is not “just something else they have to get through.” The RTO’s function as a role model is particularly important here. The trainee’s ultimate success may hinge on his/her attitude toward the training program and on the image projected by the RTO.

**Phase II** is somewhat more complex than the first phase and is the phase where trainees become more adept with their new role. During this phase, it is expected trainees will begin handling the public and daily tasks of a records clerk. They should begin to master the skills at hand. The RTO must acknowledge the trainee’s growing assertiveness and remain constantly aware of and monitor the workload, guarding against under or over loading, to ensure a proper learning environment.

**Phase III** is the last phase of formal training. Trainees will be expected to handle all records details, except those they have not yet been exposed to, without assistance. They should be initiating all records activities on their own. During Phase III, training continues to be a lesser extent in an environment where critical evaluation takes on ever increasing importance. This is also an opportunity for the RTO to review those tasks previously accomplished and to be sure the trainee is prepared for the release from the training program.

If it is determined the trainee has demonstrated a pattern of difficulty or an inability to perform to the established standards of achievement in any phase, he/she should either receive an extension of training, be given a remedial training assignment, or “contract”, or be terminated from the program. A phase training overview is provided in figure 1.
Standardization and consistency of phase training are essential to the success of any field training program. Standardized training provides for uniform application of policy, procedure, and law throughout the department. Consistency in training ensures fair and impartial treatment of all trainees.

Figure 1

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<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Release from training</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO “A” PRIMARY FTO</td>
<td>Daily Evaluations</td>
<td>Daily Evaluations</td>
<td>Completion Record/ Competency Attestation</td>
</tr>
<tr>
<td>Orientation (no evaluation)</td>
<td>Weekly Progress Reports</td>
<td>Weekly Progress Reports</td>
<td></td>
</tr>
<tr>
<td>Daily Evaluations</td>
<td>End of Phase Report</td>
<td>End of Phase Report</td>
<td></td>
</tr>
<tr>
<td>Weekly Progress Reports</td>
<td></td>
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<td>End of Phase Report</td>
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Rotating Trainers/Trainees

Whenever possible, the department’s records training program should be separated into a set of phases or evaluation periods encompassing a certain number of weeks and certain topics/areas of instruction. When a phase has been completed, the RTS should assign the trainee to another RTO and, if possible, to another shift. The assignment of a different RTO will expose the trainee to a variation of training styles and personal approach to the job. Trainees who are having difficulty in the program will sometimes improve their performance significantly after such a change. The RTS should attempt to match training difficulties of the trainee with specific expertise of an RTO (e.g., a trainee who needs exposure to computer tasks, should be assigned to the shift with the highest receipt of reports).

Evaluation Frequency

Each trainee’s progress, as he/she proceeds through the field training program, is recorded by means of written evaluations. The evaluation process is as important as the training process. One without the other would make the learning process unachievable. Evaluations have many purposes. The obvious is to document a trainee’s progress, but there are other purposes as well. Evaluations are excellent tools for informing trainees of their performance level. They are also
used for identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the trainers. In essence, evaluation represents feedback on many aspects of the program.

Evaluation should be immediate, constant, and fair. POST training regulations require that evaluation come in several ways from several levels of involvement in the records training program. RTOs are expected to complete Daily Observation Reports (DORs) with Daily Training Notes and End of Phase Reports on each trainee while RTS are expected to review each DOR and complete their own Supervisor’s Monthly Report (SMR). Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations describe the trainee’s successes, failures, improvements, digressions, and attempts to manage each of these occurrences. Honest and objective evaluations of trainees must be a prime consideration of all members of the field training staff. Section II of this guide contains more information on evaluation.

Organizational Structure/Chain of Command

The Records Training Program is administered/supervised by selected individuals within the Support Services Division (here-in-after referred to as the Training Staff). The Support Services Division functions under the Bureau of Support Services and thus the program is overseen by the Bureau Commander. The eligibility and selection process for Records Training Staff members will be addressed later, but the final selection for all members rests solely with the Chief of Police. The Chief of Police may waive the eligibility criteria when, in his judgement, it is in the best interest of the Department.

The Training Staff consists of the following individuals: Records Training Officers (RTOs), Records Training Supervisor (RTS), and Support Services Manager. Although not a part of the Field Training Staff, Professional Standards (Training Division Staff) provides resources and assistance when needed.

The chain of command for the Records Training Program is as follows: Chief of Police, Captain of Support Services, Support Services Manager, Records Training Supervisor, Records Training Officer and the Records Clerk trainee.

This chain of command is to be adhered to by the Records Clerk and staff members as long as the business conducted relates to the field training program and its goals. There may be times when the program administrator or a records training supervisor is not available. In this case, a departure from this procedure is allowable if a matter of urgency exists and action must be taken immediately. In most cases, however, time is not a factor and the chain of command should be followed.

As information flows up and down the chain of command, decisions get made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create feelings of anxiety among the staff as well as with the trainees. The records training program staff operates as a team, and consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.
Special Assignments

As a rule, trainees should be under the direct and immediate supervision (physical presence) of a qualified records training officer throughout the program. However, field training can be significantly enhanced by an experience that is not included in the training guide. Assignments can be made for brief periods to allow the trainee to work with another senior Records Clerk (non RTO) or sworn (law enforcement duties). A few hours spent in the communications center or in the jail can also be productive.

Remedial Extension(s)

As mentioned before, the Records Training Program has been designed to be completed within a twelve week time frame. However, situations might occur which make it difficult to always adhere to a set time frame. These situations may have their source in the trainee’s performance; other times they are administered in nature. For whatever reason(s) they occur, trainees must be given a fair opportunity to prove themselves.

Trainees may have their records training extended to allow them sufficient time to master complex tasks. This is not a guarantee that every trainee has the right to an extension. The decision to extend shall be that of the RTS and is usually made during Phase III (the final phase). This decision should be based on a review of performance and other information available as well as the recommendations of the RTOs and program staff. The extension provides an opportunity to have any diagnosed and documented problems remediated.

An extension in the records training program may be handles several ways. The trainee may continue to work with the same RTO or may be assigned to a different RTO on any of the available shifts. A decision may even be made to utilize an outside resource. The records training extension should be tailored to fit the needs of the trainee. This is a difficult time for the trainee and a time when he or she might “give up”. It is the RTO’s responsibility to see that the extension is viewed from a positive perspective and as a strategy that will lead to success. The foundation for a decision to extend is whether or not the cause is viewed as something that can be corrected. Records training program extensions should occur infrequently and should not be granted by the program staff unless the probability of success is anticipated. Section II of this guide contains more information on the remediation process and remedial strategies.

Termination

The records training program is designed to develop competent and proactive Records Clerks. This level of competence, unfortunately, is not always reached. Some trainees can perform many, but not all, of the task required of solo Records Clerks, while still others are simply unable to deal with the stress of the job. Whatever the reason(s), some trainees will not be able to meet the performance standards of a competent records clerk.

If, during the records training program, it is concluded by consensus that a trainee should be recommended for termination, it then becomes necessary that all memoranda having bearing on an eventual decision be gathered. This documentation summarizing the trainee’s performance should include all evaluation instruments, remedial training assignment worksheets, and other
written memos with conclusions and recommendations concerning retention or dismissal. It should reflect the writer’s point of view and not be influenced by others opinions, as well as reflect the positive and negative aspects of the trainee’s work.

The recommendation to the chief of Police (or his/her designee) to terminate a trainee should be made only after all submitted reports are reviewed but the RTOs involved, the RTS, and the Support Services Manager. The trainee should be advised of the pending recommendation only after all the memoranda have been submitted through the chain of command to the department head. It should not be the RTO’s role to notify the trainee of his/her impending termination but that of the RTS. The trainee should be given the right to speak to anyone he/she wishes in the chain of command. Many trainees will elect to resign prior to being terminated from the program. Even if the trainee resigns, all memoranda and other reports or evaluations should be completed and maintained in his/her file to document the field training performance.

**FTO and Program Critique**

An important element of running a consistent and successful records training program is the continuous evaluation of RTO performance and the relevance of the program itself. The RTS has the responsibility to seek feedback from trainees who are participating in or who have completed the records training program. The feedback should encompass both the program and its RTOs.

Critique forms should be structured so that the trainee is encouraged to offer candid opinions concerning the training program and the RTO’s performance as an instructor. Critiques completed by the trainees offer insights into the training ability of particular RTOs and an overall assessment of the effectiveness of the field training program from the perspective of the trainee. To the extent possible, the Records Training Supervisor should maintain trainee confidentiality and any information provided from the critiques to program staff should be in the form of general training and improvement material. The Records Training Supervisor must ensure that RTOs understand the purposes of the program critique/evaluation policy. The RTS shall provide (at least annually) a detailed evaluation to each RTO on his/her performance as a Records Training Officer.

**Competency Attestation/Completion Record**

At the end of the final evaluation phase, the final phase RTO will attest to the trainee’s competence and successful completion of the records training program. A statement that releases the trainee from the program, with the signed concurrence of the department head, or his/her designee, shall be retained in department records. A same Completion Record/Competency Attestation from can be found in Appendix VII.

**Documentation**

Throughout the program various forms and reports are necessary to ensure proper documentation of trainee performance. Sample of all the forms mentioned thus far can be found in the Appendices of this guide. As new innovations occur which are incorporated into the program, these forms will be revised. The basic formats of most of these forms have, however, been in
existence for many years. The structure of each form is designed to facilitate the training records should be based upon department record policies.

**Records Training Staff Meetings**

At or near the end of each phase, a meeting should be scheduled for all RTOs who have, or are about to receive, a trainee. The RTS shall schedule these meetings. The purpose of these meetings is to review the progress of each trainee and pass on information relative to special training problems and remediation efforts. The RTS is afforded the opportunity to review drafts of the End of Phase Reports (EPR) and see that they are consistent with what the RTOs are reporting at the meeting. The evaluation(s) should be submitted on or before the final day of the phase, or at the meeting, which will improve the turnaround time for presenting the evaluation to the trainee in a timely manner.

The records training staff should meet at least once a year, for additional training, information or ideology exchange, and review of evaluation standards. This will allow the RTOs the opportunity to enhance the department’s standardization and consistency within the program.

**Records Training Program Revisions**

The Records Training Supervisor must establish a procedure for reviewing the Records Training Program structure, goals, policies, related written materials, etc. Traditionally, a committee is established to review the program elements annually.
ROLE / EXPECTATIONS OF RECORDS CLERK TRAINEE (RCT)

Role of the Trainee (RCT)

The role of the records training program trainee is to demonstrate the ability to perform at a solo records clerk level by the end of the program. This is the standard by which the trainee will be measured throughout the training program.

The trainee’s primary responsibility while assigned to the records training program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense and stressful time in the trainee’s life. The records training program staff will make every effort to provide the tools necessary for the trainee to succeed in this task. Trainees must simply give their best effort each and every moment they are assigned to the program.

Expectations of Trainees (RCT)

Trainees are to be respectful to the RTOs and other program staff. The RTOs direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the RTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the Records Training Supervisor. If the trainee still has a concern or problem, the trainee may ask the RTS to set up a meeting with the Support Services manager. The Records Training Supervisor shall notify the Support Services Manager and a meeting shall be scheduled.

Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in department manuals.

Trainees shall ask questions when they arise. RTOs are an information resource and trainees should not wait for the RTO to cover an area of concern that may have. Trainees are expected to make mistakes. They should not be overly concerned with errors when they are made. Instead they must channel their efforts into recognizing and correcting the error(s).

Trainees will receive evaluations (Daily Observation Reports, Supervisor Bi-Monthly Reports, and End of Phase Reports). Trainees should use these forms to track their progress and to help identify any areas requiring additional effort on their past. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by RTOs and records training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable and are counterproductive to the records training program itself.

Trainees’ relationships with records training program staff, other trainees, and coworkers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Dating and socializing should be prohibited unless the relationship began before the trainee was hired or assigned and the department head or records training program commanding officer is
aware of the relationship. Department policy regarding these issues should be fully explained and followed.
ROLE / EXPECTATIONS OF RECORDS TRAINING OFFICERS (RTOS)

Role of the Records Training Officer

Records Training Officers (RTOs) have significant additional responsibilities over and above their daily duties when assigned to train a new RC. In addition to performing in an exemplary manner, while trainees closely watch, RTOs must slow their pace to review the purpose and detail of every new encounter. RTOs must guide trainees through a comprehensive curriculum that requires the blending of knowledge and skills, and the good judgement of when, where, and how to apply them.

The essentials of the RTOs role are that he/she applies the techniques of coaching by providing a role model to follow and giving encouragement and direction to the trainee to apply what has been taught. The RTO must follow that up by giving feedback on the trainee’s performance. It is important that this assessment have a positive impact on the performance of the trainee. The RTOs appraisal of the trainee’s abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques and methodologies to meet the needs of the trainee in rectifying any performance deficiencies.

The system that effectively identifies and selects qualified personnel to be RTOs will more often produce technically competent and record clerks because supervisors and commanders generally focus on these attributes and recommend staff who have them. It follows that the system will select RTOs who not only set very high standards for themselves but for the trainees as well. In discussing the role of the RTO, although high standards are desirable, the trainee must measure up to the standards that the department sets for the field training program, not higher standards set by the RTO.

RTOs must be flexible and able to change as the challenges change; otherwise, the trainee, the program, and the department will suffer. A bad RTO can disrupt the entire training process and potentially destroy the department. A great deal of trust and responsibility go with this assignment and good RTOS can make major positive impacts within the department.

Expectations of Records Training Officers

Teacher/ Trainer

Any employee who becomes a Records Training Officer must have a passion for teaching. The most obvious function of the RTO is that of a teacher. In most cases, this teaching will occur during on the job activity. Other times teaching may occur over a cup of coffee or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aides. RTOs are often selected for their subject matter expertise (formal training and education) and their practical experience. RTOs must understand the learning process and teaching methodologies and work hard to
develop and maintain their skills. As teachers, RTOs should be willing to accept the responsibility for the progress of the trainee, or lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee’s performance.

RTOs should recall how they felt when they began training and consequently, they may appreciate the trainee’s state of mind. The trainee’s problems and fears can be dispelled by the RTO through a genuine display of concern about the trainee and his/her success in the program. The trainee should not be pampered but should be treated in a professional, realistic, objective, friendly, and empathetic manner.

RTOs should immediately establish a positive relationship with the trainee. There should be a clear understanding of the RTO role and the trainee role, and it should be explained to the trainee. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.

It is incumbent upon the program staff and the RTO to work, within acceptable limits, to individualize a training approach for each trainee. Sufficient flexibility has been built into this field training program so that the individual needs of the trainee and the organization can both be met. It is expected that the trainee has the necessary qualities to succeed and, with effective training, he/she will successfully complete the records training program.

RTO training methods should be conducive to producing a successful trainee. Ineffective training methods can seriously alter a trainee’s self-image. The use of loud, profane speech or humiliation tactics is not acceptable conduct. These methods do not contribute to the learning environment.

RTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Trainees respond more quickly to positive statements than to negative ones. Above all, within the limits of good judgement, RTOs should use realistic and established training methods that are conducive to the trainee’s temperament, needs, and development as a records clerk.

RTOs must conduct themselves in a professional manner at all times. They must teach and reinforce department policy and procedures. RTOs who focus on values and teach real like lessons will have a profound impact on the trainee’s success. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. RTOs should attempt to set the highest standards in all areas of their performance. RTOs with a true desire to teach are often more concerned about their contribution to the success of each trainee and the program than any compensation or recognition they might receive.

Role Model

RTOs must be positive role models! They must lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance; adhering to department rules and regulations; supporting the department’s vision, mission, and values; adhering to program guidelines in terms of policies and
confidentiality; and having a positive attitude toward the department, the training program, the job, and the trainee accomplish the best aspects of role modeling. RTOs dedicated to the goals and success of the records training program will be respectful of, and respected by, trainees, peers/coworkers, and supervisors.

During the orientation process, and each time a trainee is introduced to a new RTO, the RTO should establish a friendly, open, and professional rapport with the trainee. Learning in enhanced through effective communication. Rapport is important to communication because trainees are not likely to share their ideas, questions, or feelings unless they feel their RTO is open or empathetic to them.

RTOs should also convey an attitude that trainees can succeed in the training program. Trainees are not likely to develop when they feel or are told that success is not possible. Trainees need to believe that their RTOs want them to succeed and that the RTOs will help them achieve success. There is nothing more disconcerting than facing a “stacked deck.” Everyone needs to know that they have a chance to succeed. RTOs should expect trainees to succeed.

It is particularly important that RTOs maintain a positive and objective attitude when assigned a trainee who has not performed well with another RTO. The subsequent RTO must give the trainee every opportunity to succeed in that: 1) the trainee should not be stereotyped or be discriminated against, and 2) judgments should be based on independent observations, not on the comments of others. It is entirely possible that the change of RTOs and the application of a positive attitude by the subsequent RTO may be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo records clerk, rather than on finding a way to discharge the trainee.

What RTOs expect from their trainees and how they (the trainees) are treated largely determines the trainee’s success in the program. Trainees, more often than not, perform at a level they believe is expected of them. The expectation of an event can actually make it happen in field training. RTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the trainee. It is virtually impossible to do this in that messages are constantly being conveyed through actions, mannerisms, expressions, tone of voice, and omissions. RTOs will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is often not what the RTO says but how the RTO behaves.

The goals of the program, the department, the trainee, and the RTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

Evaluator

RTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the records training program. RTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence. If
RTOs cannot evaluate, they cannot train. Evaluation is accomplished by the use of the Daily Observation Reports, Standardized Evaluation Guidelines, End of Phase Reports, and through the use of worksheets, remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity. Use of Standardized Evaluation guidelines (SEGs) when completing the Daily Observation Reports (DORs) and frequent records training staff meetings are several ways to ensure standardization of evaluations in the training program.

RTOs should not discuss their trainee’s progress with other department personnel, other than those who have a need and a right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee’s performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

RTOs are expected to exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation.

**Leader**

RTOs should exemplify the department’s vision, mission, and values in the program and the community. RTOs should share responsibility with their trainee, delegating through problem solving, and training him/her to engage in preplanning. The RTO must develop and utilize multiple resources.

RTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding him/her accountable for his/her own success in the training program. Trainees will want to succeed because of the RTO’s leadership.
ROLE / EXPECTATIONS OF THE RECORDS TRAINING SUPERVISOR (RTS)

Role of the Records Training Supervisor

The role of the Records Training Supervisor (RTS) is to ensure that the standards and objectives of the department’s records training program are adhered to. To meet these requirements, the RTS must monitor the training activities of the RTOs and seek periodic feedback on the newly assigned RC’s training progress. In administering the program, the RTS is responsible for ensuring that the department’s program is in compliance with the minimum standards established by San Leandro Police Department. RTS must be trained in the various components of the program and should have influence within the department. The RTS is expected to protect and promote the department’s records training program through the following:

Expectations of the Records Training Supervisor

Observation

While it is not necessary to routinely observe activities that are assigned to a training team, a RTS should, in the course of his/her duties, observe the trainee perform. Since the RTS is responsible for providing feedback to both team members, the interaction between the trainee and his/her RTO should also be observed.

Feedback

Direct feedback from a RTS to the trainee can have a significant impact (sometimes RC’s can recall these incidents throughout their entire careers); therefore, it should be done judiciously. To praise a trainee, or both the trainee and the RTO, openly for an incident of good performance, will serve to positively reinforce the program. Negative comments on the trainee’s performance should be made to the RTO privately, while giving support to his/her role in bringing the trainee’s performance up to an acceptable level.

Counsel

Just as a RTS would assess and guide record clerks in their duties, he/she must often counsel the RTO through the training process. A personal style that the RTO has may have an adverse impact on trainees, or other issues such as a personal relationship, favors, or a serious conflict with a trainee must be detected and remedied.

Trainee Assignments

The RTS should have an overview of the training progress of each trainee in the program and the assignment status of each RTO. To effectively manage trainee assignments requires planning and a working knowledge of vacation schedules, special assignments,
or training courses that the RTOs could be assigned to during a training cycle/phase. The RTS should also be in a position to cross administrative lines for the purpose of making RTO/trainee assignments that meet the needs of the trainee. To maintain the integrity of the program, the assignment of trainees to RTOs should remain with the RTS.

**Extending/Terminating Trainees in the Program**

Based on the recommendation of the RTO and a review of trainee performance and evaluation reports, the RTS should have the authority to extend records training for a trainee who is responding to remedial efforts. Conversely, the RTS, in accordance with the department’s policy, should make a recommendation for termination of employment for a trainee who is not responding to remedial training efforts.

**Program and FTO Evaluation**

The RTS has the responsibility to seek feedback from trainees who are participating in or who have completed the records training program. The feedback should encompass both the program and its RTOs. Meeting with the trainees and/or reviewing evaluation instruments can accomplish this. The RTS must ensure that RTOs understand the RTO evaluation policy. The RTS shall provide (at least annually) a detailed evaluation to each RTO on his/her performance as a Records Training Officer.
EVALUATION

During the records training process, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. This guide provides several samples of written evaluations including Daily Observation Reports (DORs), supervisor Bi-Monthly Reports (SMRs), End of Phase Reports (EPRs); and Phase Evaluation Reports (Appendices I, II, and IV). Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in the records training manual, the judgement used by the trainee, and the skills, knowledge, and competency demonstrated in performing the job related duties of a records clerk will serve as the basis for these evaluations.

The Process

Each trainee shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the trainee was hired. The evaluation procedure should be based on the behavioral anchor approach, which uses Behavior Anchored Ratings (BARs). Once the relevant job related categories have been determined, the what to be evaluated has been identified. How to rate these categories now becomes the issue. How is based upon the employee’s performance as measured against the department’s standards. The Standardized Evaluation Guidelines (SEGs) have been established to ensure each RTOs rating of a trainee will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs must be applied equally to all trainees, regardless of their experience, time in the program, or other incidental factors.

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Proper evaluation without standardization is not possible. In order to promote standardization of the evaluation process, there is a need to articulate and document reference points. These reference points need to explain the rationale supporting the scores used by the department, such as “1” (Unacceptable), “4” (Acceptable), “7” (Superior), “NRT” (Not responding to training).

Rating Behavior/Performance

The RTO’s role is to examine the trainee’s performance and choose the appropriate description as provided in the relevant SEG or evaluation scale. The RTO selects the description that “fits” the behavior that they are evaluating; i.e., 1, 4, 7,”NRT” anchor. Performance, however, does not always “fit” into the nice, neat rating box. A trainee’s performance may be somewhat better or worse than the rating descriptor. In these cases, where behavior is not “anchored” by the appropriate description, the RTO must select the score.

For example, in the 7-point rating scale there are behavioral descriptions “meets standards” or “needs improvement.” In the case of computer entries, the “1” states the trainee takes three or more times the amount of time an experienced RC takes to complete the entry. If the trainee takes perhaps only 2 times the amount of time, the RTO may choose to give him/her a
“2” rating and/or if the trainee shows steady improvement to being able to complete the computer entries in only about 10-15 minutes beyond the amount of time an experienced RC would take to complete the computer entry, a “3” might be the appropriate rating. Even if RTOs have different opinions as to when to rate a behavior or performance a “2” or a “3”, the bottom line is that both ratings indicate a less than acceptable (competent) performance. The same logic would follow for “5” or “6” ratings as well.

Although this may appear subjective, most RTOs will select one score over another because they are; 1) familiar with the job, 2) have been trained to know what is expected within their program, and 3) have the best perception of the trainee’s performance that day as well as his/her progress (or lack thereof) within the program.

The most difficult part of the evaluation process for RTOs is to surrender their own opinions of what the trainee’s performance should be. RTOs MUST rate the trainee pursuant to the language in the guidelines if the trainee’s performance is consistent with the language of that guideline. **RTOs shall have no discretion in this matter.** It is the only way that objective evaluations will be accomplished. If each evaluator (RTO) uses the same measuring device (SEGs), you should see the same results, and the same scores.

**Common Performance Evaluation Errors**

If the objectivity of the evaluation process is called into question, it is most likely because one or more RTOs did not follow the guideline or standards established by the department. It may be that one or more of the following “errors” entered into the evaluation process.

The **ERROR OF LENIENCY** occurs when the FTO assigns scores beyond those that are deserved. In the records training program, this often occurs because the RTO introduces the variable of “experience” or the amount of time the trainee has spent in the program. In other words, the RTO recognizes the performance as less than adequate but considers it “OK” given the amount of experience the trainee has had. The same performance, seen several weeks later, may result in the awarding of “needs improvement” score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Remember…**Whatever rating scale a department chooses, all trainees should be evaluated through the entire program utilizing the record clerk standard as “meets standards.”**

The **ERROR OF PERSONAL BIAS** (also called the “Halo” or “Horns” effect) occurs when the RTO allows personal feelings about the employee to affect the ratings. Particular “likes” or “dislikes” limit appraisal objectivity. What is rated in the record training program is whether or not an individual can safely, effectively, and competently do the job as described…that’s all!

The **ERROR OF CENTRAL TENDENCY** is seen when the RTO routinely “bunches” scores toward the center of the rating scale. This error is often present in record training programs when departments using the numeric scale require written comments for scores of 1, 2, 6, and 7. Some RTOs, not wishing to take the time to document, will assign scores of 3, 4, or 5 routinely to avoid the “mandatory” reporting rule. Central tendency errors also occur when the RTO does not give close attention to performance and, to be on the “safe side” or to
avoid any controversy, rates in the middle of the scale. Many departments using the numeric scale require only that scores of “1” and “7” be documented which allows for more latitude in the scoring.

The **ERROR OF RELATED TRAITS** happens when the RTO gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

The **ERROR OF EVENT BIAS** comes into play when one or two traits (or a particular behavior) dominate the appraisal. The RTO may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the “Halo” or “Horns” effect.

“**NO ROOKIE EVER GETS A 7” (OR Exceeds Standards, Superior, etc.)** is a belief too often expressed. The SEGs and rating descriptions should be based on real life experiences and should not reflect artificial standards. While it may be difficult for many trainees to perform at a “Superior” level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/goals in a job-related performance evaluation system.

The **ERROR OF “ROOM TO GROW”** occurs when the RTO, wanting to “motivate” the trainee to work harder, assigns a score less than what the trainee deserves. When a trainee fails to get the recognition that he/she deserves, there may be a loss, rather than a gain, in terms of motivation.

The **ERROR OF AVERAGING SCORES**. RTOs who assign a score based on an average of the trainee’s performance for the day have selected a score that is not accurate. For example, a trainee, processed 20 reports but forgot to verify serialized property on 2 reports. Some will say that “on the average” the trainee verifies property and an acceptable rating is given. It is not acceptable to submit a report without all the proper verification, but the score suggests to the trainee that it is “OK”. Additionally, no one will know what the trainee did unless the RTO includes a written comment about the fault.

RTOs are often uncomfortable about giving an “Unacceptable” rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the RTO acknowledge the mistake(s) by assigning a score less than “Acceptable.” The RTO **must** give the trainee “Unacceptable” rating in an area regardless of how minor or infrequent the mistake(s) when weighed against the trainee’s otherwise good performance. The RTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a trainee’s relationship to another member of the department; the presence or absence of educational achievement; age, gender, race, or sexual orientation; physical appearance; etc., are only a few of a person’s characteristics that dilute objectivity. Performance related evaluations tend to be more objective and to center on **what** the individual does rather than **who** the individual is. Employees want their performance, not their personality, discussed.
during a performance review. In this way, defensiveness on the part of the trainee will diminish, and the RTO will be able to avoid these common appraisal errors.

The only measure that RTOs should use when evaluating the behavior and performance of a trainee is the department’s Standardized Evaluation Guidelines or Evaluation “Scale.”

**Evaluation Comments/Narratives/Documentation**

To make the most effective use of the narrative portions of written evaluations, it is important for the RTO to remember four “goals of documentation. To provide meaningful evaluation, the documentation should be:

1. CLEAR
2. CONCISE
3. COMPLETE
4. CORRECT

The following suggestions will support the RTO in accomplishing the documentation goals.

1. **Set the stage.** Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand what occurred.

   *Example: The trainee entered a gun into AFS (Automated Firearm System) without any assistance from his/her trainer.*

2. **Use verbatim quotes.** It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

   *Example: The trainee, when assisting a citizen at the front counter said, “Well, what do you expect me to do about it?”*

3. **Report the facts – avoid conclusions.** Report what occurred. Do not include your interpretation of why something occurred. In the example below, there are several possible reasons why the trainee is not completing the scanning duties other than a lack of motivation or confidence.

   *Example: The trainee lacks motivation or time management. Despite being reminded on three separate occasions to scan the documents to the appropriate case, she chose to put them into a “to do” pile and failed to scan them before the completion of her shift.*

4. **Remember your audience.** When writing your evaluation(s), consider who may be reading the report. In addition to the trainee, your report may be read by your supervisor, department head, an attorney representing your department or the trainee, an arbitrator, or judge. These readers will form opinions of your abilities based on what they read.
5. **Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing.** Not everyone who will be reading your evaluation(s) understands radio codes and penal code sections. Explain any code sections used. Be professional and model your expectations.

6. **Speak to performance, not personality.** Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the “Impersonal” style of documentation relieves some of the stress.

   *Example: Rather than write “You did a poor job of handling the irate citizen at the front counter...” try “Trainee Jones did a poor job handling...” etc.*

7. **Use lists, if appropriate.** The use of a “list” approach will sometimes save time and space.

   *Example: The trainee, when asked, failed to accurately identify the following nine code definitions: 9-01, 9-14, 9-22.*

8. **Think remedial.** What has been tried? How did it work? What will you try next? Document your training plans and the results thereof.

9. **Use quantification whenever possible.** Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

   *Example: It took RCT Jones five tries to successfully send a towed vehicle letter. See attached.*

10. **Do not predict.** Avoid statements such as “I am sure that Ann, with a little more effort, will be able to master the New World System,” or “Charlie’s skills will no doubt improve as the weeks go by.” Rather than make statements of this nature, the RTO should write what the behavior should produce; i.e., “When Bill can complete reports of this nature within 15 minutes or less, he will be performing at an acceptable level.” Predictions set up false expectations.

If RTOs can write acceptable reports, they should be able to write acceptable evaluation narratives. One way to keep documentation of this type in perspective is to write as though telling a story to a close friend or coworker who was not present when the behavior was observed. Would all the details be included or just generalities? When in doubt, reread what’s written and ask if you REALLY know what happened from what was written. Another approach is to have another RTO or supervisor read the narrative. Do they have any questions? If so, the documentation may need more work.

**Discussing Evaluations**

The RTO and trainee’s discussion of evaluations is a particularly important aspect of the record training program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives of a proper evaluation.
The performance evaluation must:

1. Be understood by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation, just that he/she understand it.

2. Be the basis for plans to help the trainee improve performance as needed.

3. Give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

RTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a “two-way conversation.” Trainees should be encouraged to express how they feel. Trainees should be encouraged to be more self-aware and perhaps, even be given a chance for self-evaluation.

RTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. RTOs should re-emphasize that performance is being discussed and not a defense of the evaluation.

Once a discussion has been completed, the RTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments or speak with the RTS, if desired.


■ PERFORMANCE EVALUATION DOCUMENTS

Daily Observation Report

The Daily Observation Report (DOR) is to be completed by the RTO at the end of each shift that the trainee is assigned to work during the record training program. Days where the trainee receives no evaluation by a qualified RTO (i.e., Orientation, days off sick or injured, non-enforcement or special assignments, etc.) can also be documented on the DOR. Only the headings and narrative portions should be completed for those shifts. The DOR is used to record the trainee’s performance, specific training or instruction presented, and any other information of importance related to the trainee’s activities in the training program that day.

This report is the permanent record of the trainee’s progress in terms of performance, skills, knowledge, the improvements needed, and the RTO’s efforts to bring about change. It is the principle document used for determining the trainee’s status in the program.

The form shall be completed at or near the end of each shift and reviewed with the trainee unless unusual circumstances exist. It is important that this feedback be shared with the trainee as close to the events documented so that he/she can have the benefit of utilizing the feedback in advance of the next shift.

The DOR is designed to rate observed behavior with reference to either a numerical or alphabetic scale (i.e., 1, 4 and 7 or “NRT”). The form lists specific categories of behavior (i.e., computer systems, acceptance of instruction/feedback, etc.) Each category must be rated or an indication made that the performance was “not observed” (N.O.) during the shift covered by that DOR. Marking the appropriate number or letter records the numeric or alphabetic rating based on the Standardized Evaluation Guideline for each category. Ratings of 2 and below or 6 and above, should be explained on the second page of the form. NAR indicates a narrative supports the performance rating.

Some DORs have a “NRT” box on the face of the form. “NRT” means “Not Responding to Training.” In addition to a numerical rating in the particular category, this box may also be marked or the NRT box alone may be marked. NRT is assigned after reasonable remedial efforts have failed to result in improvement. Citing NRT is a serious step and is considered a “red flag” for the trainee and the RTS. From this point, if improvement is not made, termination may result. It is expected there will be significant documentation about the problem before this step is taken. The decision to assign NRT is somewhat subjective but one that can be reasonably justified. The RTO must first get a sense of the difficulty of the task. Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the RTO then must get an idea of how many tries the trainee has had at task completion. This process is a search for the presence or absence of balance (i.e., has the trainee had enough opportunities to effectively complete the task given the difficulty?) If the answer is “Yes,” NRT is appropriate. If “No,” continue with remediation.
The second page of the DOR is designed for narrative comments. Both negative and positive performance should be noted by the RTO. Steps taken to assist trainees in improving their performance should also be noted here.

All DORs are to be signed and dated by both the trainee and the RTO. The RTS must monitor the trainee’s progress through review and signing of these DORs and/or through the completion of a Supervisor’s Bi-Monthly Report (SMR). Sample DORs with the supplementary SEGs can be found in Appendix I.

**Supervisor’s Monthly Report**

In an effort to ensure accountability, supervision, and participation from a higher level within the department, the RTS will complete an evaluation of the trainee’s performance and progress every other week. The evaluation will be completed and administered to the trainee by the RTS. This report is useful not only to report a trainee’s performance but also to serve as a check and balance of the RTO’s evaluation of the trainee.

The Supervisor’s Bi-Monthly Report (SMR) contains a sentence in which the supervisor advises the trainee that his/her performance for that week was either “acceptable” or “unacceptable.” The RTS will also advise the trainee as to the level of his/her overall performance at that point in the program. This report provides additional feedback to the trainee and an opportunity for the trainee to discuss other training issues with a supervisor, if needed. The SMR should be signed and dated by both the trainee and the RTS. A sample SMR can be found in Appendix II.

**End of Phase Report**

EPRs detail the trainee’s significant strengths and weaknesses, as well as list specific training provided during the phase. The EPRs also list recommendations for training needed by the trainee during the next phase of instruction.

In this report, RTOs will indicate their judgement as to the actual level of performance demonstrated by the trainee. The EPR should be discussed in a record training staff meeting with the RTS, the trainee’s current RTO, and the trainee’s next RTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction. The EPR should be signed and dated by the trainee, the RTO, and the RTS. A sample EPR can be found in Appendix IV.

**Completion Record/Competency Attestation**

Upon the trainee’s successful completion of the record training program, it will be the responsibility of the Final Phase RTO to complete a competency attestation of the trainee’s ability to perform the duties of a records clerk.

After assuring that all the materials from the record training program guide have been covered and signed off, and after personally observing the trainee’s acceptable performance in all of the functional areas or categories, the RTO will initiate a Completion Record/Competency Attestation form to be routed through the chain of command. The form
should be signed and dated by the trainee, the Final Phase RTO, the RTS, and the
department head (or his/her designee). This form should become a permanent part of the
trainee’s training record. A sample Completion Record/Competency Attestation form can
be found in Appendix VII.
- REMEDIAL TRAINING STRATEGIES

Most RTOs will report that training is an “ongoing” process that is the result of the natural interactions between themselves and the trainee. Simple comments such as “check your work before you click on send request” or “this word is spelled…” often take place simultaneously to the observed mistake. Some training may have to take place at another time or location away from the actual event. What is important to remember is that; 1) a mistake or performance deficiency must be corrected, and 2) that correction should come as soon as practical after the behavior without interfering with the department’s service responsibilities. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away, or are repeated, call for a more formal approach known as remedial training.

Remedial training is defined as: A correction or review of previously taught information or procedures. “Previously taught” should include any training that the trainee has received during the course of their training. Remedial training becomes necessary when the trainee’s job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention that should have corrected and improved the job performance.

While the RTO’s role is to help the trainee overcome performance deficiencies and give him/her every opportunity to learn and perform, some performance deficiencies have as their root cause something that the RTO cannot correct. Examples might be immaturity, absence of a positive self-image, lack of commonsense and worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee’s behavioral package that they cannot be overcome. It would be wrong to automatically assume that a failure to perform well is linked to one of these reasons. It is more likely that inexperience and an absence or sufficient practice has led to the problem. Remedial training should begin as soon as the ongoing deficiency is noted.

Since formal remedial training may require an extended stay in the record training program, there are several steps the RTO can take when trying to resolve the deficiency:

1. Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee to help in this endeavor.

2. Reflect on, and determine, what has been tried and found to be effective with similar performance problems.

3. Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.

4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.
Consider using a Remedial Training Assignment Worksheet (Appendix III) when developing a remedial plan. Be sure to document the plan, the RTO’s efforts, and the results.

**Remedial Training Strategies**

The following section is designed to assist RTOs in recognizing and correcting training deficiencies and/or performance problems. It describes some of the commonly reported trainee problems and offers strategies for resolving them. For any identified deficiency/problem, the types of remedial training strategies are limited only by imagination and feasibility; however, no training should be demeaning, harassing, or expose the department to liability. Department policies, procedures, or safety standards must never be violated for the sake of training.

The following strategies can be appropriate for assisting trainees in gaining proficiency with items in the record training program guide or in designing written training plans.

**Role Plays and Scenarios**

These can be used for a variety of performance tasks. All participants must be made aware that the situation is a training exercise, not an actual event. Selection of role players who understand the win-win philosophy (If the trainees do it right, they win!)

**Role Reversals**

Similar to role plays, here the RTO reverses roles with the trainee. The trainee then watches the RTO perform a task in the same incorrect manner that the trainee did earlier. The trainee is then required to critique the RTO and offer suggestions for improvement.

**Verbalization**

This technique is useful for those trainees who routinely know what to do but once subjected to stressful situations are unable to perform the required task(s).

Trainees are instructed to talk out their thoughts. They must describe to the RTO, what they are going to do and how they are going to do it. In this way, they must organize their thoughts and present them to the RTO in a clear and logical manner.

An important benefit for trainees from this exercise is not only the “putting in order” of their thoughts and actions but also the slowing of their thought processes and prevention of “overload.” By having them “talk out” their thoughts, their thinking will revert to a slower, more understandable pace. This process should have a calming effect and reduce stress.
Flash Cards

Having trainees make flash cards enhances the learning process by using more than one learning style. Flash cards are particularly effective with subjects such as Radio Codes, Vehicle codes, criminal statutes and elements, and steps for sending letters for towed vehicle.

Spelling Quizzes

The RTO keeps track of words that are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance or the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.

Self-Evaluations

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee keep notes during the shift and complete a DOR at the end. The DOR should be labeled “Self-Evaluation.” As with the RTO’s evaluation, both parties review and compare their DORs at the end of the shift.

Rapport with Citizens

1. Increase exposure to public.
   b. Neighborhood watch and crime prevention meetings.
   c. Front desk.
2. Role plays.
4. Assign trainee to work with a department volunteer.

Summary

For remedial training strategies, always remember to:

1. Diagnose the true problem.
2. Provide feedback.
3. Use all the resources available.
4. Be creative.
5. Document the trainee’s performance and your efforts.
Standardized Evaluation Guidelines
Daily Observation Report
Weekly Goals
SAN LEANDRO POLICE
STANDARDIZED EVALUATION GUIDELINES

Records Clerk

PERFORMANCE

1. DEAMEANOR/COURTESY

Meets Standards
Able to interact with members of the department and the community with tact and diplomacy.

A. Greets others with appropriate salutation
B. Is cordial and professional
C. Displays patience and empathy
D. Is friendly and impartial

Needs Improvement
General inability to accurately hear or comprehend information relayed via telephone or by voice.

A. Does not greet others
B. Is sarcastic, belittling or abrupt
C. Is impatient and uncaring
D. Displays prejudicial demeanor

2. LISTENING & COMPRHENSION

Meets Standards
General ability to accurately hear and comprehend information relayed via telephone or voice.

A. Comprehends information received
B. Aware of surrounding activity
C. Rarely has to have information repeated
D. Repeats information for verification only
E. Does not make assumptions

Needs Improvement
General inability to accurately hear and comprehend information relayed via telephone or voice.

A. Inability to comprehend information received
B. Not aware of surrounding activity
C. Must have others repeat on a continual basis
3. **PROCESSING INFORMATION/PROBLEM SOLVING**

**Meets Standards**
*General ability to make independent decisions and solve problems reasonably.*

A. Makes appropriate decisions without assistance or hesitation  
B. Makes decisions in line with department policies and procedures  
C. Considers options/alternatives  
D. Recognizes when to ask for help  
E. Able to prioritize multiple telephone calls and counter requests

**Needs Improvement**
*General inability to make independent decisions and solve problems reasonably.*

A. Acts without thought. Overlooks logical solutions  
B. Over or under reacts, even to routine situations  
C. Fails to consider options/alternatives  
D. Does not recognize when to ask for help  
E. Unable to prioritize multiple telephone calls/counter requests

4. **PRIORITIZATION**

**Meets Standards**
*General ability to accurately identify the priority of tasks. Obtains accurate, complete information. Spends appropriate amount of time on tasks and completes duties in a timely manner.*

A. Returns to holding calls and remembers what the caller is reporting  
B. Accurately prioritizes duties and tasks  
C. Able to manage more than one task at a time  
D. Obtains accurate and complete information  
E. Maintains composure even during high volume periods  
F. Asks pertinent questions

**Needs Improvement**
*General inability to identify priority of tasks. Information is inaccurate or incomplete. Spends too much time collecting information on low priority while holding off other task or duties.*

A. Callers holding must repeat information previously provided  
B. Fails to correctly prioritize duties and tasks  
C. Unable to manage more than one task at a time  
D. Obtains inaccurate or incomplete information  
E. Becomes emotional or panics during stressful situations  
F. Fails to ask pertinent questions
5. RETENTION OF INFORMATION/PROCEDURES

Meets Standards
Generally able to retain information, requests, briefing intelligence, department policies and procedures.

A. Commits RTO’s instructions to memory
B. Recalls most division procedures
C. Remembers information provided at briefings
D. Able to recall department policies and procedures
E. Able to retrieve information from individual notes or department recourses

Needs Improvement
Inability to recall information, recent events, requests, briefing intelligence, department policies and procedures.

A. Unable to recall recent instructions
B. Unable to retain division procedures
C. Fails to retain information provided at briefing
D. Unable to recall department policies and procedures
E. Unable to retrieve information from notes or department recourses

6. VERBAL SKILLS

Meets Standards
General ability to maintain a calm demeanor while accurately relaying necessary information to others in a concise, timely, and understandable manner.

A. Maintains poise, professionalism, and asserts authority in a courteous manner
B. Initiates direct questioning
C. Conveys concern and interest to the caller, citizen, or department member
D. Articulate

Needs Improvement
General inability to maintain a calm demeanor. Unable to accurately relay necessary information to others in a concise, timely and understandable manner.

A. Becomes flustered, lacks assertiveness or unprofessional
B. Fails to interrupt. Does not direct the flow of conversation
C. Does not display concern, interest, or empathy to the caller, citizen or Department member
D. Does not use proper grammar or police related phrasing

7. WRITTEN SKILLS

Meets Standards
General ability to accurately compile a concise, organized written communication in a timely manner.
A. Complete CAD calls facts in a logical order
B. Specific crime elements delineated
C. Concise, understandable language
D. Clear narrative in CAD calls

Needs Improvement
General inability to accurately organize a concise, accurate report of written communication in a timely manner.

A. Omission or misstatement of facts
B. Elements of crime missing
C. Use of abbreviations in CAD calls
D. Confusing narrative in CAD calls

8. **TYPING SKILLS/DATA ENTRY**

**Meets Standards**
General ability to enter data with minimal errors and enter information in appropriate sections.

A. Able to enter data with reasonable speed and accuracy
B. Proofread for errors
C. Moves quickly and efficiently about the New World System
D. Updates are attached to the correct case

**Needs Improvement**
Unable to keep pace with telephone traffic. Makes errors.

A. Unable to accurately enter data in appropriate systems
B. Does not proofread and makes errors
C. In unable to move about the New World System without delay or difficulty
D. Updates are attached to the incorrect case

9. **MULTI-TASKING**

**Meets Standards**
General ability to perform multiple tasks simultaneously, accurately, and efficiently.

A. Typing/talking/listening simultaneously
B. Ability to incorporate records activity
C. Ability to prioritize requests and/or calls

**Needs Improvement**
General inability to perform multiple tasks simultaneously, accurately, and efficiently.

A. Inability to type/talk/listen simultaneously and accurately
B. Inability to incorporate records activity
C. Inability to prioritize multiple requests and/or calls
10. **TOLERANCE FOR STRESS/VERSATILITY & ADAPTABILITY**

**Meets Standards**
General ability to maintain control. Exhibits calm, controlled, professional attitude. Is flexible and adaptable.

A. Flexible  
B. Ability to adapt to changing situations  
C. Applies acquired knowledge to new situations  
D. Maintains calm, controlled attitude  
E. Visibly calm

**Needs Improvement**
General unable to function. Becomes emotional and panic stricken. Allows the situation to deteriorate. Is not flexible or adaptable.

A. Inflexible  
B. Tends to see things in black and white  
C. Does not apply acquired knowledge to new situations  
D. Panics. Visibly nervous, overwhelmed, and/or freezes  
E. Inability to function or complete tasks

11. **INITIATIVE**

**Meets Standards**
General ability to take steps to enhance learning and improve performance, increase efficiency and job knowledge.

A. Needs minimal supervision  
B. Tends to do more on their own to increase knowledge and efficiency  
C. Utilizes computers/resources  
D. Uses free time to study/review  
E. Takes initiative to complete assignments

**Needs Improvement**
Generally does not take initiative to enhance learning, improve performance, increase efficiency or job knowledge.

A. Needs continual direction/supervision  
B. Tends to do the minimum required  
C. Failure to use computer/resources  
D. Idle during free time/wastes time  
E. Asks for answers instead of researching  
F. Must be reminded by trainer to complete assignments

12. **PERFORMANCE, VERBAL OR WRITTEN TESTS**

**Meets Standards**
Having received training, trainee is able to apply instruction.
\textit{Needs Improvement}
\textit{Having received training, trainee is unable to apply instruction.}

\textbf{KNOWLEDGE}

\section*{13. DEPARTMENT/DIVISION POLICIES}
\textit{Meets Standards}
\textit{Working knowledge and ability to apply department/division policies and procedures.}

A. Understands policies and procedures
B. Applies policies and procedures
C. Knows how to apply policies and procedures
D. Acceptable performance

\textit{Needs Improvement}
\textit{Unfamiliar with department/division policies and procedures and how to apply them.}

A. Does not understand policies and procedures
B. Does not apply policies and procedures
C. Does not know how to access policy and procedure manuals
D. Unacceptable performance

\section*{14. RESOURCES/USE OF MANUALS}
\textit{Meets Standards}
\textit{Understands and utilizes available resources and/or manuals efficiently.}

A. Understands how to utilize the resources available
B. Has an understanding of assistance available from outside agencies
C. Knows what/where information is available
D. Utilizes manual to aid in assistance

\textit{Needs Improvement}
\textit{Does not understand and/or utilize available resources.}

A. Does not understand how to utilize the resources available
B. Does not understand what assistance is available from outside agencies
C. Does not know what/where information is available
D. Unable to apply information from manual

\section*{15. COMPUTER SYSTEMS}
\textit{Meets Standards}
\textit{Has a good working knowledge of the computer systems, equipment utilized in the Records Division.}

A. Is familiar with and able to utilize computer systems with speed and accuracy
B. Understands the functionality of the computer system
C. Knows where/how to obtain information housed in computer databases

*Needs Improvement*
*Does not have a functional knowledge of the computer systems used in the Records Division.*

A. Is unfamiliar with and unable to use the computer system with speed and accuracy
B. Does not understand the functionality of the computer system
C. Does not know where/how to obtain information housed in the data bases

16. **FORMS**

*Meets Standards*
*General understanding of the forms used in the Records Division.*

A. Understands the proper use of the forms
B. Knows the location of the forms used in the Records Division
C. Forms are complete and accurate
D. Knows the proper routing of forms

*Needs Improvement*
*Does not have a good understanding of the forms used in the Records Division.*

A. Does not understand the proper use of the forms
B. Does not know the location of the forms used in the Records Division
C. Forms are not complete or accurate
D. Does not know the proper routing of forms

17. **EQUIPMENT**

*Meets Standards*
*General understanding of the equipment used in the Records Division (fax machine, copier, microfiche machine, printers, etc.)*

A. Is familiar with the use of sending/receiving faxes
B. Is familiar with the use and features of the copier
C. Is familiar with the use of the microfiche machine

*Needs Improvement*
*Does not have a general understanding of the equipment used in the Records Division.*

A. Is unfamiliar with the use of sending/receiving faxes
B. Is unfamiliar with the use and features of the copier
C. Is unfamiliar with the use of the microfiche machine
18. **VEHICLE RELEASES/NOTIFICATIONS**

*Meets Standards*

General understanding of the procedure and criteria for vehicle releases. (Towed, impounds, stolen and repossessed vehicles)

A. Is familiar with the criteria for the different types of vehicle releases  
B. Collects the proper fees related to vehicle releases  
C. Makes the proper notifications on towed vehicles

*Needs Improvement*

Unable to follow the procedure and does not know the criteria for releasing vehicles.

A. Is unfamiliar with the criteria for the different types of vehicle releases  
B. Does not collect the proper fees related to vehicle releases  
C. Does not make the proper notifications on towed vehicles

19. **CODES**

*Meets Standards*

Understands and uses appropriate Penal, Vehicle, Radio, and Muni Codes.

*Needs Improvement*

Does not understand or use appropriate Penal, Vehicle, Radio and Muni Codes.

20. **RESTRAINING ORDERS/EMERGENCY PROTECTIVE ORDERS**

*Meets Standards*

Is familiar with the different types of orders and policy on entry and release of said orders.

A. Is able to read and interpret DVROS inquiries  
B. Is able to enter, modify, delete, and cancel an order  
C. Understands the procedure for releasing a copy of a DV report

*Needs Improvement*

Is not familiar with the different types of orders and policy on entry and release of said orders.

A. Is unable to read and interpret DVROS inquiries  
B. Is unable to enter, modify, delete or cancel an order  
C. Does not understand the procedure for releasing a copy of a DV report

21. **SUBPOENAS AND WARRANTS**

*Meets Standards*

Is familiar with the different types of subpoenas and warrants.

A. Is able to read and interpret subpoenas and warrants  
B. Logs subpoena information and service information in proper system and verifies served warrants are attached to the proper case
C. Understands the procedure for serving subpoenas and the release of warrant information

*Needs Improvement*
*Is not familiar with the different types of subpoenas and warrants.*

A. Is unable to read and interpret subpoenas and warrants
B. Is unable to log subpoena information and service information in the proper System or does not verify warrant attachment to the proper case
C. Does not understand the procedure for serving subpoenas or the release of warrant information

**22. FINGERPRINTING**

*Meets Standards*
*Is familiar with the Cogent Live scan fingerprint system.*

A. Properly schedules appointments
B. Is able to produce clear, usable prints
C. Knows how many or proper type of print cards to obtain
D. Understands the procedure, documentation process and fingerprinting fees

*Needs Improvement*
*Is not familiar with the Cogent Live scan fingerprinting system.*

A. Does not schedule appointments appropriate amount of time for appointment
B. Is not able to produce clear, usable prints
C. Does not know how many or proper type of print cards to obtain
D. Does not understand the procedure, documentation process or fee schedule

**23. RECORD SEALING**

*Meets Standards*
*Is familiar with the records sealing process.*

A. Is able to read and interpret a petition for records sealing
B. Follows the process for approved/denied sealing
C. Contact petitioner when sealing is available or mails petition after 5 days

*Needs Improvement*
*Is not familiar with the records sealing process.*

A. Is unable to read or interpret a petition for records sealing
B. Is unable to follow the process for approved/denied sealing
C. Does not contact petitioner when sealing is available or fails to mail petition after proper amount of time
24. **ACCEPTANCE OF INSTRUCTION/FEEDBACK**

**Meets Standards**
Able to accept instruction and constructive criticism in a positive manner.

A. Applies instruction to further learning process  
B. Receptive to trainer  
C. Accepts responsibility of actions  
D. Accepts criticism without being argumentative or defensive  
E. Accepts scheduling and shift rotation without complaint

**Needs Improvement**
Unable to accept instruction or constructive criticism in a positive manner.

A. Unable to apply instruction to further the learning process  
B. Rationalizes or argumentative  
C. Fails to make corrections  
D. Defensive  
E. Complains regarding scheduling or shift rotation

25. **ATTITUDE TOWARD CITIZENS**

**Meets Standards**
Generally establishes competent, courteous interpersonal contacts.

A. Professional  
B. Impartial  
C. Non-judgmental  
D. Objective  
E. Patient  
F. Empathetic  
G. Friendly

**Needs Improvement**
Unable to establish competent, courteous interpersonal contacts.

A. Unprofessional  
B. Tone is sarcastic  
C. Displays a prejudicial demeanor  
D. Unable to maintain objectivity  
E. Impatient  
F. Is not empathetic  
G. Abrupt, belligerent or overbearing

26. **ATTITUDE TOWARDS DEPARTMENT PERSONNEL**

**Meets Standards**
Gets along with employees from all divisions of the department.
A. Polite
B. Considerate
C. Respects/Adheres to chain of command
D. Avoids gossip

Needs Improvement
Relates poorly with others.

A. Defensive
B. Argumentative
C. Does not respect/adhere to chain of command
D. Gossips

27. DECISION MAKING AND JUDGEMENT

Meets Standards
Consistently exercises sound judgement and exhibits a professional demeanor.

A. Uses departmental equipment or telephones for business purposes only
B. Shows logical thorough process
C. Takes decisive action
D. Ability to make decisions between alternative course of action and draws a logical conclusion
E. Effectively chooses between alternative course of action and draws a logical conclusion

Needs Improvement
Does not exercise sound judgement and/or lacks a professional demeanor.

A. Uses departmental equipment or telephones for personal use
B. Acts without thought
C. Indecisive
D. Takes action inappropriate to the situation
E. Must continually redo work due to incorrect decision
F. Lacks discretion

28. RELIABILITY

Meets Standards
Is on time and ready for work at assigned position. Does not abuse sick leave.

A. Punctual
B. Minimum use of sick leave
C. Brings required work materials/equipment

Needs Improvement
Is generally unprepared to begin at assigned time. Appears to abuse sick leave.

A. Late for duty or tardy from Code 7 (lunch break)
B. Excessive use of sick leave
C. Fails to bring necessary equipment. Unprepared.

29. **GENERAL APPEARANCE**

*Meets Standards*
Uniform is neat and in good condition with polished shoes; Well groomed, maintains hygiene.

*Needs Improvement*
Inappropriate attire, shoes or uniform. Unkempt, offensive body odor including perfume.
WEEK 1:
The trainee shall become familiar with all records functions by observation.
Goal 1: The trainee shall learn the basic job functions of the records division.
Goal 3: The trainee shall have a clear understanding of how the records division interacts with other departmental divisions.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.
Training Officer

Date

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.
Trainee

Date
WEEK 2:
Goal 1: The trainee shall learn to check all sources of communications periodically.
- Fax machine
- Teletype
- Phone
- Email

Goal 2: The trainee shall learn to operate all office equipment, answer phones and direct phone calls to all appropriate divisions.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.

Training Officer ____________________________________________
Date __________________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Trainee _________________________________________________
Date __________________________
WEEK 3:
The trainee shall continue to observe the daily records functions, however shall start to physically learn to access all records systems and learn each systems function. The trainee will engage in some physical records functions.

Goal 1: The trainee shall learn to use New World and old RMS.
Goal 2: The trainee shall engage in customer service at the front counter and shall satisfy each subject’s inquiries to the best of her abilities.
Goal 3: When at the front counter the trainee shall become familiar with any and all available resources for inquiries.
Goal 4: The trainee shall learn means of communication with fellow co-workers.
Goal 5: The trainee shall pass the CLETS exam by the completion of week 3.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.
Training Officer______________________________
Date______________________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.
Trainee______________________________
Date______________________________
WEEK 4:

Goal 1: The trainee shall learn basic Records Act Policy.

Goal 2: The trainee shall accurately identify the priority of task and perform multiple tasks simultaneously, accurately and efficiently.

- Merging reports
- AWS/CLETS/NCIC entries, updates, modifies
- DA Run/Duplication
- Verifying NCIC attachments to reports
- Vehicle Releases
- Teletypes
- Scanning
- Data Entry
- Faxes
- Processing line-up
- Processing Mail
- Report Requests
- Cash Drawer
- Supply Order
- Subpoena/Warrants/Records sealing

Goal 3: The trainee shall learn the fingerprint process along with fees associated with billing.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.

Training Officer____________________________________________
Date_______________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Trainee____________________________________________
Date_______________________
WEEK 5:

Goal 1: The trainee shall learn to complete all record requests.
- Outside agency request
- Background checks
- Insurance request
- Front counter report request

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.

Training Officer ________________________________
Date ____________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Trainee ________________________________ Date ____________________
WEEK 6:
Goal 1: The trainee shall learn the process of all vehicle releases as well as utilization of the correct form and associated fees.
- 10851 Vehicle release
- Impound Vehicle release
- Repossessed Vehicle

Goal 2: Trainee shall have an understanding of all required notification letters for all towed/impound vehicles as well as CHP180 forms.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.
Training Officer ______________________________
Date ______________________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.
Trainee ______________________________
Date ______________________________
WEEK 7:
Goal 1: The trainee shall learn how to use Merge Client, and Report Viewer.
Goal 2: The trainer shall instruct the trainee on inquiries, entries, modifies, and clear/locates, through the NCIC masks in New World.

- ADMINISTRATIVE
- AWS
- CRIMINAL HISTORY
- DMV
- GUN
- MISSING PERSON
- PERSON
- PROPERTY
- RESTRAINING ORDER
- VEHICLE

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.
Training Officer____________________________________________
Date_______________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.
Trainee____________________________________________________
Date____________________
WEEK 8:
Goal 1: The trainee shall learn how to use CRIMS.
Goal 2: The trainee shall learn the process of the court run.
  ● Gather all documents turned in by officers
  ● Log in to CRIMS and run the court run report
  ● The trainer will explain the process on checking for Declarations and judges signatures
  ● Priority reports are those that are set to go the next business day, (these shall be completed first)
  ● Read through narratives to make sure the report is completed
    ○ In case that a report is not completed the trainee shall know what to do.
  ● The trainee shall learn the order in which the report is sent to DA’s office
  ● The trainee shall learn how to run criminal history in case Jail does not attach it.
    ○ RAPS
    ○ CII inquiry
    ○ DL
  ● If EPO entry is needed the trainee shall learn how to enter one.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.
Training Officer_____________________________________ Date____________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.
Trainee______________________________________________ Date____________________
WEEK 9:
Goal 1: The trainee shall demonstrate knowledge of all documents used at the front counter and how they are processed:
- Letter of Clearance
- Alarm Permits
- Event Permits
- ABC Liquor License

Goal 2: The trainee shall demonstrate the ability to perform the cash reconciliation process at the end of each business day.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.

Training Officer____________________________________________
Date_____________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Trainee____________________________________________
Date____________________
WEEK 10:
Goal 1: The trainee can explain how and when to sign off on citations.
Goal 2: The trainee shall learn the Mobile system along with adding a report number.
Goal 3: The trainee shall learn how to write a cold report along with what reports we are able to take.
  - Stolen License Plate
  - Lost Property
  - Vandalism
  - Petty Theft
  - Reports shall have no suspect information

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.

Training Officer____________________________________________
Date_____________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Trainee______________________________________________
Date____________________
WEEK 11:
Goal 1: The trainee shall run the weekly arrest report for the scholarly inquiries without assistance.
Goal 2: The trainee will be able to explain the process of the specimen pick-up.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.
Training Officer ______________________________
Date __________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.
Trainee _______________________________________________
Date __________________
WEEK 12:
Goal 1: The trainee shall demonstrate working knowledge of the warrant system.
Goal 2: The trainer will demonstrate the ability to process a subpoena.

I have explained and/or demonstrated the above goals and feel that my trainee can perform these tasks in a competent manner.
Training Officer ______________________________
Date _______________________

The above goals have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.
Trainee ____________________________________________
Supervisor’s Monthly Report (SMR)
Supervisor’s Quarterly Probationary Report
I have reviewed the above listed trainee's Daily Observation Reports for the week of _______ to __________. I have also discussed his/her overall performance with RTO ________________

Additional method(s) by which the trainee's performance was evaluated:

- End of Phase meetings
- Other RTOs
- Conferences
- Report Review
- DOR Review
- Other (explain) ____________________________________________

Regarding the trainee's performance:

- I (have / have not) discussed the trainee's most significant strengths with him/her.
- I (have / have not) discussed the trainee's most significant weaknesses with him/her.
- The trainee's significant weaknesses (have / have not) required remedial training.

Remedial training, if provided, consisted of:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Comments regarding significant strengths, weaknesses, and progress to date:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

The trainee's progress to date is acceptable / not acceptable based on the above information.

Trainee’s Signature ___________________________ Date _____________ Records Supervisor ___________________________ Date _____________

Forward through chain of command along with DOR’s and reports written during the listed period.

Support Services Manager ___________________________ Date _____________ Support Services Captain ___________________________ Date _____________
SUPERVISOR’S QUARTERLY PROBATIONARY REPORT
SLPD Records Training Program

This rating period covers XXXX through XXXX

I have discussed his/her overall performance with Records Clerk

Method(s) by which the Supervisor’s performance was evaluated:

Observation _____ Work Performed _____ Conferences _____
Report Review _____
Other (explain) __________________________________________

Regarding the Record Clerk’s performance:

I (have / have not) discussed the Record Clerk’s most significant strengths with him/her.
I (have / have not) discussed the Record Clerk’s most significant weaknesses with him/her.
The Record Clerk’s significant weaknesses (have / have not) required remedial training.

Remedial training, if provided, consisted of:

Comments regarding significant strengths, weaknesses, and progress to date:

The probationary employee’s progress to date is not acceptable / acceptable based on the above information.

Trainee Signature ___________________________ Date __________
Supervisor Signature ___________________________ Date __________
Manager Signature ___________________________ Date __________
Captain Bureau of Services ___________________________ Date __________
Remedial Training Assignment Worksheet
Your RTO has identified one or more areas of deficient performance that need your immediate attention for improvement. You will be expected to fully complete the training assignment listed below by ______________.

Date

**PERFORMANCE DEFICIENCIES**
Define the problem specifically giving examples. Describe the training already conducted.

____________________________________________________________________________________
____________________________________________________________________________________

TRAINING ASSIGNMENT
Define the specific assignments given to the trainee to correct the above problem. (RTO will describe the specific assignment given the trainee to correct the above described problem). Assignment will be given in terms of specific performance goals, i.e. Complete all merging prior to 0700 hours. Trainee will be expected to perform as a satisfactory level in identified area(s).

____________________________________________________________________________________
____________________________________________________________________________________

Trainee Signature: ____________________________  RTO Signature: ____________________________
(Name, Badge #, Date)                             (Name, Badge #, Date)

**ASSIGNMENT COMPLETION**
1. Has the trainee satisfactorily completed the training plan? Yes _____ No _____
2. Is the trainee now performing at a competent level? Yes ____ No ____
3. Has an additional assignment been given? Yes ____ No ____

Comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

If the training plan is not satisfactorily completed, specific recommendations MUST be made regarding the trainee’s continued substandard performance. Additional REMEDIAL TRAINING WORKSHEETS should be generated outlining a follow-up training plan.

** It is the responsibility of the ORIGINATING RTO to ensure that this assignment is communicated to the trainee’s next RTO so that a follow-up can be monitored.

Trainee Signature: ____________________________  Date: ______________

RTO Signature: ______________________________  Date: ______________

RTS Signature: ______________________________  Date: ______________
End of Phase Report (EPR) & Phase Evaluation Report
Phase: __________ Date Phase Began: __________ Date Phase Ended: __________

Significant Strengths:
1. ________________________________________________________________
   ________________________________________________________________
2. ________________________________________________________________
   ________________________________________________________________
3. ________________________________________________________________
   ________________________________________________________________

Significant Weaknesses:
1. ________________________________________________________________
   ________________________________________________________________
2. ________________________________________________________________
   ________________________________________________________________
3. ________________________________________________________________
   ________________________________________________________________

Additional Training/Remedial Efforts: (Attach additional sheets if necessary)

Optional Comments:

This trainee is in the _____ week of training. In my judgement, this trainee is actually in the _____ week of training in terms of performance.

This trainee is / is not performing at a solo records clerk level.

_________________________ _____________________________
Trainee Signature (Name, Badge #, Date) RTO Signature (Name, Badge #, Date)

_________________________
RTS Signature (Name, Badge #, Date)
This Phase Evaluation Report provides the trainee with feedback so that good performance will continue and/or deficient performance will improve. Performance in each area will be rated on a scale of 1 to 4. The following describes the values of the numerical rating scale:

- **4** - BETTER THAN ACCEPTABLE: Performance exceeds the agency’s standard
- **3** - ACCEPTABLE: Performance meets the agency’s standard
- **2** - IMPROVEMENT IS NEEDED: Performance is progressing toward acceptable but does not yet meet the agency’s standard
- **1** - NOT RESPONDING TO TRAINING: Performance is not at an acceptable level

NRT - NOT RESPONDING TO TRAINING: Trainee has been rated at level 1 or 2 and after remediation shows no improvement in performance

A rating of 1 or 2 requires a written statement outlining the steps that the RTO or agency has taken and/or will take to bring performance up to an acceptable level.

I have reviewed this Phase Evaluation Report with my Record Training Officer. I wish to discuss this evaluation with the RTS/Records Training Supervisor. Yes _________ No _________

Trainee’s Signature Date RTO’s Signature Date

RTS Signature Date
APPENDIX V

RTO Critique Form
In an effort to ensure that each Records Training Officer (RTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the RTOs so they can use the information to enhance their teaching/training skills. It is imperative these questions be answered honestly and directly. Records training officers will benefit by knowing the impression they have made on you, their trainee.

Your comments in each category is important. Please take time to provide details about why you rated the RTOs as you did. The more information that you can provide, the better the picture we will have of each RTO’s level of skill and their continued suitability for the position.

This critique form is confidential and will only be reviewed by record training program administrative personnel. The general content (not your identity) of the feedback will be relayed to the RTOs to assist with improving training methods.

This critique is for RTO: ______________________________  Phase: ___________________

1. The Records Training Program’s emphasis is on both training and evaluation. Assign percentages (to total 100%) to the amount of effort your RTO exerted in each area. (Example: Training 50%, Evaluation 50%; Training 70%, Evaluation 30%, etc.)
   Training ________ %  Evaluation ________%

2. Using percentages, indicate how you perceived your RTO related to you.
   I am just another trainee ____________%  I am an individual ___________ %

   Circle the response below that best answers the question or comment.

3. What type of role model was the RTO for you?
   POOR  FAIR  AVERAGE  GOOD  EXCELLENT

4. Was the RTO attentive to your needs, problems, or concerns?
   POOR  FAIR  AVERAGE  GOOD  EXCELLENT

5. Rate the RTO’s knowledge of the training material covered?
   POOR  FAIR  AVERAGE  GOOD  EXCELLENT

6. How would you describe the RTO’s skill as a trainer and his/her training methods such as Handouts, scenarios, role-plays, etc.?
   POOR  FAIR  AVERAGE  GOOD  EXCELLENT
7. Rate the RTO’s ability to communicate with you.

<table>
<thead>
<tr>
<th>POOR</th>
<th>FAIR</th>
<th>AVERAGE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
</table>

8. Rate the RTO’s honesty, fairness, and objectivity in rating you.

<table>
<thead>
<tr>
<th>POOR</th>
<th>FAIR</th>
<th>AVERAGE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
</table>

9. Describe the RTO’s method of critiquing your performance, whether verbally or in writing.

<table>
<thead>
<tr>
<th>POOR</th>
<th>FAIR</th>
<th>AVERAGE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
</table>

10. Did the RTO work with you on areas he/she identifies as deficient or where improvement was needed?

<table>
<thead>
<tr>
<th>POOR</th>
<th>FAIR</th>
<th>AVERAGE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
</table>

11. List the area(s) you consider to be the RTO’s greatest strengths (i.e. training skills, codes and law knowledge, computer skills, etc.)

___________________________________________________________________________
___________________________________________________________________________

12. List the area(s) in which you feel the RTO needs improvement.

___________________________________________________________________________
___________________________________________________________________________

13. Were there any conflicts with the RTO’s training?  YES ______ NO ______
If yes, what conflicts/discrepancies, please explain.

___________________________________________________________________________
___________________________________________________________________________

14. Did you experience any discrepancies between RTOs?  YES ______ NO ______
If yes, in what context did they occur?

___________________________________________________________________________
___________________________________________________________________________

15. Please list any additional comments or suggestions here.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
APPENDIX VI

Records Training Program Critique Form
The Records Training Program personnel are determined to provide new employees with an effective training experience. Below is a list of questions pertaining to the training received while involved in the Records Training Program. The purpose of the form is to present objective feedback to program personnel to be used to improve and enhance the program’s effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated. Once completed, please return the form to the RTS.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1. Did the orientation help you prepare for the Records Training Program and did you understand the program’s expectations of you?</th>
</tr>
</thead>
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<tr>
<td>YES</td>
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<td>YES</td>
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<td>2. Was the length of the program adequate?</td>
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<td>YES</td>
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<td>YES</td>
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<td>3. Do you feel that the training you received in the program was meaningful in relation to the job you are now doing?</td>
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<td>YES</td>
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<td>YES</td>
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<td>4. Were there any areas of training you received in training you felt were ignored which should have been included or extended?</td>
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<td>5. Was the instruction and training provided by the RTOs generally consistent with one another?</td>
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<td>YES</td>
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<td>6. Do you feel the evaluations in the Records Training Program (DORs, Supervisor Bi-Monthly Reports, etc.) were necessary for your development as a Records Clerk?</td>
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</table>
7. Do you feel program personnel were objective in making evaluations, judgements, and decisions about you?
Please comment: ___________________________________________
____________________________________________________________________
____________________________________________________________________

YES NO 7. Do you feel program personnel were objective in making evaluations, judgements, and decisions about you?
Please comment: ___________________________________________
____________________________________________________________________
____________________________________________________________________

8. Upon completion of the Record Training Program, do you feel you were proficient in each of the following areas?

A. Department Policies and Procedures YES NO
B. Division Policies and Procedures YES NO
C. Computer Systems YES NO
D. Report Writing YES NO
F. Vehicle Releases YES NO
G. Forms YES NO
H. Codes YES NO
I. TRO’S/EPO’s YES NO
J. Fingerprinting YES NO
K. Teletypes YES NO
L. Subpoenas YES NO
M. Warrants YES NO
N. Record Sealing YES NO
9. Are there any changes that need to be made to improve the program?
   Please comment: ____________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

10. Use the space below to add anything that may not have been covered above.
    Please comment: _________________________________________________________
    ________________________________________________________________________
    ________________________________________________________________________
    ________________________________________________________________________

__________________________________  ____________________________________
Trainee Signature                   Date
APPENDIX VII

Records Training Program Completion Record/Competency Attestation

RECORDS TRAINING PROGRAM
COMPLETION RECORD / COMPETENCY ATTESTATION

Trainee                                                            Badge #                        Date of Completion

Name of Records Training Officer
Records Training Dates (inclusive)
FROM
TO

I have been instructed in all items recorded in the Records Training Program Guide.

Signature of Trainee                                              Date

I certify that Record Clerk ____________________________ has received the instruction outlined in the Records Training Program Guide and that Record Clerk _______________________ has performed competently in all structured learning content areas. I also certify that all tests have been completed in a satisfactory manner. I further certify that he/she is now prepared to work as a Records Clerk.

Primary Records Training Officer Signature  Date

Records Training Program Supervisor Signature  Date

I attest that the above named trainee has satisfactorily completed the prescribed Records Training Program and is competent to perform as a solo Records Clerk.

Support Services Manager                                            Date
APPENDIX VIII

Records Training Program
Model Flow Chart
RECORDS TRAINING PROGRAM
MODEL

ORIENTATION
1 WEEK

PHASE I
WEEKS 2-4

PHASE II
WEEKS 5-8

PHASE III
WEEKS 9-12

SOLO
(ON PROBATION)
AGENCY-SPECIFIC TRAINING

During the orientation period, the trainee shall be given an opportunity to become familiar with the specific training requirements of the San Leandro Police Department. The trainee shall have been scheduled for and successfully completed the following training prior to starting records training program:

AGENCY ORIENTATION

1.1.01 The trainee will discuss his/her duties and obligations and demonstrate a working knowledge of the agency’s organization, functions, work schedule, chain of command, and rules and regulations.

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1.1.02 The trainee shall review and briefly explain agency directives, rules, and regulations pertaining to:

- A. Departmental Chain of Command
- B. Standard of conduct on and off duty (values, ethics, principles)
- C. Rules governing outside employment
- D. Hours of all shifts and absence reporting requirements
- E. Vacation/Holiday/Comp time
- F. Interaction with associated law enforcement agencies
- G. News media release laws, rules and regulations
- H. Security of agency facilities
- I. Any additional agency-specific directives, rules and regulations

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1.1.03 The trainee shall review and explain department Operational Directives related to:

A. Uniform Specifications  
B. Alarm Ordinance  
C. NCIC/CJIS Regulations  
D. ATT Language Line  
E. Public Appearance  
F. Personal Appearance  
G. MDT’s  
H. Missing Persons  
I. Officer Involved Shooting  
J. Juvenile Custody  
K. Incident Involving City Property  
L. Hate Motivated Crimes  
M. CORI  
N. Emergency Personnel Recall Procedure  
O. Warrant Confirmation  
P. Domestic Violence/TRO  

| INSTRUCTED | COMPETENCY | How | REMEDIATED | How |
| Initials & ID | Demonstrated | Demonstrated? | Initials & ID | Demonstrated? |
| Date | Initials & ID | Date | Initials & ID | Date |
| R.T.O. | | | | |
| Trainee | | | | |
| Comments: | | | | |

1.1.04 The trainee shall be oriented to the work area, including:

A. Introductions to key personnel  
B. Equipment and supply locations  

| INSTRUCTED | COMPETENCY | How | REMEDIATED | How |
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| Date | Initials & ID | Date | Initials & ID | Date |
| R.T.O. | | | | |
| Trainee | | | | |
| Comments: | | | | |

1.1.05 The trainee shall know the operation of and agency policy regarding authorized personal equipment, safety equipment, and agency equipment.
1.1.06 The trainee shall review and explain agency policy on uniforms and equipment damage.

1.1.07 The trainee shall know the following locations within the agency’s jurisdiction:

A. Hospital(s)
B. Firehouse(s)
C. Bars and “hot” spots
D. Schools
E. Community service organizations
F. Park and recreation areas
G. Hazardous material/priority locations (refineries, WMD potential targets, etc.)

Reference: City Map, Beat Map

1.1.08 The trainee shall know the names and locations of important types of roadways in the community or assigned area. These shall include:

A. Major arteries
B. “Through streets”  
C. Dead-end streets  
D. Freeways

Reference: City Map, Beat Map

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Comments: Case/Report No.

1.1.09 The trainee shall know the jurisdictional boundaries, beats, districts, or sectors.

Reference: City Map, Beat Map, Radio Procedure Manual

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SUPPORT SERVICES

1.1.10 The trainee shall identify the location and general function of each of the following:

A. City Hall or County Administration Building  
B. Municipal, Superior, and Juvenile Courts  
C. District Attorney’s Office  
D. Probation Department  
E. Health Department and/or Coroner’s Office  
F. Emergency Hospital  
G. County/City Jail(s)  
H. Welfare Department  
I. Juvenile Hall  
J. State and Federal law enforcement agencies, including:
   1. California Highway Patrol – CHP  
   2. Department of Motor Vehicles – DMV  
   3. Federal Bureau of Investigations – FBI  
   4. Postal Inspectors  
   5. Bureau of Narcotic Enforcement – BNE  
   6. Secret Service  
   7. Immigration and Naturalization Service – INS  
   8. Bureau of Alcohol, Tobacco, and Firearms – ATF  
   9. Military Police
10. US Marshall Service
11. Railroad Police

K. Additional support services (Service Centers, Child Protective Services, and S.A.V.E. etc.)

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1.1.11 The trainee shall complete a orientation ride-a-long with Patrol to tour the following locations; DA’s office, Santa Rita, Juvenile Hall, Hayward Superior Court, Corporation Yard.

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Ethics
ETHICS

1.2.01 The trainee shall identify law enforcement ethical standards (Law Enforcement Code of Ethics) and explain or demonstrate how they apply to ethical decision-making.

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1.2.02 The trainee shall demonstrate the ability to accept responsibility for his/her actions.

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1.2.03 The trainee shall illustrate, through explanation or example, the following aspects of ethical conduct:

1. An employee of the San Leandro Police Department shall not engage in any conduct or activities on or off duty that reflect discredit on the employee, bring the department into disrepute, or impair its efficient and effective operation.
2. An employee of the San Leandro Police Department shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealings with one another.
3. An employee of the San Leandro Police Department shall not use language or engage in acts that demean, harass, or intimidate another. (Refer to agency policy)
4. An employee of the San Leandro Police Department shall conduct themselves toward the public in a civil and professional manner that implies a service orientation and that will foster public respect and cooperation.
5. An employee of the San Leandro Police Department shall treat violators with respect and courtesy, guard against employing an officious or overbearing attitude or language that may belittle, ridicule, or intimidate the individual, or act in a manner that unnecessarily delays the performance of duty.
Reference: SLPD Rules & Regulations

1.2.04 The trainee shall identify and discuss problems associated with some common ethical decisions, including:

A. Acceptance of gratuities  
B. Misuse of sick time, etc.

**SLPD Rules & Regulations**

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**Case/Report No.**
Community Relations/Professional Demeanor
COMMUNITY RELATIONS AND SERVICE

1.3.01 The trainee shall explain the agency’s responsibilities to community service.

Reference: City Mission Statement, SLPD Vision Statement

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PROFESSIONAL DEMEANOR AND COMMUNICATIONS

1.3.02 The trainee shall identify the basic principles of the profession and discuss the professional aspects of law enforcement.

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1.3.03 The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their employees.

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1.3.04 The trainee shall identify verbal factors which could contribute to a negative response from the public, including:

A. Profanity
B. Derogatory language
C. Ethnically offensive terminology
LEADERSHIP

1.4.01 The trainee shall illustrate through explanation or example how each of the following leadership competencies can affect his/her skills and abilities as an PSA:

1. Integrity
2. Credibility
3. Trust
4. Discretion
5. Duty
6. Loyalty
7. Honesty

Reference: Rules and Regulations

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1.4.02 The trainee shall assess and explain his/her role within the department with clear consideration of the organization’s vision, mission, and values statement.

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Case/Report No.
Operational Skills
PERFORMANCE

Demeanor:

1.5.01 The trainee shall expedite service to the community in a courteous, efficient and knowledgeable manner.

The trainee will demonstrate the accepted and proper levels of demeanor and professionalism in public safety communications by:

A. Striving to perform duties in a professional and courteous manner
B. Being prepared to explain actions satisfactorily to the public
C. Projecting an image of poise and efficiency
D. Utilizing plain, everyday language for the public; utilizing technical code terms for other professionals
E. Displaying confidence

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1.5.02 The trainee shall interact with members of the department and community with tact and diplomacy:

A. Taking control of conversations in a courteous, yet businesslike manner.
B. Offering patience and tolerance to vague and confused citizens
C. Attempting to pacify unreasonable and hostile citizens
D. Maintaining a calm, controlled, professional attitude

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Prioritization:

1.5.03 The trainee shall make independent decisions and solve problems reasonably.

The trainee will develop skills of prioritization of duties. Service to both the public and department members will be screened by demonstrating an awareness of the following:

A. That all caller/citizens expect and are entitled to some action that falls within the PSA’s responsibility
B. The first action is determination of the request/task, allowing for handling of multiple incoming calls/tasks in order of importance
C. If busy with another citizen on the phone, citizens at the front counter must be acknowledged within 30 seconds of arrival
D. Calls should be answered by the 3rd ring. The citizen should not be placed on hold more than twice. PSA’s make take the name/number of the caller and call back as soon as practical or ask for assistance from another PSA
E. Calls/citizens should be directed to the appropriate party/division on the first attempt. Strive to avoid unnecessary run around.
F. Recognizing that requests for service at the front counter must take precedence over calls for information or advice.
G. Recognition that, if any of the circumstances are present, the departments’ response must be immediate:
   Immediate danger of bodily harm
   Crime in progress or just occurred
   Suspects in the immediate vicinity
   Physical evidence in the imminent danger of being disturbed, contaminated or destroyed.
H. Other calls for service of a non-emergency nature, appearing to require less than immediate response, are to be assisted within 30 minutes or brought to the attention of the on-duty supervisor.

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Comments:                   | Case/Report No.|

Operational Skills:

1.5.04 The trainee shall accurately identify the priority of tasks and perform multiple tasks simultaneously, accurately and efficiently.

A. Merging Reports
B. AWS/CLETS/NCIC entries, updates, modifies
C. DA Run/Duplication
D. Verifying NCIC attachments to reports
E. Vehicle Releases
F. Teletypes
G. Scanning
H. Data Entry
I. Faxes
J. Processing Line-up
K. Processing Mail
L. Report Requests
M. Insurance Requests
N. Cash Drawers
O. Supply Order
P. Subpoena/Warrants
Q. Fingerprinting
R. Records Sealing

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Equipment:

1.5.05 The trainee shall use/understand the equipment used in the records division.

A. Telephone:
   - Prompt Answering
   - Appropriate greeting and identification
   - Appropriate prioritization
   - Courteous and active listening
   - Appropriate questioning
   - Appropriate transfers
   - Terminate in a professional manner

B. Fax Machine:
   - Send/Receive faxes
   - Replace Toner
   - Replace Paper
   - Transmission Report

C. Microfiche
   - Location of films
   - On/Off
   - Print

D. Printers
Replace Toner
Replace Paper
Paper jam
E. Copier
Replace Toner
Replace Paper
Copy Ratio/sizing
2 sided mode
Paper selection
Clear paper jam
F. Cogent Livescan
Login
Enter Information
Roll Fingerprints
Transmit data
G. PIN Terminal (Teletypes)
Change Ribbon
Change Paper

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Comments: ____________________________________________________________________________________________________________________________________________________________

Computer Systems:

1.5.06 The trainee shall demonstrate knowledge in the use of computer aided resources and demonstrate the efficient use of the resources and systems with speed and accuracy

A. CLETS
   - Access
   - Inquiry
   - Entry
   - Update
   - Modify
   - Clear/Cancel
   - Interpret responses

COMPETENT: ____________________________ DATE: __________

B. NCIC
   - Access
   - Inquiry
   - Entry
A. Computer Inquiries

B. Update
   Modify
   Clear/Cancel
   Interpret responses

COMPETENT: ________________________  DATE: __________

C. NEW WORLD
   Access
   Inquiry
   Entry
   Update
   Modify
   Clear/Cancel
   Interpret responses
   Specific Processes (scanning)

COMPETENT: ________________________  DATE: __________

D. AWS
   Access
   Inquiry
   Entry
   Update
   Modify
   Clear/Cancel
   Interpret responses

COMPETENT: ________________________  DATE: __________

E. MICROSOFT OUTLOOK (e-mail)
   Access
   Receive e-mail
   Send e-mail

COMPETENT: ________________________  DATE: __________

F. ON LINE ACCESS
   CLEW – http://clew.doj.ca.gov
   SLPD Subpoena file – http://pd-web/subpoena/subpoena.cfm
   SLPD Automated Forms – http://pd-web/forms

COMPETENT: ________________________  DATE: __________
The trainer shall instruct the trainee on inquiries through the NCIC masks in New World

- **ADMINISTRATIVE**
  - CLETS Free Form, CLTAM Admin Message
- **AWS**
  - LEVI Vehicle Inquiry, LEWI Want Inquiry
- **CRIMINAL HISTORY**
  - RAPS Criminal History CII Lookup/Inquiry
- **DMV**
  - CA DL status, DMV Out of State DL Status
- **GUN**
  - GUN Gun Inquiry
- **MISSING PERSON**
  - MISP10 Missing Person Inquiry
- **PERSON**
  - WANT Wanted Person Inquiry
- **PROPERTY**
  - PROP Property Inquiry
- **RESTRAINING ORDER**
  - ROS Restraining Order Inquiry
- **VEHICLE**
  - VEH Vehicle Inquiry

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**B. Computer Entries**

The trainer shall instruct the trainee on the use of entries through the NCIC Masks in New World.

- **ADMINISTRATIVE**
  - CLTAM Admin Message
- **GUN**
  - GUN1 Gun Entry
- **PERSON**
  - WANT1 Wanted Person Entry
- **PROPERTY**
  - PROP1 Property Entry
- **VEHICLE**
  - VEH1 Vehicle Entry

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**C. Computer Updates/Modifies**

The trainer shall instruct the trainee on the use of updates/modifies through NCIC Masks in New World.

- **GUN**
  - GUN3 Gun Modify
- **PERSON**
  - WANT3 Wanted Person Modify
- **PROPERTY**
  - PROP2 Property Modify
- **VEHICLE**
  - VEH3 Vehicle Modify, VEH3.5 Modify Located or Cleared Record
D. **Computer Clear/Locates**

The trainer shall instruct the trainee on the use of clear/locate through the NCIC Masks in New World.

- **GUN**
  - GUN2 Gun Cancel or Locate
  - WANT3 Wanted Person Cancel or Locate
  - WANT3 Wanted Person Locate, Modify or Cancel

- **PERSON**
  - PROP3 Property Cancel, PROP3 Property Locate

- **PROPERTY**
  - VEH2 Vehicle Locate, Cancel, Clear

- **RESTRAINING ORDER**
  - ROS3 Restraining Order Cancel

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E. **Computer Responses**

The trainee shall demonstrate the ability to read and interpret the following:

1. **Stolen Vehicle hits/Vehicle Entries**
   - Reviewing Trainer: ___________________ Date: ___________________

2. **DMV registration/Drivers License hits**
   - Reviewing Trainer: ___________________ Date: ___________________

3. **Missing Person hits/entries**
   - Reviewing Trainer: ___________________ Date: ___________________

4. **Warrant hits/abstracts/updates**
   - Reviewing Trainer: ___________________ Date: ___________________
**Knowledge:**

1.5.07 The trainee shall retain information, requests, briefing intelligence and departmental policies and procedures.

*Reference: Operational Directives, Rules & Regulations, Resource Manuals*

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1.5.08 The trainee shall demonstrate knowledge of locations and proper use of departmental/division forms and the correct routing of said forms

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1.5.09 The trainee shall demonstrate knowledge/understanding of the processing and serving of subpoenas and warrants

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1.5.10 The trainee shall use/understand the appropriate police related codes

A. Penal  
B. Vehicle  
C. 9-Codes  
D. Municipal Codes
1.5.11 The trainee understands the procedure, criteria and fee schedule associated with vehicle releases

1.5.12 The trainee is familiar with the different types of orders (TRO/Stay Away) and policies on said orders.

1.5.13 The trainee is familiar with the process for Records Sealing
Report Processing
**REPORT PROCESSING**

1.6.01 The trainee shall exhibit an appropriate knowledge of the flow of completed reports and the review process.

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1.6.02 The trainee shall demonstrate a working knowledge of the report viewer and the merge client.

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1.6.03 The trainee shall demonstrate the ability to correctly add, update, enter data associated with a merged case.

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1.6.04 The trainee shall demonstrate a working knowledge of the reports that require duplication for CID/DA’s office.

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1.6.05 The trainee shall demonstrate the knowledge of deleting cases from the Merge Client.

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Comments: Case/Report No.

1.6.06 The trainee shall exhibit an understanding of the “case only” reports and completes a “case only” report when required.

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Comments: Case/Report No.

1.6.07 The trainee shall review a completed report for the following additional reports or attachments.

A. NCIC attachments
B. Arrest, Tech, Statement or property reports
C. Scanned documents

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Comments: Case/Report No.

1.6.08 The trainee shall demonstrate the ability to complete report error corrections.

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Comments: Case/Report No.
1.6.09 The trainee shall accurately scan printouts and other related documents to the correct case and submit it for quality control.

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Comments:

1.6.10 The trainee shall describe the functions of the investigation unit(s) and the District Attorney’s Office in the reporting process.

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Comments:

1.6.11 The trainee shall describe the process for documenting late or missing reports.

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1.6.12 The trainee shall identify the process for public record release.

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Comments:
## REPORT WRITING

1.7.01 The trainee shall discuss the importance of police reports, including these uses:

- A. Recording facts to a permanent record
- B. Providing coordination of follow-up activities
- C. Providing investigative leads
- D. Providing statistical data
- E. Providing a source for trainee evaluation
- F. Providing reference material

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Comments: _Case/Report No._