



2016 TRAINING AND USE OF FORCE REPORT RECOMMENDATIONS

Portland Police Bureau Training Advisory Council

June 14, 2016



Table of Contents

INTRODUCTION	2
RECOMMENDATIONS.....	3
OPPORTUNITY AREA 1: COACHING TRAINERS.....	3
<i>Section 1: Findings</i>	<i>3</i>
<i>Section 2: Recommendations.....</i>	<i>4</i>
OPPORTUNITY AREA 2: EVALUATION AND ASSESSMENT.....	4
<i>Section 1: Findings</i>	<i>4</i>
<i>Section 2: Recommendations.....</i>	<i>5</i>
OPPORTUNITY AREA 3: OBJECTIVE AND SUBJECTIVE USE OF LANGUAGE: WORDS MATTER.....	5
<i>Our Charge</i>	<i>5</i>
<i>Our Findings</i>	<i>5</i>
<i>Our Recommendations.....</i>	<i>6</i>
OPPORTUNITY AREA 4: USE OF FORCE SUMMARY REPORT RECOMMENDATIONS	8
<i>Objective 1:</i>	<i>9</i>
<i>Objective 2:</i>	<i>10</i>
CONCLUSION	12
APPENDIX A.....	13
CONTENT PROCESS REVIEW	13
APPENDIX B.....	16
USE OF FORCE SUMMARY REPORTS PUBLIC COMMENT	16
REFERENCES	18

Introduction

The Portland Police Bureau (PPB) Training Advisory Council (TAC) was established by Portland City Council Resolution No. 36912 in 2012 to advise the Chief of Police and the Training Division on training standards, practices, and outcomes through the examination of training content, delivery, tactics, policy, equipment, facilities, and other human behavioral factors.

To facilitate creation of a report for the Training Division to include in an annual needs assessment, five members of TAC and five members of the Division engaged in three strategic planning workshops in October 2015 to identify priorities and select training areas to review.

Initially TAC examined three areas of interest but settled on one — Use of Force training — for several reasons including TAC’s wish to fully comply with Item 86 of the City of Portland’s 2012 settlement agreement with the U.S. Department of Justice, which reads:

“...The Training Division and Training Advisory Council shall make written recommendations to the Chief regarding proposed changes in policy, training, and/or evaluations based on the data presented ... The Chief’s Office shall assess all Use of Force patterns identified by the Training Division and/or Training Advisory Council and timely implement necessary remedial training to address deficiencies so identified.”

TAC identified three opportunity areas and created task forces populated by members with an interest and/or expertise in that area to research them. This research led to the development of 23 recommendations to the Chief of Police and Training Division captain included in the body of the report.

2015 - 2016 Training Advisory Council Members

Bruno Amicci	McKay Fenske	Anne Parmeter
Marcus Amicci	Edward Hershey	Rio Rios
Sushanah Boston	Jean Johansson	Tina Pham Semko
David Denecke	Corinne Lowenthal	Lamont Wolverton
Daniel Duvall	Gary Marschke	Sylvia Zingesen

Prepared by: TAC Steering Committee

Date Submitted: June 14, 2016

Recommendations

Opportunity Area 1: Coaching Trainers

Section 1: Findings

In regards to the readiness level of the Bureau to design and develop efficient and effective training, the council finds:

1. Training Division instructors are generally well prepared and exceptionally good at delivering training.
2. Trainer (Instructor) and Training Developer are separate and distinct roles and the skills/knowledge required for each is vastly different.
3. Most instructors develop the training that they deliver. They are also the subject matter experts in their assigned topics.
4. Not every member in the Training Division has a background or education in Training Development.
5. According to the Association of Talent Development (ATD), worldwide higher education organizations, and leaders in the Adult Learning (Training) Industry, a successful training developer will have significant knowledge of:
 - a. application of cognitive science and psychology in course design and development.
 - b. advanced communication methodology
 - c. training content development methodologies, and
 - d. training development tools mastery (i.e. Adobe Acrobat, Adobe Illustrator, Adobe Photoshop, Adobe Premier, MS Publisher, MS PowerPoint).
6. The application of the previously mentioned skills and knowledge should significantly improve consistency, efficiency and effectiveness of all PPB training by:
 - a. increasing retention rates of knowledge transferred during training, e.g.: by assuring that all lessons meet the outlined criteria, and that the majority of instructional time is active (speaking, writing, creating) versus passive (listening, watching, or reading).
 - b. providing a natural path to the incorporation of analytically derived findings into the training development process, and
 - c. designing courses that address the balanced concerns of the Bureau and the community.

Section 2: Recommendations

TAC makes the following recommendations:

1. Instruction and course development must be viewed as separate roles requiring different sets of skills even if the same member of the training staff performs both.
2. The Training Division should explore partnership opportunities with TAC to design and implement a fully funded training development coaching program. The program would be for those team members whose role is to develop training courses and other support materials. The coaching program goals might include:
 - a. a pool of local volunteer training developers who can offer coaching support to Training Division staff members holding the role of training developer;
 - b. clear coaching guidelines that connect training developers to initial skill level and gap assessments, objectives for each development area; progress reporting to achieve individual professional goals, and
 - c. funding for materials needed during the coaching process.
3. The Training Division and training developers should consider adjusting aspects of performance evaluation against professional objectives set forth in development plans created as a result the coaching program.

The PPB should work with TAC to develop a plan to better prepare sworn officers for the role of training developers. In the case of civilian recruitment, PPB's plan must incorporate skills that better align with the Adult Learning Industry standards. One such standard is the [Association of Talent Development's Competency model](#)

Opportunity Area 2: Evaluation and Assessment

Section 1: Findings

With regard to the evaluation of whether PPB's training and related functions deliver against their objectives, the Bureau's mission and the expectations of this community, TAC finds:

1. It is a clear expectation of the DOJ, City Council, the COAB and other organizations that evaluation of training is one of the key processes that will lead to more effective Portland Police Bureau training delivery and application. Adult learning specialists, psychologists, and cognitive scientists concur with that expectation and extend the definition of training evaluation as to the evaluation of the application of knowledge. TAC has found that many PPB individuals and units outside of the Training Division overemphasize standard tests that do not evaluate the application of the knowledge.
2. The Kirkpatrick model of training evaluation is used by the PPB Training Division. It is a balanced and informed measurement of whether the knowledge transfer was adequate, knowledge was retained, lead to behavioral change and met the long-term organizational level objectives. Currently other organizations and advisory boards expect the PPB Training Division to only evaluate if the knowledge was retained and not measure the application of the knowledge.

3. The Training Division is facing staffing limitations that hinder the proper evaluation of training programs, courses and other activities.
4. Some measurement standards requested by other PPB advisory bodies are inconsistent with cognition science or training industry best practices.
5. PPB advisory bodies and other community groups often find it difficult to identify whether specific concerns or issues relate to supervision or training or both.
6. Multiple sources are making training recommendations directly to the Training Division and in most cases there is no alignment with TAC.

Section 2: Recommendations

TAC therefore makes the following recommendations:

1. The methods of program evaluation should change to match the best practices of the adult learning industry as established by cognitive scientists and psychologists. TAC recommends that:
 - a. The [Kirkpatrick model of training evaluation](#) be recognized as the evaluation standard for the Portland Police Bureau by other advisory boards and external organizations.
 - b. ALL mandates and recommendations by external organizations to PPB that relate to the measurement and/or evaluation of training should also align with the Kirkpatrick model. If another group is unfamiliar with the Kirkpatrick model, TAC can serve as a partner or resource to align its mandates and recommendations with the Kirkpatrick model.
 - c. Per the Kirkpatrick model of training evaluation, the weight of evaluation results at each level of the model should be considered in the measurement of PPB individual and organizational performance. Level 3 and 4 evaluations must be implemented and Level 3 evaluation will outweigh Level 1 and 2 evaluations.
2. The Training Division resources dedicated to evaluation of training and the analysis of data should be increased to:
 - a. fund two more positions dedicated to assembling and analyzing data, proactively identifying gaps, and suggesting improvements based on the data.
 - b. properly select candidates that know the Kirkpatrick model and are not temporary employees.
3. Training-related recommendations should be routed to the TAC for review to reduce duplication of effort, prioritize objectives, identify if TAC can be a good partner, and help further develop the recommendation by leveraging the council's adult learning expertise.

Opportunity Area 3: Objective and Subjective Use of Language: Words Matter

Our Charge

We were asked by the full TAC and the Training Division to review teaching materials covering Use of Force prepared and used by instructors in PPB's Advanced Academy with an eye for objective/subjective wording. "Keep the community's perception of subjective language in mind," we were advised. "Be conscious of how subjective language can unwittingly create/support a particular culture."

Our Findings

We appreciate that training should encourage prudence without making officers so cautious that they fail to use appropriate force when it is necessary. Much of the 82 pages of lesson planning we reviewed

hits the mark, especially in units on discretion, ethics, and communication. Unfortunately we detect some imbalance in several key areas dealing with police officers' mindset on patrol and the reports they are required to submit after a use-of-force incident. As framed in the lesson plans, instruction in these areas seems too preoccupied with protecting the officer, the Bureau, and the city regardless of the circumstances. In some cases the changes we are suggesting are nuanced. Changing "If a witness provides a negative account that is not accurate..." to "If a witness provides a negative account you do not feel is accurate..." may seem minor but it replaces an inherent sense of superiority with humility in an arena where police sometimes display too much of the former and not enough of the latter. In other instances the disparity between the message that we should deliver to new officers and the one reflected in teaching materials is blatant. For instance rather than calling a unit on post-incident reports "Positively Reporting," the division should rename it "Complete and Accurate Reporting."

Certain metaphorical phrases that may once have been deemed appropriate for training should also be re-examined to reflect the Bureau's commitment to preparing officers to abandon old-line thinking and apply modern techniques sensitive to the public interest even in response to dangerous situations that require Use of Force. Equating police to sheepdogs and the residents they serve to sheep is probably no longer useful nor is the term "warrior mentality." Some of the language referenced above, perpetuates an "us vs. them" approach the PPB purports it wants to eliminate. We note with interest a [recent report](#) where in DOJ lawyers have urged PPB to drop the "us vs. them" mentality in officer training after observing the Bureau's annual weeklong refresher training for Use of Force. DOJ also recommended that the Bureau minimize use of military combat photos in active-shooter training, include community volunteers in scenario-based instruction and find a way to allow residents to share their perspectives about their experiences with officers as part of training. "As an overarching concern, we observed at several points PPB instructors reinforced a sense of PPB being on the opposite side of the public whom they police and serve," the federal civil rights lawyers wrote.

Finally there is one glaring omission in "Use of Force" training materials. While the subject can come up when members of Internal Affairs Division are invited to address trainees, nowhere do the reviewed classwork lesson plans explicitly cover what officers should do if they feel they may have used excessive force or observed another officer doing so. To our minds that silence speaks volumes because it goes to the heart of a perception in some circles that police officers are prone to cover up an error or avoid turning in another officer who has abused his or her authority. Given its legal and career implications, not raising this issue frequently in training curriculum risks leaving new officers with the impressions that they must never admit to being wrong.

Our Recommendations

Use of Force

Current: [Page 1](#)

"Responsible force use is a necessary part of being a Portland Police Officer, and patrol officers are required to use force in some situations. Being able to discern the circumstances where a force response is appropriate, the type of force response that is reasonable under the circumstances, and effectively and thoroughly articulating the basis for using force is a core competency for any Portland Police Officer. This course uses law and policy as well as tabletop exercises to help officers make good force decisions."

Proposed: [Page 1](#)

"Portland Police Officers are required to use force in some situations. The ability to discern the circumstances where a force response is appropriate and the type of force response that is reasonable

under the circumstances, and to effectively and thoroughly articulate the basis for using force, is a core competency for every officer. This course uses law and policy reinforced by tabletop exercises to help officers make good force decisions.”

Use of Force and Conflict Reporting

Current: Opportunity

“Each report should, of course, accurately document the events at hand. However, an officer should also not pass up the opportunity to make sure they thoroughly report all of the elements favorably explaining their actions. This is the best chance to ensure that supportive information is established for posterity. It is frequently ineffective, if not looked on with skepticism, for an officer to try to later explain in greater detail or correct “what they actually meant.” Don’t let this opportunity go to waste. After having survived and been victorious in a force encounter, don’t later become a victim to legal or administrative review unnecessarily. Take charge of your career health by writing a substantial report.”

Proposed: Opportunity

“Each report should accurately document the events at hand including thorough analysis of all of the elements justifying the actions taken. This is the best chance to ensure that supportive information is established for posterity. It is frequently ineffective, if not looked on with skepticism, for an officer to try to later explain in greater detail or correct “what I actually meant.” After using force appropriately and successfully do not expose yourself or the Bureau to legal or administrative review unnecessarily by failing to thoroughly justify your actions.”

Current: Level of Detail

“Remember to treat this report as your best opportunity to set the record straight. In general, reports will be proportional to the severity of the facts. For instance, a simple encounter in which there is no force that rises to the level of a “force event,” but only some minor control, requires a less complicated report. However, an encounter involving multiple officers, the application of tools, and a suspect requiring medical attention should generate much more detailed and precise reports. You should always practice good habits and produce reports that are complete and accurate, but it is also reasonable to invest more time for those encounters that will (and should) receive extra scrutiny.”

Proposed: Level of Detail

“Remember to treat this report as your best opportunity to describe the events that explain your actions. In general, the length and detail should be proportionate to the circumstances. For instance, a simple encounter that involves only minor control requires less description than one involving multiple officers, use of a weapon, and/or a suspect requiring medical attention. Always produce reports that are complete and accurate, but it is also reasonable to invest more time for those encounters that will (and should) receive extra scrutiny.”

Current: Positively Reporting

“A negative account by a witness should be recorded just the same as one that is positive. This helps show the thoroughness of the investigation and lends credence to all parts. If a witness provides a negative account that is not accurate, record it as-is so that it may be available later to speak to the credibility of that witness.

We have previously discussed the need to “positively report.””

Proposed: [formerly Positively Reporting] Complete and Accurate Reporting

“A negative account by a witness should be recorded just the same as one that is positive. This helps show the thoroughness of the investigation and lends credence to all parts. If a witness provides a

negative account you do not feel is accurate, record it as-is so that it may be available later to speak to the credibility of that witness.

We have previously discussed the need for “Complete and Accurate Reporting.””

Current: The Termination of Control/Force

“Always show that as you get compliance or domination of a suspect, that you also reduce or terminate force. The control of a suspect creates the negative need for additional application because you are now successful (this also can stand in contrast to the earlier need to continue to apply force when the suspect was not in control). “

Proposed: The Termination of Control/Force

“If you can report that as you gained compliance or domination of a suspect, you reduced or terminated force, do so. The control of a suspect creates the negative need for additional application because you are now successful (this also can stand in contrast to the earlier need to continue to apply force when the suspect was not in control).”

Current: Patrol Tactics – Mindset

“Finish the class by circling back to Portland Police Bureau’s mindset expectations:

- I am in control of my career, it’s path, and it’s possibilities
- I will continually try to learn from training, scenarios, calls and fellow officers
- I will take feedback well from scenarios and real calls, and examine the possibility I could have done better.
- I will provide good customer service to the citizens that I serve, even when it is not easy
- I will use force, including deadly force, when it is needed to protect citizens or other officers”

Proposed: Patrol Tactics – Mindset

“Finish the class by circling back to Portland Police Bureau’s mindset expectations:

- I will provide good customer service to the citizens that I serve, even when it is not easy
- I will use force, including deadly force, when it is needed to protect citizens or other officers
- I will take feedback well from scenarios and real calls, and examine the possibility I could have done better.
- I will continually learn from training, scenarios, calls and fellow officers.
- I am in control of my career, its path, and its possibilities.”

Opportunity Area 4: Use of Force Summary Report Recommendations

Objectives

Review Use of Force summary reports to provide comment on:

1. Reports' correlation with desired training outcomes; suggestions for training
2. Potential enhancements to Use of Force summary reports

These recommendations rely on information drawn from five sources:

- The summary reports
- The Department of Justice settlement agreement
- The September 2015 *Department of Justice Periodic Compliance Status Assessment Report for the Settlement Agreement in United States v. City of Portland* (September DOJ Compliance Report)

- TAC review of eighty pages of lesson outlines that comprise a “Use of Force Decision-Making Matrix”
- Participation in and observation of training delivered by the Training Division (PPB)

While it is TAC’s responsibility to review quarterly Use of Force summary reports and provide an annual recommendation on the reports to the Chief of Police, as a citizen board there are limitations to the depth and expertise of statistical analysis within our group. TAC appreciates that PPB’s Use of Force Inspector has made himself available to answer questions regarding the reports.

Objective 1:

Reports’ correlation with desired training outcomes; suggestions for training

At this time, TAC has limited training suggestions based on causality or correlation between Use of Force summary reports and specific Use of Force training modules.

This is due to:

- Limited time frames to see high level trends in Use of Force summary reports.
- Insufficient database performance to correlate individual behaviors with training outcomes.
- Limited exposure to detailed Use of Force training and the evolution of training for Use of Force and de-escalation over time.

FORCE RECOMMENDATION 1

TAC recommends that the Training Division support a possible re-institution of Use of Force summary report review among officers with newly created ancillary training materials. TAC suggests transferring and adapting key Use of Force learning activities, visualizations, games, and focused conversations in bound flashcard sets for quick review during shift changes across precincts. TAC members have learning product examples of “Toolbox Talkcards” for consideration.

FORCE RECOMMENDATION 2

Many issues that PPB is confronting, [incomplete reports; gaps in supervisory reviews; reluctance to commit to best practices (as noted in the *Periodic Compliance Status Assessment Report for the Settlement Agreement*)] cannot be addressed with functional training if there are cultural issues within the Bureau that require top-to-bottom organizational change management and leadership. Thus TAC recommends that the Training Division include Organizational Change Management (OCM) leadership training in the 2016 Training Needs Assessment and that PPB schedule formal training for the Chief, all senior management and selected trainers to develop and communicate a Bureau-wide OCM program.

Although we understand that pursuing and administering OCM training across the organization is not strictly within the scope of the tactical work of the Training Division, we believe that the incorporation of change management as appropriate to each tier of personnel will accelerate the consistent application of Use of Force training and compliance with the DOJ settlement agreement. Although it is best to design and implement change management prior to significant change, there is an excellent opportunity to proactively initiate an OCM program from within the Bureau to leverage the normal change cycle of mayoral elections, and the shifts expected with a new Police Commissioner.

We suggest PBB examine these three sources (total time under 2.5 hours) for further discussion:

- [ProSci Organizational Change Management website](#)
 - High level overview of impacts to different employees; implementation articles
- Simon Sinek’s work on neurological and sociological reasons why people buy the “why” and not the “what” of an organization including his publications and TedTalks:
 - [Simon Sinek Wikipedia](#)
 - [Startwithwhy.com](#)
 - [TedTalk](#)
- [Lynda.com](#), Leading Change mini-course on shortening change adoption curves

While many changes within the Bureau are necessary, justifiable, and legally required, organizations facing externally introduced, mandatory change can move slowly, experience change fatigue quickly, and engender fear, resentment and lowered morale. These sentiments have sometimes been communicated to TAC members during general officer conversations and ride-alongs. Such expressions are typical during disruptive change, but may undermine any quality assurance or continuous improvement processes the Bureau takes on because of, or in addition to, the DOJ Settlement Agreement. To counter these concerns employees at all levels should be continually familiarized with well understood, predictable patterns of behavior during disruptive change so that they can better navigate their environment, seek and find leadership opportunities and rewards, and have clear expectations of their leaders regarding what excellent organizational change management looks and feels like:

- It counters non-compliance with visions of excellence.
- It replaces the tracking of undesirable behaviors with rewarding outstanding behaviors.

Objective 2:

Potential Enhancements to Use of Force Summary Reports

There is a public perception that in any organization data can be interpreted in different ways to support multiple points of view. In the realm of policing, this expectation may create barriers to community relationships, confidence, and trust in police legitimacy. PPB’s methodology and quality assurance processes, underway as documented in the September DOJ Compliance Report, should also be made readily accessible to the public in an easily understood format.

FORCE RECOMMENDATION 3

TAC recommends including graphs that represent the quality of data used to generate Use of Force reports *in* the reports because demonstrating the integrity of the data points improves their credibility. TAC suggests that Use of Force reports visually represent:

- Trends in completeness of gathered data over time
- Quality improvements in audited data over time
- Impact of corrected sample sizes for audits and baselines

FORCE RECOMMENDATION 4

TAC recommends that a definition of data quality assurance processes and the methodology co-created with Compliance Office/Community Liaison [COCL] and PPB analysts be included under the *Measure Definition* section.

FORCE RECOMMENDATION 5

TAC recommends that PPB perform further breakdowns on the ratios / percentages of Use of Force variation between citizen-initiated requests for service and officer-initiated requests for service. For example, we would like to know if proportions of Use of Force are equal among service calls. If officer-initiated activities use less, that may be positive and worth investigating. If officer-initiated activities use more, it would also be worth investigating to discern additional training opportunities.

FORCE RECOMMENDATION 6

TAC recommends that PPB reinstate the section *Total Suspects Involved in PPB Use of Force Incidents*, as per its inclusion in earlier reports to provide regular insight into demographic breakdowns of Use of Force incidents.

FORCE RECOMMENDATION 7

TAC recommends that the Bureau plan for and outline how more detailed breakdowns of large data categories in the Use of Force summary reports may be refined after initial compliance and policy goals are met. TAC seeks a proactive approach to better understand context of events leading up to Use of Force encounters to create a robust quality control program to inform training.

An aspirational state for PPB's DOJ compliance requirements, and how the Training Division and TAC hope to optimize police performance through training is succinctly expressed in paragraph 76, pg. 21 Part C, of the September DOJ Compliance Report:

"Determine if any officer, PPB unit, or group of officers is using force differently or at a different rate than others, determine the reason for any difference and correct or duplicate elsewhere, as appropriate."

During the years since TAC's creation, TAC members have had multiple opportunities to learn about and discuss a further breakdown of data categories to better understand the context of unfolding Use of Force events. A recurring pattern in conversations is that as observers to the process, members can and will suggest possibilities for data analysis and breakdowns, then discover that they are unviable based on insider understanding of how each data-gathering and analysis process actually works. For example, TAC members recently inquired how to better breakdown *Disturbance* and *Take Down* categories to find out that types of categories are not within the purview of PPB to change, as they are handled by the autonomous *Bureau of Emergency Communications* (BOEC). Although we understand this position, the heart of the request is for a proactive approach: when PPB explains the reason why a suggestion cannot be implemented, might it not offer alternatives or ideas that may address the intent behind the unviable requests?

We also appreciate that organizations have 1) an overall process maturity model, and that 2) different processes within the overall structure have different levels of maturity. TAC's request for a longer-term plan to glean deeper contextual understanding from Use of Force data may demand a higher level of process maturity than PPB has at this time. TAC still seeks early discussions on future possibilities and a timeline for that work.

Conclusion

TAC members appreciate and thank the Training Division, its trainers, and the Use of Force Inspector for their time, effort, and willingness to lay their best efforts open to examination by community members. Our members hope to continue to build respect and trust among TAC, the broader community, the Training Division and the Portland Police Bureau to achieve a collaborative and transparent approach to police training that makes Portland a national leader. To that end TAC looks forward to the Bureau's evaluation of these recommendations and how they may accelerate PPB's transition from "compliance" to a level of organizational excellence that attracts outstanding talent and develops a police force that embodies the vision of safety and honor that many citizens and officers want to see, and that many men and women in uniform embrace every day.

Appendix A

Content Process Review

Proposed Content Areas of Interest

- ECIT training: Because it has an advisory body, strategic workshop attendees chose not to pursue this content in 2016.
- Implicit Bias training: This topic was not selected for 2016 due to the timing of its development. The Training Division has begun work on content for delivery during 2017 In-Service and TAC will be providing input to inform the content and its delivery.
- Use of Force training: The DOJ settlement identified TAC as the instrument for community input on force reports. TAC selected this content area for 2016.

Access to Training Content

2016 is the first year PPB has permitted the full TAC access to training content. Initially TAC members signed non-disclosure agreements, made appointments for on-site-only review of materials, and agreed to leave all notes based on material with PPB. Later those members on the task force examining use of language were granted unlimited access to lesson plans with the proviso that they would not share them.

Type of Content

Use of Force content permeates a large volume of training content. Due to time constraints for PPB to compile and select content and for volunteers to digest large volumes of content, PPB proposed roughly eighty pages of lesson plan outlines referred to collectively as a “Use of Force Decision-Making Matrix.”

Review Process

- In January, a PPB instructor presented TAC members with a Use of Force Training overview.
- In February, TAC members scheduled two-hour appointments at Central Precinct to read content.
- PPB hosted a question and answer session with its instructors on February 24, 2016. It is a noted oversight that TAC did not record contents of this session for inclusion in this report. Many content questions were satisfied during Q&A. As a result many opportunities leaned toward instructional design best practice.
- In March, task forces formed to pursue areas of opportunity.

Areas of Opportunity and Task Forces

1. Coaching programs for trainers and developers in PPB Training Division
 - **Bruno Amicci, Lead**
 - Rio Rios
 - Anne Parmeter
 - Corinne Lowenthal

2. Evaluation and assessment
 - **Rio Rios, Lead**
 - Jean Johansson
 - Tina Pham Semko

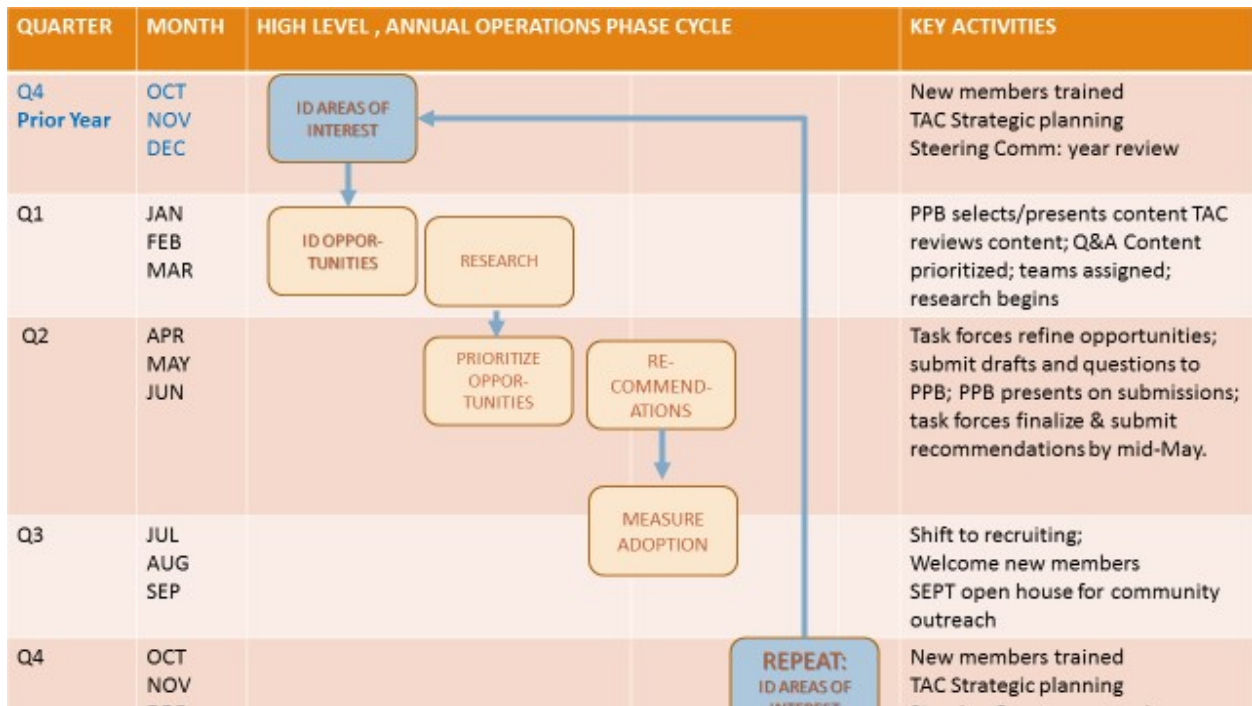
3. Use of language in the training materials for objective and subjective wording
 - **Edward Hershey, Lead**
 - McKay Fenske
 - Gary Marschke

4. Use of Force Reports
 - **Sushanah Boston, Lead**
 - Sylvia Zingesen

5. [Not resourced] Explore the business case for just-in-time mobile learning as an addition to blended learning efforts

6. [Not resourced] Explore how other industries train for unpredictable situations and high-stress, quick decision-making, e.g.: air traffic control

TAC Annual Activity Calendar



Continuous Improvement

TAC's goal this year was not only to produce this report in time for inclusion in the July 2016 needs assessment, but to make the effort a model for an annual process, designed by TAC and lightly administered by PPB. Next year it is TAC's goal to make improvements to the process to ensure it is self-sustaining so that volunteers may focus on community outreach during strategic planning, and examining training content and instructional best practice more fully in 2017.

Task Force Guideline Worksheet

Potential Opportunity Area

OPPORTUNITY LIST

	Opportunity/Problem	Description	Potential Impact
1	Review Language to adjust "me vs. them" context.	Consider the review of language in the training materials for objective/subjective wording. Keep the community's perception of subjective language in mind; be conscious of how subjective language can unwittingly create/support particular culture.	Improved long term communications and relations with the community.
2	Review the use of different "learning objects" to enhance the learning experience.	Consider how to better utilize content, practice and assessment training elements so that each is best suited to retaining the skills being taught.	Improve knowledge retention and post class application.
3	Coaching program to further developed L&D skills of the PPB Training Division team members.	Consider a coaching program for trainers and developers in PPB Training Division to enhance and expand instruction design knowledge.	Improve the delivery of knowledge to PPB officers through efficient and effective adult learning methodology application.
4	Explore the development of a business case for a performance support model for PPB.	Consider exploring the business case for the technological and process implementation of systems that support the delivery of knowledge at the moment of need by an officer. This includes looking into areas of mobile learning, information security and financial commitment.	Support and improve current evaluation, quality control, and custom learning development efforts.
5	Researching best practices from other fields of work.	Consider investigating how other industries that require critical, flexible, accurate thinking train or support employees, e.g.: air traffic control.	Extending the ability to bring in best practices beyond just other LEO organizations.
6	Implement a robust analysis process that includes assessments and evaluations as part of a continuous improvement process.	Consider the enhanced outcomes resulting from rigorously documented evaluation and assessment to create a quality environments and avert catastrophic failures.	Enables continuous self evaluation that leads to improved operation of the PPB Training Division.

Root Cause

Opportunity:

Team Members:

Date:

ROOT CAUSE ANALYSIS

Opportunity/Sub-Opportunity:	Root Cause	Examples (if applicable)	Category (People, Process, Policy, Technology)
TPS reports are taking too long to complete.	Processors do not know 10 key.	5 of the 7 processing employees do not know 10 key and are taking 50% more time to process the reports than the other 2.	People
	They have laptops that do not have a number key pad		Technology
	The knowledge of 10 key is not a hiring requirement.	Job Posting for TPS Processor position does not mention 10key as a needed skill for the role.	Policy

Recommendation

Opportunity:

Team Members:

Date:

OPPORTUNITY LIST

Background (How the opportunity came up?):	
Current Conditions (What is the current state that we want to change?)	
Goal	
Analysis (What research was done to reach a recommendation?)	
Recommendation	

Appendix B

Use of Force Summary Reports Public Comment

Section 1: Community Input

During the May 11th Training Advisory Council meeting TAC solicited community input on the Use of Force summary report recommendation draft. Dan Handelman, of [Portland Copwatch](#), submitted feedback:

“TAC Use of Force reports recommendations

In general, there are a lot of words/concepts in this document that are along the lines of the "learning expert" jargon which are not easy to understand. "PPB's methodology and quality assurance processes" (p. 1/recommendation 2), "Measure Definition section" (recommendation 2), "process maturity model" (p. 2), "change management" (p. 3). A good way to correct this is to try writing the report as if a 6th grader were looking at it rather than someone who works in the learning arena. If the overall point is that the PPB can become a stronger organization by undergoing leadership training and implementing more business-like quality control mechanisms, then it should be assumed that the

Bureau doesn't understand all of these terms at this time.

In general, it seems that recommendations about the existing data showing how frequently officers use force against people in this city--twice a day, as noted in public comment (#3 and the first #4*) should be prioritized. The #1 should not be to show graphs explaining how good the data are.

PCW strongly suggests the TAC look at the previous quarterly reports' race data (example: <<https://www.portlandoregon.gov/police/article/533066>>) and compare it to the new ones

(such as <<https://www.portlandoregon.gov/police/article/565392>>)

where it is plain to see the new ones are missing the "Total suspects involved in PPB use of force incidents" section (broken down by race/gender) that was the second item in the old reports. Then recommend that section be put back in.

Thank you
dan handelman"

References

Recommendations and Use of Force Summary Reports

Department of Justice, United States District Court, District of Oregon, Portland Division. (2012, December). *SETTLEMENT AGREEMENT PURSUANT TO FED. R. CIV. R. 41(a)(2)*. Retrieved from URL: <http://www.portlandoregon.gov/police/article/506328>

Department of Justice, Civil Right Division. (2015, September 9). *Periodic Compliance Status Assessment Report for the Settlement Agreement in United States v. City of Portland. 3:12-cv-02265-SI*. Retrieved from URL: https://en.wikipedia.org/wiki/United_States_v._City_of_Portland

Opportunity Area 2: Evaluation and Assessment

Six Sigma. (post date unknown). *Determine the Root Cause: 5 Whys*. Retrieved from URL: <https://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/>

Institute for Law and Justice. (2007, September). *Training Evaluation Model: Evaluating and Improving Criminal Justice Training*. Retrieved from URL: www.ilj.org/publications/docs/Improving_Criminal_Justice_Training.pdf

Kirkpatrick, D.L., Kirkpatrick J.D. (2006, January). *Evaluating Training Programs*. San Francisco, CA, Berrett-Koehler Publishers. Retrieved from URL: http://www.bkconnection.com/static/Evaluating_Training_Programs_EXCERPT.pdf

Opportunity Area 3: Objective and Subjective Use of Language: Words Matter

US Department of Justice, Civil Rights Division (2016, February 26th). *In-Service Training, United States v. City of Portland. 3:12-cv-02265-SI*. Retrieved from URL:

http://albinaministerialcoalition.org/DOJ_letter_PPB-training_022616.pdf

Bernstein, M. (2016, April, 5). *US Justice Dept. lawyers to Portland police: Drop ‘us vs. them’ mentality in police training*. Retrieved from URL: <http://www.oregonlive.com>