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EMERGENCY MANAGEMENT AGENCY

PEMA

PENNSYLVANIA 911

Training, Certification & QA/QI Program Development Best Practices for Training & QA Professionals in the PSAPs

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CHAPTER 1   INTRODUCTION

The Pennsylvania Emergency Management Agency (PEMA) is required by the 911 Emergency Communication Services Act (35 Pa. C.S. §§ 5301—5399) to adopt minimum telecommunicator training, certification, quality assurance (QA) and quality improvement (QI) requirements for call-takers, dispatchers, supervisors, and 911 coordinators. Initial requirements were adopted in March 2019 and updated in 2022 by PEMA in consultation with the 911 Advisory Board. PEMA and the 911 Advisory Board Operations Subcommittee developed this Best Practices & Examples document to assist Pennsylvania Public Safety Answering Points (PSAPs) with meeting the adopted minimum requirements.

PEMA would like the to thank the 911 Advisory Board and the 911 Advisory Board Operations Subcommittee for their continued efforts to enhance 911 service across Pennsylvania.

SECTION 1.01   PURPOSE AND SCOPE

The *Best Practices/Training & QA/QI Program Development Guidance* document (Best Practices document) was developed in support of the recently adopted minimum requirements for training and quality assurance/quality improvement in Pennsylvania. This document is intended to provide best practices and examples for PSAPs to consider when developing or modifying telecommunicator training or QA/QI programs to meet the adopted minimum requirements.

Pennsylvania PSAPs should become very familiar with the newly adopted minimum training, certification, and QA/QI requirements, which can be found at www.pema.gov. For PSAPs who do not have a structured, written training and/or quality assurance/improvement programs or the PSAP's training and quality assurance/improvement programs do not meet the minimum requirements, the PSAP will need to incorporate the minimum requirements into their training and quality assurance/improvement programs and new policies and procedures may need to be developed. It is important to note that all the terms found in the Best Practice document must be interpreted according to the definitions and provisions in the new minimum training certification, and QA/QI requirements.

Incorporating a Best Practice
The Best Practices document is a guide and not necessarily mandatory but will help a PSAP establish compliance with the new requirements or generally improve training and/or QA/QI programs.

PSAPs should become familiar with and a have a firm understanding of the new minimum training, certification, and QA/QI requirements prior to utilizing the Best Practices document. PSAPs may choose to follow the information as outlined in this document, choose to combine best practices, or incorporate best practices in a different manner depending on the PSAPs circumstances. For example, some PSAPs will already have in place protocols, policies and procedures that will merely need to be updated to reflect the minimum requirements; others may need to create and/or implement protocols, policies, and procedures to establish compliance with the minimum requirements.

PSAP Self-assessment
As part of a PSAP's transition to the new minimum requirements for training and QA/QI, a PSAP may want to conduct an informal self-assessment to:

- establish to what extent the minimum requirements are currently applied
- establish to what extent existing training and QA/QI programs must be changed to meet the new requirements.

As a best practice, the PSAP should determine which of the following categorizations apply for each requirement listed in the new minimum training and QA/QI requirements:

1. **Compliant**: The PSAP believes their training and QA/QI programs do comply with the requirements and they have documents and records to support the requirements.
2. **Partly compliant**: The PSAP believes their training and QA/QI programs meet the spirit of the requirement, but some details are omitted, or it is done in a slightly different way.
3. **Noncompliant**: The PSAP current training and QA/QI programs do not meet the requirements.

By systematically reviewing each requirement, the PSAP should be able to identify the areas where the requirements are not currently followed and whether there are documented processes or templates that need to be created or modified to ensure that the requirements are met. A primary goal of the Best Practices document is to assist PSAPs with addressing areas of non-compliance with the new minimum requirements.

CHAPTER 2   TRAINING CURRICULUM REQUIREMENTS

Training curriculum includes the learning activities designed to achieve the objectives of the training program. The curriculum includes content relevant to call-taking and fire, medical and police dispatch within the call-taker, dispatcher, and supervisor training programs. Call classification and prioritization, roles and duties, operational skills, interpersonal and communication skills, professional ethics, and homeland security are some training topics covered. A goal of the PSAP training program is each employee will acquire the specific knowledge and skill sets needed for the job. The PSAP will provide written description of specific information, facts, procedures, skills, benchmarks, timelines and available learning support tools and methods to be accomplishedwithin the training program.

PSAPs may consider a learning progressions-based training system to meet the curriculum requirement by using the following:

Needs Assessment: A process to determine the knowledge, skills, and abilities to incorporate the minimum requirements

Objectives: A process to determine the performance and how to measure the performance against the learning objectives

Design: A process to design the training program in line with the set of objectives. Every training program encompasses certain issues such as: "*Who are the trainees*? *Who are the instructors/trainers*? *What methods are to be used for training*? *What will be the level of training*?", etc. The design should include training content, material, and instructional design.

Assessment: A process developed to determine whether the learning objectives have been achieved after the training has been conducted

Example: Geography

Telecommunicators need a thorough knowledge of the PSAPs geography to properly handle incoming calls and reduce caller frustration during the call-handling process. Each PSAP has a defined geographical jurisdiction. Jurisdictions can be divided by city, township, or borough. Within each boundary there may be villages, interstates, state highways, locally known landmarks, common place landmarks and other visual cues callers may reference. Curriculum should be developed and instructed to understand the PSAPs geographical areas.

CHAPTER 3 CURRICULUM

As a best practice, PSAPs will standardize their training and QA/QI programs using a curriculum format. Curriculum is defined as the course of study, to include the following components: training topic, course title, instructional delivery method, learning objectives, hours of instruction and assessment. As a best practice, PSAPs may incorporate a lesson plan to organize these components.

SECTION 3.1 TRAINING TOPIC

Training topic refers to a series or selection of courses that employees are required to complete to ensure a foundational knowledge and skill set within the PSAP training program.

SECTION 3.2 COURSE TITLE

Course title refers to a more specific description of the topic of instruction. Example, the training topic is "*Special- need callers*", while the course title may be listed as: "*Hearing and Voice impaired callers*".

SECTION 3.3 INSTRUCTIONAL DELIVERY METHOD

There are numerous delivery methods available to help PSAPs prepare and deliver training material information to employees. They include classroom, E-learning, remote webinar, virtual self-paced, and blended. Below are delivery methods a PSAP can use to execute:

SUBSECTION 3.3.1 CLASSROOM

PSAPs are responsible for designing effective classroom training methods to enhance the employee learning environment. Below are different instructional methods in a classroom setting.

Lecture: Lecture is a common training method in classrooms, and the format is quite simple. For lectures, a trainer/CTO presents oral information to the employee while the employee takes notes and absorb the information.

> **Whiteboard**: This may be the most "*old-fashion*" method, but it can still be effective, especially when trainees are requested to write on the board or ask for feedback that is written on the board.

> **Videos**: Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.

PowerPoint presentation: PowerPoint is used to create customized group training session that are led by the trainer/CTO. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods.

Group Discussions: Some trainers/CTOs find it beneficial to let employees lead the lessons, as it guides employees to participate and focus on the course material. In this classroom structure, group discussions prevail, and lectures fall by the wayside. The trainer/CTO will present a topic to be discussed and allow employees to take over from there, providing the group with guided questions and prompts along the way. Employees can speak from experience, theorize, or formulate arguments depending on what the topic is about.

Role-playing: By assuming roles and acting out situations that might occur in the workplace, trainees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for interpersonal skills, such as customer service.

Hands-On Application: Hands-on training is used for teaching employees how to perform specific tasks. It allows employees to apply their knowledge to real-world situations. Unlike traditional classroom training, in which employee listen to lectures, and view photos, illustrations and videos, hands-on allows the employee to be actively involved. Hands-on activities, games and experiments give employees the ability to retain information. For instance, an employee will read how to give CPR instructions on the telephone but providing instructions in a role-play environment can allow the employee to learn the process more effectively.

There's an old Chinese proverb that says, "*Tell me and I will forget, show me and I may remember, but let me do and I will understand*." Hands-on training gives the trainer/CTO the opportunity to provide direct instruction, so that the employee can build the foundation to master the task.

Classroom Management: Effective classroom management is essential process of teaching and learning. The following suggestions can assist a trainer/CTO in their classroom setting.

- Establish a positive classroom environment
    - Make the classroom a pleasant, friendly place
    - Accept individual differences
    - Learning activities should be cooperative and supportive
    - Create a non-threatening learning environment
    - Establish classroom rules and procedures and consistently reinforce them

- Begin lessons by giving clear instructions
    - State desired quality of work
    - Ensure everyone is paying attention
    - Ensure all distractions have been removed
    - Describe expectations, activities, and evaluation procedures
    - Start with a highly motivating activity

- Maintain employee attention
    - Use random selection in calling upon employees
    - Vary who is called on and how they are called on
    - Ask questions before calling on an employee
    - Show enthusiasm and interest

- Reinforce employee effort with praise
- Vary instructional methods
- Demonstrate the tasks the employees are to perform

- Use appropriate instruction pacing
  - Be aware of teaching tempo
  - Watch for cues of confusion, bored or restless

- Develop positive trainer/CTO – employee relationships
  - Set a good example; be a positive role model
  - Create an exciting learning environment
  - Reward good behavior
  - Correct misbehaviors and disruptive behaviors
  - Move around the classroom and attend to employee's needs

SUBSECTION 3.3.2   E-LEARNING

E-Learning is a technique using electronic technologies to access the educational material outside a traditional classroom setting. The course is delivered via the internet from a location where the trainer/CTO is teaching. It is not a course delivered via a DVD or CD-ROM, video tape or television channel. These are on-demand training courses with audio and multi-lectures, exercises, and additional resources. Employees attending will be expected to participate in group activities and interact with the trainer/CTO.

SUBSECTION 3.3.3   REMOTE WEBINAR

A webinar is an online interactive presentation in which the trainer/CTO convey information to the employees through a voice, video software. Though questions maybe raised in a webinar, the main purpose is to facilitate an informational session for a large audience.

SUBSECTION 3.3.4   VIRUTAL SELF-PACED

An electronic learning concept that allows the employee to select a training topic within a Learning Management System and completes the training material at their own pace, independent of timelines and deadlines.

SUBSECTION 3.3.5   BLENDED

This learning experience is generally applied to the practice of using both online and in-person learning experiences when teaching employees. In a blended learning course, the employee might attend a class taught by the trainer/CTO in a traditional classroom setting, while also independently completing online components of the course outside of the classroom.

SECTION 3.4   LEARNING OBJECTIVES

Learning objectives are statements that define the expected goal and state the desired learning outcome, must be specific and measurable, observable, and lay the foundation of the lesson or activity through tangible skills or knowledge. A PSAPs training program shall have learning objectives in their training program. Learning objectives can fall into the following categories:

Knowledge or Skills Acquisition: Knowledge or skills the employee is to acquire during the training such as learning to use appropriate procedures, equipment, or methods

Personal/Professional: Skills the employee is to apply such as, interpersonal skills, repetitive persistence, working effectively with others, professional telephone etiquette, written communication, decision making, etc.

Career Knowledge: Gaining new information regarding the PSAP job duties

SUBSECTION 3.4.1   STEPS TO WRITING LEARNING OBJECTIVES

For each objective, answer the following questions:

- What do you want to accomplish?
- How are you going to accomplish it?
    - What steps will you take to accomplish your objective?
    - What activities will you do?
    - How will you acquire the learning?
    - Under what conditions will the learning occur?
- How will you measure your objective?
    - What evidence will you have to demonstrate that learning has taken place?
    - What criteria will be used to evaluate your evidence?
    - Who will do the evaluation?

The construction of learning objectives should be created using the **S.M.A.R.T.** format. S.M.A.R.T. is an acronym that is used to guide the development of measurable goals. A PSAP can create learning objectives using the S.M.A.R.T. format.

S   Specific
M   Measurable
A   Attainable
R   Results-Focused
T   Time-Focused

Specific   Specific answers the questions, "*what is to be done*?" "*how will you know it is done*?" and describes the results of the work to be completed. The description is written in a manner that anyone reading the objective will interpret it the same way. Objectives should be specific and observable. Observable means that somebody can see or hear (physically observe) someone doing something.

Measurable   Measurable answers the question, "*how will you know it meets expectations*?" The purpose of creating a learning objective is to determine if the employee can meet, perform, or satisfy the learning objective. The learning objective is something that can measure and observable. A common mistake of using words like "*know*" or "*understand*", which are not actions that can be objectively observed, should not be used. Also, the learning objective must be written so that trainer/CTO can watch the employee's performance and conclude if the objective has been satisfied or not. Do not create a learning objective that can be satisfied only by a subjective understanding.

Achievable   Achievable answers the questions, "C*an the person do it*?" "*Can the measurable objective be achieved by the person*?" "*Does s/he have the experience, knowledge or capability of fulfilling the expectation*?" It also answers the question "*Can it be done giving the time frame, opportunity and resources*?"

Relevant   Being relevant answers the "*Why*?" question. Always remember WIIFM ("*What's in it for me*?"). Employees need to know why they are in training and what they can get out of it. Can the skills or knowledge they are going to learn help them perform better at work? Can the skills/knowledge taught at the training session be used in actual work scenarios?

Timely and time-bound

    Time-oriented answers the question, "*when will it be done*?" It refers to the fact that an objective has end points and check points built into it. Sometimes a task may only have an end or due date. Sometimes that end or due date is the actual end of the task, or sometimes the end point of one task is the start point of another. Sometimes a task has several milestones or check points to help assess how well something is going before it is finished so that corrections or modifications can be made as needed to make sure the result meets expectations.

In each case below, the same learning objective is stated in two different ways. In the "V*ague*" description, the learning objective is either too general or not sufficiently measurable. In the "*Specific*" example, the same learning objective has been stated using the S.M.A.R.T. format (Specific, Measurable, Attainable, Relevant, Timely)

Learning Objective	Vague	Specific
Skills Acquisition	The employee will learn how to verify a location within the CAD system	By the third day of classroom instruction (Time-bound, achievable) the employee will successfully create, verify and process (Measurable) a location within the CAD system (Relevant)
Personal/Professional	The employee will learn how to deal with irritable callers	By the end of 16 hours of classroom and role-play instruction (Time-bound, achievable), the employee will be able to process (Measurable) a difficult caller using Repetitive Persistence technique (Relevant)
Career/Knowledge	The employee will know the local municipalities within the PSAP coverage area	By the end of week two of classroom instruction (Time-bound, achievable), the employee will successfully identify all local municipalities by their CAD abbreviation and successfully identify the local police, fire, andmedical companies' coverage area (Measurable) for proper call-processing (Relevant)

SUBSECTION 3.4.2   REASONS TO USE LEARNING OBJECTIVES

Learning objectives provide information for the employees to know what they should accomplish after the training.

- The learning objectives at the beginning of your training material will inform the employee the content to be covered and what they will accomplish at the end of the training
- Allows the employee a chance to self-assess during training and assess his or her own knowledge during training
- Learning objectives provides a format to guide the important, necessary components within the training
- Learning objectives also makes it easy to find "*bonus*" material that should not be included in the training and to remove unnecessary material
- Provides best way to evaluate the employee's performance based on the learning objectives and create assessments that cover each learning objective
- PSAPs can evaluate the effectiveness of their training materials based on the learning objectives. If employees are completing the training materials but still cannot complete the training task, PSAPs should review the training material
- Training materials with clear learning objectives makes it easy to know which materials to assign to which trainer or staff member for instruction

SECTION 3.5   MINIMUM HOURLY REQUIREMENT

PSAPs should include minimum hourly requirements for each curriculum component of the training program. The hourly requirements will inform the employee the necessary hours to successfully complete the training program. As a Best Practice, PSAPs may consider including the number of hours within a remedial training section of the training program.

SECTION 3.6   ASSESSMENT

Assessment is the systematic process of obtaining information on the knowledge, skill, and attitude of the employee's response to training. The assessment stimulates feedback information that can be used by employees to improve learning and achievement and help the PSAP realign their teaching in response to the employee's responses.

A PSAP may use three (3) assessment methods to evaluate the employee's training results. They are as follows:

Knowledge acquisition: A valid and reliable written assessment following training can identify employees that did not acquire the learning and further support those who did comprehend the knowledge. A written assessment can also identify trends of areas that may require further training or additional coaching.

Practical application: A practical assessment will measure the employee's skill applications. This assessment can demonstrate the capability of the employee applying the knowledge in a "*hands-on*" environment.

Employee response to training: The most basic assessment of training measures satisfaction. The PSAP may distribute a survey at the end of the training program to obtain how the employee responded to the training.

The survey could include the following questions:

- Did the training program appropriate sufficient amount of time to comprehend all training components?
- Did the instructor (trainer) provide feedback appropriately and understandable
- What recommendations would you suggest for the training program?

Example of Curriculum

Boone County – Training Program for Trainees					
Topic	**Course Title**	**Delivery Method**	**Learning Objectives**	**Hours**	**Assessment**
CPR	American Heart Association - Basic Life Support for Healthcare Providers	Classroom	At the end of the class, Trainee(s) will be able to successfully perform high-quality CPR for an adult, child,and infant.	4.00	Skill and written examination

SECTION 3.7   LESSON PLANS

A lesson plan is an instructor's detailed course description of the instruction for a lesson. Lesson plans serve as a framework for the learning activities that will occur in the training session. They focus the class on specific learning objectives and maximize instructional time. The lesson plan is the tool effective trainers/CTO use to ensure that each part of a lesson supports a specified learning objective and to ensure that the activities and time spent will lead students to master content and skills.

There are many important benefits of having a clear and organized set of lesson plans. Good planning allows for more effective teaching and learning and provides a good direction in relation to the PSAP-developed standards. As a Best Practice, each PSAP should consider lesson plans as part of the training curriculum. Every lesson plan should have a clearly defined learning goal, that is achievable at the end of the lesson. The lesson plan includes teaching strategies as well as the step-by-step procedure of the entire lesson. At the end, there is an evaluation to assess whether the objectives were achieved.

Lesson plans include:

Gather of materials: Include a list of materials (equipment) necessary for the effective planning, instruction, and implementation of the entire lesson plan. Example: PowerPoint, computer, protocols, worksheets, etc.

Objective: Develop clear and specific objectives on what the employee will know and perform because of the lesson activities. PSAP may use the S.M.A.R.T. format to create the learning objectives.

Instruction: How the new concept is presented. This may include vocabulary words for the employee to research and explain, interactive on-line activities, or role-play scenarios

Time allotment: Defined amount of time allocated to teach the content

Example in Appendix

CHAPTER 4   TRAINING TO DIFFERENT GENERATIONS

A generation is a group of people born around the same time and raised around the same place. People in this "*birth cohort*" exhibit similar characteristics, preferences, and values over their lifetimes. Each generation that enters the workforce arrives with different wants and needs. This is apparent when it comes to how best to train a specific generation. Even with individual differences, there are generational differences that impact training needs.

Generations exhibit similar characteristics, such as communication, shopping, and motivation preferences, because they experienced similar trends at approximately the same life stage and through similar channels (e.g., online, TV, mobile, etc.). Generation-shaping trends are most influential as people come of age, which means that members of a generation will develop and share similar values, beliefs, and expectations. (*Information obtained from the following sources: psychology today and the United States Department of Education*)
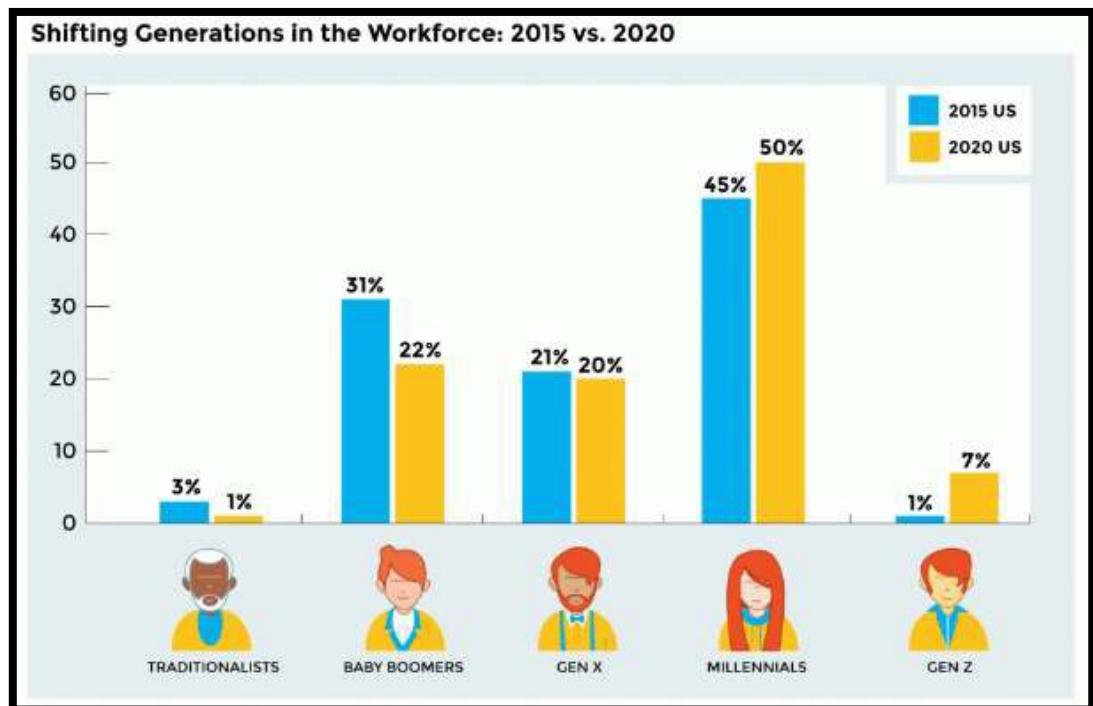
SECTION 4.1   GENERATION Z (born 1997-2012)

Generation Z (aka iGeneration) has grown up with more access to more information than any of the generations before them. As a result, they expect to be able to find and access a wider mix of learning materials the moment they need them, no matter the circumstances. Nearly 80 percent of Generation Z uses YouTube, and members of the generation watch an average of 68 videos each day across all social platforms. For Generation Z, video is what email, or the telephone were for previous generations, an unmatched resource for both education and entertainment, and a cornerstone of many of their daily activities.

While Generation Z love to learn, they generally will not engage with the training programs unless the programs are flexible, collaborative, and give individuals the ability to practice and prove what they have learned. The following are basic principles of how Generation Z learn.

- Generation Z expects to be able to do most things on their smartphones. This means training materials, video libraries, training programs, and other digital learning tools the PSAP offers need to be easily accessible from a mobile device.

- Generation Z wants to quickly find answers to problems, and they would prefer to watch a 3-minute video than read page after page of text. The PowerPoint presentation should go the way of the slide rule. Given their reliance on using technology, PSAPs can expect this generation to go to YouTube to find out how to do something.
- Generation Z are less interested in a lecture or formal workshops. They have short attention spans (some experts claim 12 minutes) and need multiple mediums to be engaged.
- If a PSAP must deliver some material in a lecture form, provide "*digital breaks*" every 12 minutes so that the employees can check their electronic devices. This shows respect for their short attention span.
- Learning should be competency-based with a focus on problem-solving and soft skills. Since they have grown up communicating via text messaging, twitter, and snap chat, Generation Z may need specific guidance in writing and interpersonal skills. They need help in self-evaluation, professionalism, time management, retaining a positive attitude, and maintaining high productivity levels. Training programs addressing these target areas should be developed.
- Many Generation Z do not multi-task well, although they are excellent at task switching. They will need guidance on how to take big projects and break them down into smaller tasks that they can move between.
- For Generation Z, variety, technology, engagement, and flexibility are the keys to learning. Gamification is a powerful tool for learning as it encourages and engages the employee. It can typically be played again and again. It provides a customized learning experience and can cause employees to reflect on their gamification experience and learning experience. Gamification such as Kahoots ® are examples of learning applications.

SECTION 4.2 MILLENNIALS (born 1981-1996)

There is a new generation in the workforce today, millennials. They are young and bright, between the ages of 18 and 34, and their presence in the workplace grows every year. This group is used to having information instantly accessible to them in the palm of their hands and enjoy communicating with emojis.

The typical millennial attitude towards technology is key to developing a training program suited to their needs and expectations. They have grown up with computers, the internet, and technology all their lives, and are entirely at ease with it.

An understanding of millennial learning values is critical to developing a successful training program that results in participant engagement and learning. The following are basic principles of how millennials learn.

- Deliver lessons and modules in short, digestible chunks that millennials can absorb quickly. The lessons are generally fast-moving, and the millennial can tune out as soon as training seems irrelevant
- Use animations, videos, and other moving images to deliver key concepts. They often work better than words or text to convey important take-away concepts
- Deliver training on platforms that millennials prefer and already use, including smartphones and tablets. Millennials grew up using mobile devices
- Ask for ideas and suggestions before and during training. Millennials think like entrepreneurs, value autonomy and like to shape the content of their jobs
- Express your PSAPs values in your training. Explain the PSAPs position on good customer service, use of protocols, policies and procedures

SECTION 4.3   GENERATION X (born 1965-1980)

Generation X are often noted as the most sternly independent, prioritizing self-directed educational opportunities and programs that enable them to learn on their own schedule. When they did research, they used the index in books to find the information they needed. They didn't read books cover-to-cover. They learned in a structured environment that included some lecture and small group activities. They were exposed to the concept of "*Death by PowerPoint*"? They tend to be independent problem solvers and self-starters. They want support and feedback, but they don't want to be controlled.

- Because many of them grew up with computers, Generation X are technologically literate. They are familiar with computer technology and prefer the quick access of Internet for locating information.
- Conditioned to expect immediate gratification, Generation X are responsive. They crave stimulation and expect immediate answers and feedback.
- Generation X are focused. As learners, they don't want to waste time doing quantities of work; they want their work to be meaningful to them.
- Knowing that they must keep learning to be marketable, Generation X are lifelong learners. They do not expect to grow old working for the same company, so they view their job environments as places to grow. They seek continuing education and training opportunities; if they don't get them, they seek new jobs.

SECTION 4.4   BABY BOOMERS (born 1946-1964)

Baby boomers emerged after the end of World War II, when birth rates across the world spiked. The explosion of new infants became known as the baby boom. During the boom, almost 77 million babies were born in the United States alone, comprising nearly 40% of the American population.

Baby boomers expect a more personally focused learning structure. The classroom continues to be an effective setting, although members of this generation tend to favor in-class participation, reflection, and feedback to bring them more directly into the process. Baby Boomers were taught to read books. They read books from cover-to-cover. They were taught by lecture. Prevalent learning technologies included overhead projectors, filmstrips, and some video. They like facilitated, instructor-led learning and enjoy taking in information using books and handouts.

The first of the baby boom generation became eligible to retire in 2012. Today, with approximately one-third of them already at or over traditional retirement age, the boomers will be the first generation to truly blaze the trail through the landscape of retirement in the 21st century. And in many ways, this generation still has strong work ethics and may seek part time employment in a PSAP environment.

CHAPTER 5   TRAINING PROGRAM REQUIREMENTS

PSAPs will have a training program for each training level; trainee, call-taker, dispatcher, and supervisor. A training program is a vital process, which needs to be undertaken by PSAP-specific staff members, to introduce a new skill set and knowledge to the newly hired employee. PSAPs should create a training program to include Knowledge and Skill learning objectives. As a best practice, a PSAP will provide the opportunity for each employee to receive instruction, demonstration, practice, and assessment on each objective.

Employees are required to successfully complete the training level requirements to receive proper certification.

A training program should include the following components:

- Certification components
- Continue education topics & hourly requirements
- Daily Observation Reports (DORs)
- Minimum hourly requirements
- Recertification components
- Structured On-the-Job training (OJT) with defined training topics and course titles
- Signatures
- Training materials
- Annual review

SECTION 5.1   CERTIFICATION

A PSAP will certify an employee for the following training levels; call-taker, dispatcher, and supervisor. The certification is a PSAP procedure verifying the employee successfully met the training program components. An individual will function as a certified call-taker, dispatcher or supervisor authorized by the certifying PSAP. Individuals who transfer from another Commonwealth of Pennsylvania PSAP, with a valid call-taker, dispatcher, or supervisor certification, shall continue to meet all the minimum training requirements with the newly employed PSAP. PSAPs have the authority to issue paper or electronic certificates to employees meeting the training program requirements. Certification components include the PSAP training level certifications, protocol certifications and CPR certifications.

SECTION 5.2   CONTINUING EDUCATION REQUIREMENTS

Continuing education refers to systematic professional learning experience obtained after initial certification and designed to augment that an employee has a thorough knowledge of the standards and practices of the profession. The continuing education requirements apply to every certified call-taker, dispatcher and supervisor renewing a certification that has been certified during the two-year period.

The field of 9-1-1 telecommunications is constantly evolving, with new technology, call-handling procedures, and protocols. Each PSAP must provide for the development and implementation of a continue education program for the benefit of their personnel. This program must provide the employee with applicable educational topics designed to enhance the general knowledge and skill in the philosophy and application of the call-take/dispatch program(s) used within the PSAP.
The objectives of a continuing education program include:

- Develop a better understanding of telecommunications and the telecommunicator's roles and responsibilities
- Improve skills in the proper application of all call-take and dispatch components, including interrogation and prioritization
- Create opportunities for discussion, skill practice, and critique of skill performance
- Maintain an understanding of the evolving science of call-take and dispatch methods

A PSAP certified call-taker, dispatcher and/or supervisor will need to accumulate a minimum of twenty-four (24) contact (clock) hours of continuing education unit/activities relevant to the training level certification within a 24-month renewal cycle. Many topics can meet the continuing education requirement such as attending conferences, seminars, workshops, reading of publications and on-line training activities.

The following are examples of continue education activities:

- **Classroom/meetings**: Classroom or meeting session time led by instructor and/or discussion leader

- **Self-paced Learning Events**: Activities in which an employee is engaged in a planned program of learning whereby the employee's progress is monitored, and the employee receives feedback. Examples include independent study, computer assisted instruction, interactive video, and planned projects

- **Assessment**: Employee assessment and skill/knowledge evaluations

- **Outside Assignments**: Public outreach projects, which are an integral part of the PSAP's mission

- **Field Experiences**: Field experiences provide employee's opportunities to gain practical and realistic experiences, which cannot be acquired in a classroom setting, such as ride-alongs

SECTION 5.3 DAILY OBSERVATION REPORTS (DORs)

Daily Observation Reports are used to document everything an employee is doing and all tasks taught and observed each day. The purpose of the DOR is to make sure new employees are learning the tasks needed to be successful in the assigned workstation. PSAPs will have a DOR document to evaluate the performance for each day of employee training. Daily feedback is important so the employee can correct any errors or misunderstandings before they become habitual. The DORs will have performance assessment categories and a rating scale. Performance assessment are categories of behavior and response to established categories, appearance, attitude, knowledge, policies and procedures and job skills.

As a best practice, PSAP DORs are observed behavior measured using one of two rating scales. A numeric scale measures performance on a sliding scale between 1 and 7. The NICS scale uses three ratings: NI – Needs Improvement, C – Competent and S – Superior. A rating of "1" or "NI" indicates the observed behavior is Unacceptable or Needs Improvement, a rating of "4" or "C" meets the minimal standard of Acceptable or Competent and "7" or "S" indicates the training performance is at a Superior level. The DOR also provides checkboxes if a behavior is not observed (N/O) or if the trainee is not responding to training (NRT). In the narrative evaluation section, any ratings of "1" or "7" on the numeric scale or "NI" or "S" on the NICS scale requires a documented situation to describe the event which resulted in either of those ratings. The form will be completed at the end of each day and the trainee and trainer/CTO are required to sign all DORs. A rating of "1" or "NI" and "7" or "S" should have supporting documentation within the DOR to support the rating.

Example in Appendix

SECTION 5.4   RECERTIFICATION

Recertification requirement measures and promotes the continued competence of the employee in the 9-1-1 telecommunications environment. Whether recertifying by continuing education hours or by re-examination, the employee is assessed on new knowledge and information gained after initial certification, as well as assessed to determine prior levels of knowledge and skills did not diminish.

PSAPs will have a documented recertification procedure within each training program to ensure continued compliance of the minimum training requirements and the PSAPs training program objectives. The implementation of a written and practical assessment will confirm the employee's continuing satisfactory work performance.

As a best practice, the recertification process should include at least the following:

- Confirmation of continuing satisfactory work of each certified training level
- Continuing education hours requirement
- Practical and written assessments

As a best practice, PSAPs should develop a recertification process within each training program to not only document procedures for renewal of the certification,
but to also suspend or withdraw certification, if necessary. Having these types of processes will allow the PSAP to maintain the integrity of the certification and to also ensure the telecommunicator does not continue to represent themselves as certified by the PSAP after their certification has been suspended or revoked. Upon verification of a completed recertification, the PSAP will issue a certificate.

As a best practice, PSAPs at 60 days or less before the certification expires, may file the completed recertification requirements to the PEMA 9-1-1 Office. Failure to recertify an active certification by the expiration date will result in the certification placed in a non-certification status.

SECTION 5.5   STRUCTURED ON-THE-JOB TRAINING (OJT)

On-the-job training, also commonly known as OJT, is a time-tested effective training solution that provides job instruction while the employee is learning the job duties. The goal of OJT is to provide instruction and practice opportunity so that the inexperienced employee can develop the knowledge, skills and competencies required to perform the job tasks.

Example of OJT structure training program is divided into four (4) phases. They are:

Phase 1–Basic Introduction (Explain): A new concept is presented to the employee by a trainer/CTO.

The trainer/CTO will explain the role, policy, procedure(s) and learning objectives in which to properly execute the assigned tasks of the workstation, in detail. The trainer/CTO should be open to two-way communication about the assigned tasks. The trainer/CTO should not rush the explanation and encourage questions. The trainer/CTO will demonstrate all tasks and continue to explain all procedures during the demonstration.

Phase 2–Demonstrate: The employee demonstrates the new concept to the trainer/CTO.

The trainer/CTO will let the employee perform the tasks while nearby and observing. The trainer/CTO will stop the employee if there are any safety concerns and give the employee immediate constructive feedback of the skill.

Phase 3–Supervised: The employee applies and performs the new concept with a trainer/CTO.

After assessing the employee's ability in the demonstration phase, the trainer/CTO will continue to observe and provide feedback during the "live" hands-on training. Again, for safety reasons, anytime the employee performs safety concerns, the trainer/CTO will "take-over" the task and provide immediate constructive feedback.

Phase 4–Monitored: The employee remotely performs the new concept without direct instruction

After assessing the employee's ability to successfully perform the tasks, the employee will be ready to perform the tasks (workstation) solo. The trainer/CTO will complete a DOR document and sign off the employee as successfully complete the workstation tasks and is competent in the position.

Example in Appendix

SECTION 5.6   TRAINER/CTO

As a best practice, PSAPs should consider employee(s) dedicated to the role of a trainer/CTO. The employee(s) would receive training in adult learning strategies, the PSAPs training program, DORs, and othereducational formats to use during the instructional period.

Trainer/CTO: A trainer/CTO is the person who possesses the expertise and information that will be passed along to the incoming employee. The trainer/CTO must also have the communication skills to effectively and clearly share information in a manner that the employee will easily understand. Trainer/CTO may be in a leadership role to help the employee become successful and proficient in their skills and knowledge.

Selection of a trainer/CTO

- Select a trainer/CTO that is a current, knowledgeable employee in the specific workstation position
- The trainer/CTO will bring and share their experience, expertise, and knowledge of the specific workstation position
- The trainer/CTO will use the explain, demonstrate, observe, and assess style of training
- The trainer/CTO will give the employee immediate feedback on performance
- The trainer/CTO will document observed behaviors and skill set capabilities on a DOR
- The trainer/CTO will track the employee's skills during the OJT period
- The trainer/CTO will assess the employee's acquired skills at the end of the OJT period
- PSAP should recognize the trainer/CTO's involvement in passing on their knowledge and skills in the next grouping of workers

OJT guidance for trainer/CTO:

- Trainers/CTOs should understand the principles of effective training. PSAPs should consider all trainers/CTOs receive formal instruction on training delivery. An effective trainer/CTO understands adult learning principles, knowing how people learn, and willing to train PSAP staff.
- Trainer/CTO should know and understand the trainee. This will allow the trainer/CTO to tailor the training to best fit the trainee's individual training needs
- Trainer/CTO should understand and explain the learning objectives. The trainer/CTO may divide the learning objectives into smaller tasks to complete the understanding
- Complete DORs in a timely manner, assessing the trainee's performance

SECTION 5.7   SIGNATURES

Signature control is an important tool in verifying the accuracy of the learning objectives were instructed and understood within the PSAP training program. By securing signatures of the individual in training and the assigned trainer/CTO at various stages of the instruction, there could be less errors in the learning objectives and more accountability of the training components. As a best practice, PSAPs should consider a signature accountability system within each training program.

SECTION 5.8   TRAINING MATERIALS

Training materials serve the important purpose of providing a consistent way to communicate essential job functions to the newly hired employee. As a best practice, PSAPs should consider providing training material to the employee on Day 1 of training or as appropriate within the PSAP training program.

A PSAP is responsible for the development of training materials and the method of distribution of the telecommunicator training and supporting materials to each employee. The design of the material is as important as the content. Training materials, such as handouts, PowerPoint, and manuals are often used as visual aids that facilitate and enhance the employee's learning experience.

As a best practice, a PSAP should have policies and procedures in place for the dissemination of training materials; to include directives, standard operating procedures/guidelines (SOP/G) and all training materials. Furthermore, a record should exist of an individual's acknowledgement, training and/or receipt of the provided materials.

The PSAP is required to annually review all training course materials and other training aids to identify deficiencies, incorporate new standards, or new training methods and technologies. This includes course handouts, student manuals, instructor manuals, audiovisual aids, demonstration and hands-on equipment and other such training materials. To ensure the accuracy of the materials is in compliance of the minimum telecommunicator training requirements, the annual review should include the review/revision date stamped on each training material.

Abbreviations and acronyms are common in the telecommunication field. It is vital that use of abbreviations is minimized and when used they are utilized in a consistent manner to prevent errors and miscommunication. A PSAP should create a policy and procedure that has an "*approved list*" of abbreviations or acronyms and a list of "*not to use*" abbreviations and acronyms that are standardized for that PSAP.

PSAPs should ensure all vendor-based training material(s) are taught by properly certified instructors.

SECTION 5.9   TRAINING PROGRAM EVALUATION

PSAPs are required to evaluate their training program yearly for continued compliance with State minimum requirements and for relevance. This annual review also represents an opportunity for the PSAP to incorporate revised concepts and determine whether training had the desired effect. As a best practice, PSAP should evaluate the components of their training program to determine whether the employee learned the training/learning objectives and was able to apply those skills within the Emergency Communications Center environment. The results of this type of evaluation can be used to guide decision-making around various components of the training, such as design, delivery, and its overall application. Information from the employee and assigned PSAP staff will provide good feedback.

CHAPTER 6   TRAINEE TRAINING PROGRAM

A PSAP will have a structured "Trainee" training program that meets the minimum training requirements. PSAPs should have a training schedule to include dates, course topic, and instruction hours to support the "Trainee" training requirements.

Basic training, which generally lasts 3 to 6 or more weeks, encompasses many topics and is intended to teach new employees about the professional 9-1-1 career. It teaches employees how to use communication skills to interact effectively with callers. Most basic training courses include these modules:

9-1-1 Communications Overview: An overview and brief historical background of the 9-1-1 industry, PSAP mission statement, overall PSAP organization structure, and functions within the PSAP to include scope of equipment and services.

Equipment and Services/Policies and Procedures: In-depth coverage of PSAP equipment and services rendered, detailed coverage of policies, procedures, and protocols that employees are required to adhere to when processing requests from callers.

System Training: How to access and navigate computer and phone systems, how/where to obtain information and help, and how to process police, fire, and medical calls.

Communication Skills: Basic instruction and role play on key elements of interacting with callers, including respect, courtesy, professionalism, communicating difficult concepts, handling customer requests, and dealing with frustrated customers.

The following recommended minimum training topics represent basic telecommunicator training only; PSAPs may provide employees with supplemental training that will enable them to process emergency and non-emergency calls that are specific to the local PSAP. The length of time devoted to each topic shall directly correlate to the needs and services within each PSAP. It is understood that some PSAPs may not have direct involvement in every area listed, however it is important that every employee be familiar with the industry terms, technologies, and resources. As such, a PSAP may not omit any minimum training requirements listed below. The requirements listed in this section are not in order of importance or in any sequence.

- PSAPs will provide a basic telecommunicator course instruction and certification in accordance with the APCO ANS 3.103.2.2015. PSAPs may refer to the website listed for compliance requirement.
  https://trac.apcointl.org/doc/911-resources/apco-standards/75-minimum-training-standards-for-public-safety-telecommunicators/file.html

- CPR   Certification from an authorized training provider

- ICS-100 and IS-700   On-line courses

- Local governance structure   The PSAP will provide training of the political authority that oversees the PSAPs operations, to include County Commissioners/Board, Department Director, 911 Coordinator, Agency Chain of Command, etc.

- Governmental/private resources   The PSAP will provide training on support services available to the employee, such as coroner, sheriff, towing services, utility companies, Red Cross, etc.

- Written directives   Instruction will be provided on PSAP policies, procedures, rules, regulations, standard operating procedures/guidelines (SOP/G), and protocol guidance, such as written policy on the protocol requirement – "*Emergency Rule*".

- Media information/dissemination   The PSAP will provide training on local policy and procedure when communicating with the local and national media agencies

- PEIRS   PSAP will provide training on the Pennsylvania Emergency Incident Reporting System

- Geography   Detailed instruction on local municipality police, fire and medical coverage, interstate, state highways, common place names, villages, bridges/tunnels, etc.

- Hazardous materials awareness   PSAPs will provide a minimum overview of hazardous material awareness and the telecommunicator's role and responsibility

- Backup/contingency procedure   PSAPs will provide training on disaster recovery and continuity of operations should the PSAP experience a facility emergency. May included step-by-step procedures for a telephone outage, CAD failure, opening/relocating to the backup 911 center

- Job-related equipment training with practical demonstration of skill

  Employee receives training on tools and systems on which the Trainee will be exposed to, along with a practical demonstration of skill assessment.

- Workstation observation

  Employee receives dedicated time to view the PSAPs workstation operations

- Introduction to OJT with DORs

  Introduction to PSAP defined topics that require on-the-job training, such as emergency response guidebook, mapping of police, fire, and medical jurisdictions, security access to the building, technology password set-up, etc. with supporting DORs.

CHAPTER 7   CALL-TAKER TRAINING PROGRAM

A PSAP will have a structured "*Call-taker*" training program that meets the minimum training requirements. PSAPs should have a training schedule to include dates, course topic and instruction hours to support the "*Call-taker*" training requirements.

The following recommended minimum training topics represent call-taker training; PSAPs may elect to provide employees with supplemental training that will enable them to process emergency and non-emergency calls that are specific to the local PSAP. The length of time devoted to each topic shall directly correlate to the needs and services within each PSAP. It is understood that some PSAPs may not have direct involvement in every area listed, however, it is important that every employee be familiar with the industry terms, technologies, and resources. As such, a PSAP may not omit any minimum training requirements listed below. The requirements listed in this section are not in order of importance or in any sequence.

PSAPs will provide instruction on the below requirements as it relates to the local PSAP policies, procedures, and protocols.

- Call receiving/processing

  PSAPs will provide instruction on local policies and procedures on emergency and non-emergency calls. Instruction should include PSAPs telephone greeting, verification process, use of Medical, Fire and Police protocols, swatting, text to 911, TDD/TTY

- Interviewing techniques

  Instruction may include the use of the caller's name, active listening skills, reassuring the caller, PSAP transfer policy

- Controlling the call

  Instruction topics include communications technique (empathy) customer service, repetitive persistence, acknowledging the caller's concern, gaps

- High-risk calls

  Procedural instructions includes crimes in progress, domestic disturbance, structure fire with entrapment, robbery, CPR

- Specialty calls

  Guidance on police administrative request calls during normal business hours and after-hours, mutual aid requests, national media information requests, relay services, telematics, alarm companies

- Call categorization/ prioritization

  Call categorization involves sorting and prioritizing calls for service based on incident type (Police, Fire and Medical) and urgency. PSAPs should have a process to identify "*Active, Recent and Non-Active*" calls, alarm OOS, nuclear plant incident, control burn notification

- Event categorization

  PSAPs will provide instruction on proper protocol selection based on the caller's chief complaint. Robbery vs larceny, heart attack vs stroke, smoke investigation (outside) vs structure fire. PSAPs should have a pathway on protocol selection. Example: Assault, "*When to use a Police vs Medical protocol* "

- Homeland security/terrorism/ weapons of mass destruction (WMD)

  PSAP specific directives handling this training topic to include call-taker, dispatcher and supervisor instruction or check-list procedure

- Aircraft/rail/marine incidents

  PSAP specific directives handling this training topic, to include call-taker, dispatcher and supervisor instruction or check-list procedure

- Missing/exploited/trafficked person

  PSAP specific directives handling this training topic, to include call-taker, dispatcher and supervisor instruction or check-list procedures

  PSAPs may use training from the "*National Center for Missing & Exploited Children*" http://api.missingkids.org/Training

- Special-need callers

  Procedural guidance on ESL/foreign-language callers, text-911, hearing/voice impaired callers, mental-health callers

- Workstation observation

  Employee receives dedicate time to view or work alongside a selected employee for a period of time to give the employee in training an understanding of the workstation operations.

SECTION 7.1   PROTOCOLS

Protocols gather information that are the foundation of effective dispatch. Protocols provide a method for structured information gathering that allows call-takers to obtain the information needed to initiate a response

that might commence with the provision of immediate safety incident-specific instructions, pre-arrival instructions and post-dispatch instructions.

At a minimum, a PSAP must use a structured call-taking protocol system for fire, police, and/or EMS related to the types of calls the PSAP is responsible for handling.

A medical, fire and police protocol system provides scripted questions to quickly identify the caller's chief complaint. Once the call-taker has established the type of emergency, further and more specific questions, known as "*Key Questions*", or "*Chief Complaint specific questions*" are communicated with the caller. These questions lead to dispatching the most appropriate response and, when necessary, the delivery of relevant post-dispatch and pre-arrival instructions, as well as important case completion information to assist the caller until response arrives.

A PSAP will coordinate the certification process for employees to receive the proper medical, fire and police protocol systems training.

Benefits of using a protocol system ensure that each incident received by the PSAP is:
- Processed according to approved standards of care
- Prioritized at an appropriate response metrics to the urgency of the call for service
- Suitable for random review and auditing processes

Challenging callers such as, hysterical, speech or hearing impaired, develop mentally disabled, non-English speaking, and/or SMS callers are not exception to the protocol processing requirement. Based on PSAP policy, these identified callers should receive the same systematized and comprehensive interface of the protocol systems.

At times of heightened operational demand, such as severe weather or a large-scale disaster, protocols should not be discarded. Their use may need to be temporarily adjusted to support the conditions, based on PSAP policy.

PSAPs will select either a vendor-based protocol system or construct PSAP-developed protocols. PSAP-developed protocols must meet all requirements provided in the *911 Training, Certification, and Quality Assurance/Quality Improvement Requirements* document that was adopted in March 2019 and updated in 2022. As a requirement, protocol development requires time, effort, knowledge, and skill. The labor-intense process requires an extensive commitment on the part of the PSAP responsible for developing the protocol. Developing a protocol from the beginning can take many months to years and must be maintained constantly to keep it current.

SECTION 7.2 PROTOCOL IMPLEMENTATION

The adoption of Police and Fire protocols represents a change from an unstructured method to a highly structured method for processing Police and Fire incidents. PSAPs will need a logistics plan for the implementation of Police and Fire protocols, since the requirement to learn two protocol systems will challenge PSAP personnel.

The current use of Medical protocols provide an advantage to telecommunicators and PSAP operations. A current telecommunicator certified and trained in a Medical protocol system should quickly learn compatible Police and Fire protocols from the same protocol-based system.

PSAPs with vendor-based protocols may consider using Police and Fire protocols systems from the same vendor. This ensures that differences in the functionality and learning process of each protocol discipline system are minimized.

A challenge PSAPs face when implementing structured protocols is telecommunicator resistance to the introduction of a different way of performing the job task. Employees may not embrace the concept of protocol adoption as a tool to improve the emergency call processing, but as a concept forced with no clear understanding. PSAPs should prepare telecommunicators with the reason for implementation prior to the initial training.

PSAPs should develop new call-processing policies, procedures and field provider response recommendations for Police and Fire protocol systems. In addition, to ease in the transition, PSAPs may consider aligning their CAD chief complaint event category to the protocol chief complaint event type title. *(PSAPs in a regional CAD agreement could consider aligning the protocol chief complaint categories with the shared CAD event types which will benefit all regional PSAPs).*

PSAPs QA process may change with Police and Fire protocol implementation. PSAPs should review their structured fire and police QA process for application changes. Quality Assurance reviews should begin upon implementation of the Fire and Police protocols.

CHAPTER 8   DISPATCHER TRAINING PROGRAM

A PSAP will have a structured "*Dispatcher*" training program that meets the minimum training requirements. PSAPs should have a training schedule to include dates, course topic and instruction hours to support the "*Dispatcher*" training requirements.

The following recommended minimum training topics represent dispatcher training. PSAPs may elect to provide employees with supplemental training that will enable them to dispatch emergency and non-emergency calls that are specific to the local PSAP. The length of time devoted to each topic shall directly correlate to the needs and services within each PSAP. It is understood that some PSAPs may not have direct involvement in every area listed, however, it is important that every employee be familiar with the industry terms, technologies, and resources. As such, a PSAP may not omit any minimum training requirements listed below. The requirements listed in this section are not in order of importance or in any sequence.

PSAPs will provide instruction on the below requirements as it relates to the local PSAP policies, procedures, and protocols.

- Radio communication techniques   Instruction on broadcast information procedures for Police, Fire and Medical incidents to include ESZ, cross-streets, unit/company response, staging, acknowledging radio transmissions, patching, intercounty radio communications

- Radio technology/equipment   PSAP specific instruction on equipment usage, type of system, such as trunked, VHF or UHF, emergency button activation procedures, PSAP radio interconnectivity procedures, channel

acquisition, common malfunctions, system coverage

- Radio discipline

  Instruction on plain English, 10-codes, file codes, effective communications, maintaining accuracy and brevity, interoperability procedures

- Federal Communications Commission

  PSAPs will train on FCC regulations pertaining to dispatch procedures, to include broadcasting obscene language, identification and licensing requirements, broadcasting false call(s) or information

- Specific-PSAP directives

  Written policy and procedures, such as mayday, role in response unit safety/safety checks, mutual aid procedures, communications manual, or SOG/P

- Job-related equipment training

  PSAP will train and assess employee's qualification of all dispatch workstations

- Workstation observation

  Employee receives dedicate time to view or work alongside a selected employee for a period of time to give the employee in training an understanding of the workstation operations.

- OJT with DORs

  Written daily documentation of employee's skill and knowledge

CHAPTER 9   SUPERVISOR TRAINING PROGRAM

A PSAP will have a structured "*Supervisor*" training program that meets the minimum training requirements. PSAPs should have a training schedule, to include dates, course topic, instruction hours, practical demonstration of skills, and written assessment (i.e., checklist, DOR, etc.) to support the "*Supervisor*" training requirements.

PSAP supervisors are typically expected to handle a variety of roles and responsibilities. As a best practice, they must be excellent multi-taskers, combining the ability to manage and coach employees, handle challenging customers, readily shift priorities, prepare management reports, and lead PSAP initiatives while ensuring the service level and objectives are achieved.

The following recommended minimum training topics represent supervisor training. PSAPs may elect to provide employees with additional training that will enable them to supervise the PSAP employees and equipment that are specific to the local PSAP. The length of time devoted to each training topic shall directly correlate to the needs and services within each PSAP. The requirements listed in this section are not in order of importance or in any sequence.

PSAPs will provide training in a Public Safety Supervisor Course and PSAP-specific instruction on the below requirements as it relates to the local PSAP policies, and procedures.

- Supervisor role   PSAP instruction on duties and responsibilities of the supervisor position, such as first-line management team member, facilitator vs autocrat, problem-solving, approach to decision-making

- Administrative functions   Payroll, Scheduling of staff, QA reviews, employee evaluations, discipline

- Leadership concepts   Instruction on influencing employees to achieve the PSAPs goals, strategic planning, delegation, conflict resolution, mobilizing others, emotional intelligence, counseling, coaching staff, communications

- Liability   PSAP instruction on vicarious liability, understanding harassment and discrimination policies, progressive discipline procedures, right-to-know policy, negligence, best practices to mitigate liability

- Communication skills   Instruction on verbal and written communication skills in order to communicate with employees of various levels within the PSAP, public speaking

- Self-assessment   Employee looks inward to gauge their performance and serve as a basis for a self-development plan

- Employee evaluation   PSAP's performance process, developing performance expectations, writing performance appraisals and conducting a performance appraisal meeting

- PSAP-specific directives   Written policies and procedures, such as equipment failure, employee call-offs, ANI/ALI error report, non-compliance issues

- ICS-200, IS-800   Complete identified training

- Job-related equipment training   PSAP will train and assess employee's qualification of all supervisor workstation equipment, such as schedule backfill procedures, payroll data procedures, weather related procedures, PEIRS procedures

- Written Assessment   Written correspondence (i.e., checklist, DOR, etc.) documenting the completion of training

CHAPTER 10   9-1-1 COORDINATOR TRAINING REQUIREMENTS

A PSAP will require 9-1-1 Coordinator to meet the minimum training requirements provided in Section 1.08 of the *911 Training, Certification, and Quality Assurance/Quality Improvement Requirements* adopted in March 2019 and updated in 2022.

The following minimum training topics represent 9-1-1 Coordinator training. It is imperative that the employee receive training that will enable them to understand the telecommunications environment. The requirements listed in this section are not in order of importance or in any sequence.

• Industry conference/workshop	A gathering of 911 SME, in which updates or new concepts are presented in a workshop or conference setting
• ICS-100, ICS-200, ICS-300, IS-700, IS-800	Complete identified training
• 911 Advisory Board meeting/ PEMA hosted 911 in-service training	Attend at least one annually

CHAPTER 11   CERTIFICATION

The certification purpose of the PSAPs call-taker, dispatcher, and supervisor training programs is to provide a valid and reliable training for call-taker, dispatcher, and supervisor to recognize the education, knowledge, and professional expertise, and to provide a process for validation of the telecommunicator's qualifications and knowledge for practice as a call-taker, dispatcher, and supervisor.

To be certified as a telecommunicator (call-taker, dispatcher, supervisor) by a PSAP, a candidate must:

Age: 18 years of age or older
Education: High School diploma, GED, or equivalent
Security Clearance: Free of criminal history background
Employer: Meet Employer-specific qualifications
Training: Complete trainee telecommunicator training

As the first point of contact in an emergency, telecommunicators perform a critical role in keeping not only the public safe, but responding law enforcement officers, firefighters, and emergency medical personnel as well. Selecting the best person for such a demanding position requires more than an interview and background check. It requires a reliable, validated measurement tool that will ensure the person selected possesses the basic skills required to perform effectively as a 9-1-1 telecommunicator.

PSAPs may consider a pre-employment test. Pre-employment tests are objective, standardized way of gathering job-related data on candidates during the hiring process. PSAPs should consider testing to objectively assess a candidate's skill level in five important areas: Reading Comprehension, Listening, Problem Solving, Prioritizing, and Multi-Tasking. All professionally developed, well-validated pre-

employment tests have one thing in common; they are an efficient and reliable means of gaining insights into the capabilities and traits of prospective employees.

PSAPs may also consider drug, vision, hearing, physical, and/or aptitude testing as a preemployment criteria.

Drug testing: This test is commonly used to check for illegal drug use by employee(s) (conditional offer of employment is made and randomly at any time after hire). A drug test can also be used to evaluate possible accidental or intentional overdose or poisonings, to monitor compliance with a drug rehabilitation program, and to determine the presence or absence of drugs for medical and or legal purposes.

Vision testing: Good vision is an undeniable requirement for the proper performance of the duties of a telecommunicator. To assure an acceptable level of visual skills for its telecommunicators, PSAPs may established minimum visual requirements for telecommunicator applicants.

Hearing testing: Audiometric testing should be performed on each candidate to detect any physical or medical condition that could adversely affect the candidate's ability to safely perform all essential job tasks.

NENA Hearing Standard for Public Safety Telecommunicators: Hearing in both ears sufficient to perform essential tasks without posing a direct threat to self or others. Test results should have no average loss of 25 or more decibels at the 500, 1000, 2000, and 3000 Hertz (Hz) levels in either ear with no single frequency loss more than 40 decibels. Hearing amplification devices may be utilized to meet the standard.

Aptitude tests: Short tests use to assess whether a candidate has the level of competency necessary for success in the role and have the skills necessary to do the job.

Three types of aptitude tests:

- Verbal reasoning tests assess the ability to understand and interpret written information
- Numerical reasoning tests assess the ability to understand and use numbers
- Inductive reasoning tests (also known as spatial or abstract reasoning tests) which assess the ability to see patterns in data and work flexibly with unfamiliar information

Examples of background checks a PSAP may perform, in consultation with their Human Resources department, may include investigate/review employment history, education, social media associates, finances, and drug and alcohol use.

There are several screening tools available to identify individuals who are suffering from PTSD but may not yet have been diagnosed. If a PSAP includes this type of check in their certification process, there are some tools for PSAPs to consider such as:

- The Beck Anxiety Inventory (BAI), created by Aaron T. Beck and other colleagues, is a 21-question multiple-choice self-report inventory that is used for measuring the severity of anxiety in adults. The questions used in this measure ask about common symptoms of anxiety that the subject has had during the past week (including the day of the assessment) (such as numbness and tingling, sweating not due to heat, and fear of the worst happening). It is designed for individuals who are of 17 years of age or older and takes 5 to 10 minutes to complete. Several studies have found the Beck Anxiety Inventory to be an accurate measure of anxiety symptoms in adults.

- The Short Post-Traumatic Stress Disorder Rating Interview (SPRINT) is an eight-item self-report measure that assesses the core symptoms of PTSD (intrusion, avoidance, numbing, arousal), somatic malaise, stress vulnerability, and role and social functional impairment.

- Trauma Screening Questionnaire (TSQ) is a questionnaire developed for screening of post-traumatic stress disorder. The TSQ was adapted from the PTSD Symptom Scale – Self-Report Version. This self-reported assessment scale consists of 10 items, which cover one of the main signs of PTSD. Each item is answered with binary yes or no responses. Overall assessment is done by total score, and the total score higher than 5 indicates on likelihood of PTSD. The TSQ is considered as a valid assessment scale for screening of posttraumatic stress disorder.

PSAPs need to contract with qualified professionals when administering the above PTSD assessments and determining "possible" problems.

In addition, a strong candidate is a goal of the PSAP. The PSAP may consider the following attributes:

Excellent communicator: Fluent in English language and have a commanding telephone presence. Understands high stress situations and remains calm and assertive when necessary. The individual can quickly summarize, and paraphrase information heard

Transcript-skills: Perform alphanumeric transcription skills necessary to correctly record addresses, locations, and telephone numbers

Service-oriented: Strong desire to help others through public service. Customer service skills include conflict-resolution and active listening

Energetic: Succeeds in a fast-paced environment and able to multi-task with ease

Collaborative: Enjoys working in a team environment, strives to be a mentor and participates in the telecommunicator training program

Inquisitive: Desires for knowledge and strives to improve based on curiosity to understand

A certified call-taker, dispatcher and/or supervisor shall operate and function as a certified call-taker, dispatcher and/or supervisor only under the employment of the certifying PSAP.

CHAPTER 12   RECIPROCITY

A PSAP has discretion whether to accept a certified telecommunicator's training certification from another Commonwealth of Pennsylvania PSAP and deems that external PSAP training program meets the receiving PSAP's requirements, needs, and expectations. Such acceptance is conditioned upon the premise that the telecommunicator training is current, and completion can be verified through the PEMA 9-1-1 office. The receiving PSAP may require additional telecommunicator training for those external telecommunicators. The following are guideline considerations:

- Confirm prerequisites for telecommunicator employment
- Provide documented training relevant to the certification training level

- Provide current continuing education hours
- Provide current CPR, Medical, Fire and Police protocols
- Provide all appropriate NIMS certifications as outlined in the training level certification

CHAPTER 13   QA/QI REQUIREMENTS

An effective Quality Assurance/Quality Improvement program is an indispensable asset to the PSAP. A QA/QI program is an organized system in which a documented, comparative review of either a specific incident or random selected incident of the employee's performance is evaluated against an established set of standards. Standards include, but are not limited to; Police, Fire, and EMD protocols, PSAP-develop call-handling procedures and other performance tasks.

Each PSAP will have an inclusive Quality Assurance/Quality Improvement program based on the minimum QA/QI requirements and PSAP-related needs and provide each employee with an overview of the QA/QI process(es) used to recognize excellence, identify areas needing improvement, and ensure performance measures are met.

QA/QI programs should be administered by qualified individuals and facilitated by qualified and experienced individuals employing appropriate and consistent QA/QI techniques and methods.

CHAPTER 14   QA PROGRAM REQUIREMENTS

The primary goal of a PSAP QA program is to verify and ensure that all certified telecommunicators are performing in a manner that meets or exceeds PSAP written directives in accordance with the minimum requirements. To achieve the best results and foster confidence in the QA program, PSAPs should ensure that they are evaluating the proper components of the employee's performance during customer interactions and using appropriate call-processing tools. Building an effective QA program is an iterative, multi-step process that requires management support, planning, and input, and buy-in from all levels of the PSAP staff.

While every PSAP will customize their QA program to reflect their philosophy and values, the fundamental requirements for a PSAP are standard across the Commonwealth. Effective QA programs will include the following requirements:

- **Case review criteria**
- **Evaluation guidelines**
- **Record-Keeping criteria**
- **Reporting and Feedback**
- **PSAP-specific written directives**

SECTION 14.1   EXCEEDING REQUIREMENTS

A PSAP may include additional requirements that exceed the minimum requirements as part of its QA/QI program. Quality assurance reviews should not be limited to voice interactions. The APCO/NENA QA standard recommends that all parts of the incident communications be reviewed, including call-taking, dispatching, data entry (CAD), post-dispatch instructions, pre-arrival instructions, and answer to protocol interrogation questions. Increasing number of call recording systems will record and archive workstation

screen actions. The incident replay feature reconstructs the entire incident and sequences and synchronizes workstation screen actions with voice communications. The PSAP will be able to analyze if data entries were performed accurately, timely, and in the proper order.

CHAPER 15   CASE REVIEW PURPOSE

Case review is one of the main components of QA and is essential to Quality Improvement. Selected calls are reviewed for call-taker performance with specific protocol and customer service performance requirements.

Case reviews ensure the following tasks:
- Obtaining accurate initial incident information
- Classifying calls accurately according to incident type (Chief Complaint)
- Gathering additional relevant information
- Providing appropriate pre-arrival and post-dispatch instructions
- Coding events properly
- Using other protocol driven instructions and tools properly
- Using good customer service and caller management techniques

CHAPTER 16   CASE REVIEW METHOD

Identifying incidents for QA is an important part of the PSAPs QA program. There are three primary methods for selecting incidents for review. The first is to set up a schedule to capture incidents at pre-defined criteria. The second is to randomly capture incidents. The third is to use predetermined incident types to require a review. The PSAP should ensure the method used collects incidents fairly and equitably.

Predefined:
- PSAPs may use the audio analytics engine to automatically identify and categorize calls containing keywords or phrases relating to specific incident types, i.e., domestic violence, homicides, heart attacks. Key words like "*heart attack*," "*cardiac arrest*," or "*chest pain*," would trigger the recording to be pulled and categorized for review.
- PSAPs may use audio analytics to "*listen*" to all 9-1-1 calls and isolate problem calls (i.e., containing unacceptable language) or to detect the presence or absence of keywords/phrases to determine if protocols were followed)

Random: A PSAP will select calls each month for review by a random sampling process. PSAP will choose a system to randomly select events with a PSAP-developed system or a vendor-based software program. A PSAP may refine the search based on call length, time of day, day of week, originating locations or call type. A minimum but equivalent number of reviews should be processed for each employee on a monthly basis.

Predetermined: Calls classified as "*time-sensitive*" events are PSAP-determined and should be reviewed in five (5) days of the event. Events include, but are not limited to the following: CPR, Hazardous Material incidents, prearrival instructions provided to caller, active assailant incident, accidents with fatality, robbery, aircraft emergency, structure fire with entrapment, childbirth, and vehicle in water.

CHAPTER 17 EVALUATION GUIDELINES

A PSAP will select calls each month for quality review by the PSAP case review criteria. Calls are reviewed each month and scored for compliance while adhering to the PSAPs operating procedures, protocols, and guidelines.

Every PSAP should have a formal quality assurance (monitoring) policy. The policy will outline the process by which employees will be monitored, both during the training phase, as well as on an ongoing basis. The policy should describe how reviews are scored and how the review is communicated to the staff. Measuring the employee's performance and compliance to protocols and written directives is completed through a quality assurance monitoring process. Monitoring may be completed by one of the following methods;

Side-by-side: Involves the assigned quality assurance staff member to sit next to the employee and listen to the call being handled. The staff member and employee use a dual-headset connection system that enables the staff member to observe and provide immediate guidance during the incident.

Call-recording system: Quality assurance staff member (or third-party vendor) selects an employee's incidents and reviews compliance in a remote location. Information is shared with the employee on an evaluation report at a date to be determined.

SECTION 17.1 SCORING CRITERIA

PSAPs must have a quality assurance program that has a scoring criterion that measures, analyzes, and helps the PSAP improve, protect from liability lawsuits, and ensures the callers are receiving the best possible dispatch service. Measuring performance accurately and consistently is an essential part of the PSAPs successful QA program.

PSAPs must clearly define the case review criteria within their QA program. This can be accomplished by using a vendor-based QA software that compliments the PSAPs protocol system or the PSAP may develop a scoring criterion within their own QA program.

The following is an example process to assist a PSAP in developing their own scoring criteria (rubrics);

- Establish a set of evaluation criteria and divide the criteria among a set of categories (Case Entry, Chief Complaint, Specific/Key Questions, etc.)
- Determine a schema for scoring the categories against the evaluation criteria
- Provide a set of numerical weights to determine the relative importance of the criteria
- Compute the overall score

SUBSECTION 17.1.1 TYPES OF SCORING CRITERIA (RUBERICS)

A rubric is a scoring guide used to assess performance against a set of criteria. At a minimum, it is a list of the components when evaluating an incident. It is a tool that divides tasks into component parts and provides explicit expectations of acceptable and unacceptable levels of performance for each component.

Checklists, the least complex form of scoring system, are simple lists indicating the presence, NOT the quality, of the tasks.

Example 1: Call-take interrogation

The employee…

____ Accurately interprets and records the address of the emergency
____ Accurately interprets and records the call-back telephone number
____ Identifies the appropriate chief complaint
____ Provided reassurance to the caller
____ Properly used repetitive persistence

Basic Rating Scales are checklists of criteria that evaluate the quality of tasks and include a scoring system. The main drawback with rating scales is the meaning of the numeric ratings can be vague. Without descriptors for the ratings, the quality assurance staff must make a judgment based on their perception of the meanings of the terms. For the same review, one QA staff member might conclude an employee rated "*good*" and another QA staff member might feel the same employee was "*marginal*".

Example: Basic Rating Scale

	EXCELLENT 5	GOOD 4	FAIR 3	MARGINAL 2	INADEQUATE 1
Accurately interprets and records the address (location) of the emergency					
Accurately interprets and records the call-back telephone number					
Identifies the appropriate chief complaint					
Provided reassurance to the caller					
Properly used repetitive persistence					

SECTION 17.2   PERFORMANCE MEASUREMENT (METRICS)

Performance measurement is the process of collecting, analyzing and/or reporting information regarding the performance of an individual, shift/platoon and PSAP.

The main purpose of performance measurements is to ensure the PSAP is meeting its goals and objectives and that all employees are achieving their work potential. Performance measurements should objectively evaluate the telecommunicator in their call-taking skills, incident processing abilities and customer service.

Performance measurement is the regular review of outcomes and results, which generates reliable data on the

effectiveness and efficiency of programs. Outcomes in the 9-1-1 environment consist of Police, Fire and Medical protocols and PSAP-developed call-take and dispatch procedures. Results are discovered in the PSAP QA/QI program on the individual's compliance to the outcomes. PSAPs should establish guidelines defining minimum performance measurements.

Common performance metrics used are:
- Did not ask the question
- Complete deviation
- Slight deviation
- No deviation
- Obvious
- Not Applicable

SECTION 17.3   PERFORMANCE REVIEW AND EVALUATION CRITERIA

A PSAP should measure the quality and performance of service to include the following criteria:
- Analysis of performance trends
- Compliance to protocols and standard operation procedures
- Customer service
- Optimizing the use of agency resources
- Overall performance of the telecommunicator

SECTION 17.4   PERFORMANCE EXPECTATIONS

Categories to be included, as applicable, in defining minimum performance expectations should include:

Greeting: Standard greeting for emergency and non-emergency call-handling

Incident location determined (verified): Location includes street numeric, street direction, street name, street type, resident or business, or specific directions such as latitude and longitude. Location is verified by PSAP written directive.

Callback telephone number determined (verified): Telephone number, including area code (country code for telephone numbers outside the United States). Telephone number is verified by PSAP written directive.

Caller's name: Data information is properly entered per PSAP written directive.

Adherence to Protocol (Chief complaint selection): Adherence to protocols, such as sequence workflow procedure, is an essential element of quality in the call-handling process. Ensuring callers receive a consistent call-handling experience regardless of the time of day or the individual telecommunicator processing the incident is important to the quality of the call. Protocol interrogation questions and post-dispatch and pre-arrival instructions provided per protocol guidelines.

Telephone Etiquette: Simple courtesy and telephone etiquette are critical in influencing the caller's perception of how well the call-processing was handled. The telecommunicator's conversational demeanor on the telephone sets the tone for the entire conversation.

Knowledge and competency: An important component that leads callers to comment that a call was handled with quality is the ability of the telecommunicator to provide correct and thorough information to the caller's chief complaint and to be competent at handling caller questions and requests.

Competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

Information recorded accurately: All data information is properly entered per PSAP written directive.

SECTION 17.5   CATASTROPHIC EVENTS

A PSAP will define "*Catastrophic*" events. Calls classified as "*catastrophic*" are known as incidents involving or causing sudden property damage, severe injury/multiple deaths, commercial structure fire, active assailant/shooter, or other defined criteria. As a best practice, these identified events should be reviewed within five (5) days of the event.

SECTION 17.6   CASE REVIEW QUANITY – 2%

An important component of a PSAP QA program is determining the number of evaluations that must be completed to validate an operational compliance. The minimum training and QA/QI requirements recommend two (2) percent of emergency calls. The PSAP must first define an "*emergency call*" to factor a calculation total. Example: A PSAP has identified in the previous twelve months a total of 150,000 emergency calls, based on their definition of emergency calls. Two percent equals 3,000 calls or 250 calls required to review per month.

PSAPs will decide if they have the resources required to conduct QA reviews on the calculated factor. In situations where the 2 percent requirement creates a threshold that is unattainable for a PSAP due to high call volumes or other variables, the PSAP may work with PEMA to establish a temporary or long-term case review adjustment to ensure the PSAP's QA/QI program is effective and manageable. In other situations where the 2 percent requirement does not generate a sufficient number of cases to review due to excessively low call volume, the PSAP is free to review more than 2 percent of emergency calls as part of the PSAP's QA/QI program. A PSAP must balance the call volume with the number of certified telecommunicators and available QA staff to execute an effective QA program.

All employees handling call-take responsibilities must regularly and routinely be evaluated with respect to their adherence to protocol, policy and procedure, whether full time, temporary or part time. As a best practice, employees should be evaluated weekly to ensure compliance and timely feedback, new hires should be evaluated more frequently. PSAPs shall ensure a sufficient number of case reviews for each certified employee is conducted each month.

A PSAP will maintain verifiable documentation when, in the normal course of business, case reviews are not conducted pursuant to the minimum quality assurance requirements.

Administrative request for review that does not pass through a PSAP's normal QA process will not be eligible for monthly scoring totals and will be marked as "*Special Case/Record Request*". For a call to count as a part of the 2 percent QA threshold, the review must meet all the minimum requirements of the QA case reviews.

SECTION 17.7   CALIBRATION

As a best practice, an important step in the quality assurance process is the regular calibration of calls. Call calibration is the process of standardizing the call evaluation and how to score incidents on a consistent and equitable basis. The goal of the process is to make sure that when two or more quality assurance staff members listen to and evaluate a call, they agree on the meaning and value of each question on the QA report form. Calibration ensures fairness and objectivity in the evaluation and scoring process and is important for consistency in all call reviews. To achieve consistency, it is important to periodically conduct calibration sessions where all staff members listen to the same incident, score it, identify variance in scoring approaches, reconcile differences, and set a standard measurement moving forward.

PSAPs with multiple quality assurance staff members should meet on a regular basis, perhaps monthly.

The following is an example process to assist PSAPs with facilitating a call calibration process:

- Schedule a call calibration meeting to include all quality assurance staff members
- Randomly select calls for review
- Listen and each quality assurance staff member scores the incident. No comments, facial expressions or other reactions during the listening and scoring session. The goal is an unbiased score from each person
- Start calibration with discussion on scores, performance measurement and adherence to protocols, policy and procedures
- Conclude the agreed upon scoring and ensure all quality assurance staff members understand the outcome

Small PSAPs have many of the same challenges as larger PSAPs. Employee performance and compliance to protocols, policies and procedures are key metrics that need to be tracked in any PSAP.

As a best practice, PSAPs with a single QA reviewer, may communicate with a neighboring PSAP's QA staff for QA report accuracy and calibration or contract with a third-party vendor for quality assurance review requirements.

CHAPTER 18   RECORD KEEPING

Quality Assurance/Quality Improvement records are stored and maintained in such a way as to ensure easy retrieval. As a best practice, QA/QI records are filed by the employee's identification and retained according to the PSAPs records retention policy. A PSAP will have responsibility to establish and maintain a quality assurance record keeping system and a method of confidential employee quality assurance review distribution.

A sound and legally compliant records retention policy, including a records retention schedule, is the

foundation of a reputable record keeping system. A records retention schedule is a document that a PSAP uses to ensure that records are kept only if legally and operationally required and that obsolete records are disposed of in a systematic and controlled manner. The records retention schedule represents all quality assurance/improvement records created by the PSAP, regardless of media type (hardcopy or electronic). Formal and documented training should be required for anyone who needs to access such records.

PSAPs should consider:
- Who has access to the records and what function they perform
- The system by which the records are secured
- A procedure when records are legally requested
- A determination of who is the custodian of the records
- A notification plan if record security is breeched
- A plan to determine how records are transferred, when applicable

CHAPTER 19   FEEDBACK

Frequent feedback to employees about their performance is important. Feedback will address when employees are performing to the standard and areas where they have opportunities to improve. Coaching is a critical factor in a PSAPs QA program and contributes to employee understanding of the QA program. PSAPs should train staff members to produce effective coaching sessions and facilitate two-way communications between the PSAP assigned staff member and the employee.

Employees will receive their call-taking compliance report from the QA staff within 30 days of the incident occurrence date. QA reports should notate compliance or deficiencies found during the review. PSAPs should have written procedures for noncompliance QA reports. PSAPs will establish a means of distribution to the employee, to include a selection of an email link, a paper form distribution, or other practical means.

PSAPs should consider:

- A procedure to distribute the initial report to the employee, by what means, and confirmation of receipt
- A procedure of the employee's acknowledgement of the report and the return process of the report by the employee or other designated staff member

SECTION 19.1   COACHING

Coaching is the process of delivering feedback on a recurrent, dependable, and timely basis to the employee. Coaching is about assisting employees reach their goals for the future. Feedback is about helping employees understand what prevents them from reaching their current goals. As a best practice, PSAPs should have effective coaching sessions to identify employee strengths and areas of deficiencies. Coaching sessions that are instructive, supportive, and collaborative demonstrate the PSAPs commitment to the employee's success.

PSAPs should consider the following in a feedback policy:

- Coaching in a private setting to maintain confidentiality
- Begin coaching on a positive note
- Focus on specific details of the performance (compliance/non-compliance)

- Provide examples how the situation could have been handled differently
- Encourage open dialogue
- Establish goals for the employee to achieve
- End session on a positive note

SECTION 19.2   STEP-BY-STEP COACHING

The following is an example a PSAP may use to develop an effective coaching process:

Step One - Diagnose underlying performance **strengths and weaknesses**

Analyze the employee's evaluations to identify performance opportunities and trends. Determine if the employee consistently has low or failing scores in a category or for a specific call type. Are there multiple performance issues, i.e., deficiencies in communications skills or problems adhering to procedures, accessing information, or processing the call? Valuable insight can be obtained by conducting a side-by-side session with the employee to view first-hand where and when challenges arise, or if work habits are contributing to his/her performance issues. Based on the results of the trend analysis and/or observations from the side-by-side sessions, identify the underlying causes of performance problems.

Step Two - Create an action plan

Establish where the employee needs help and create an action plan to address the underlying issues. Begin by discussing the findings with the employee. Work with the employee to identify all available resources that can be used to support the employee's development. This may include enrolling the employee in additional or remedial training sessions, providing reference materials or job aids, offering additional system or communication skills training, or regularly assigning time for the employee to sit with a trainer/CTO to learn the proper way to handle the identified deficiencies.

Step Three - Communicate with the employee

Depending on the structure of the PSAP, a staff member should discuss performance issues with the employee in a private setting. Begin by making sure that the employee understands the quality evaluation criteria and how calls are scored. Be sure that the assessment is constructive and recognizes the employee's strengths, as well as performance opportunities. Review the action plan that has been developed and emphasize that it is intended to provide help and support.

Step Four - Provide consistent and timely feedback and reinforcement

The most effective improvement programs foster ongoing communication. When an employee is struggling to perform, it's a good idea to offer him/her some extra input. Conduct routine evaluations of the employee's calls and provide timely feedback. When needed, offer additional targeted coaching that addresses the employee's specific needs and reinforce what s/he is doing correct. In general, employees welcome feedback, particularly if positive behavior is emphasized as much as areas needing improvement. Most people want to do a good job but are sometimes unsure about the best way to handle challenging situations. Share best practice calls with employees to recognize excellence and encourage the right behavior and performance. Give the employee tips to help them improve productivity, quality, and customer satisfaction.

Step Five - Monitor and track improvements

Monitor the employee's performance and track his/her progress. Motivate the employee by recognizing and praising incremental improvements and continue to provide coaching and support for performance opportunities. Coaching should be instructive, supportive, collaborative and motivating, not confrontational or admonishing.

SECTION 19.3   EMPLOYEE EXCEEDS REQUIREMENT

Under the newly adopted minimum requirements, a PSAP is required to include commendations for superior performance (Section 2.05) as part of their QA/QI program. PSAPs may use the QA process to leverage a way to reinforce good behaviors and recognize excellence. QA staff and/or supervisor staff can document appreciation to the employee and recognize a job well done. Some examples of how a PSAP can recognize superior performance include:

- Notation in the PSAPs monthly publication
- Letter of commendation
- Acknowledgement in staff meeting/training session
- Incorporate the call in the PSAPs training program
- Bulletin board postings
- Employee of the month recognition

CHAPTER 20   WRITTEN DIRECTIVES

PSAPs should consider the establishment of a performance measurement directive within their QA program. Performance measurement is the process of collecting, analyzing and/or reporting information regarding the compliance of an individual, shift/platoon and PSAP. In addition, performance measurements are to ensure the PSAP is meeting its goals and objectives and that all employees are achieving their work potential.
A PSAP should measure the quality and performance of service to include the following criteria:

- Compliance to protocols and standard operation procedures
    Adherence to protocols, such as sequence workflow procedure, is an essential element of quality in the call-handling process. Ensuring callers receive a consistent call-handling experience regardless of the time of day, or the individual employee processing the incident, is important to the quality of the call.

- Customer service/telephone etiquette
    Simple courtesy and telephone etiquette are critical in influencing the caller's perception of how well the call-processing was handled. The telecommunicator's greeting on the telephone sets the tone for the entire conversation.

- Optimizing the use of agency resources
    Knowledge, skills, and abilities to identify available response units, assign those units andtrack them through the incident.

- Overall performance of the employee
  An important component that leads callers to comment that a call was handled with quality is the ability of the employee to provide correct and thorough information to the caller's chief complaint and to be competent at handling caller questions and requests.

Example in Appendix

CHAPTER 21   QUALITY ASSURANCE TRAINING MATERIAL

Training is a key foundational requirement for building a successful and sustainable QA/QI program. A PSAP is responsible for the creation of quality assurance training materials and the method of distribution of the quality assurance training and supporting materials to each employee.

PSAP will establish a training process that addresses new content, system deficiencies, revisions/updates, and employee performance issues. The PSAP training and QA staff should work closely together to ensure that the staff is fully trained. Prior to implementation, PSAP staff will be trained on new or revised protocols, policies and procedures. The PSAP training program should introduce the QA program to newly hired staff and the evaluation components.

The PSAP will be responsible to review of all QA training materials and other training aids prior to their initial use. At least annually, the PSAP will evaluate the QA training materials to address deficiencies, relevant new requirements, and/or revisions to current protocols. This review is to ensure the accuracy of the materials in compliance of the minimum QA and training requirements.

As a best practice, a PSAP should have policies and procedures in place for the dissemination of training materials to include directives, standard operating procedures/guidelines (SOP/G) and all training materials. A record should exist of an individual's acknowledgement, training and/or receipt of the provided materials.

CHAPTER 22   QUALITY ASSURANCE FORM

In compliance with the minimum requirements, PSAPs will have a standardized QA report form, whether the PSAP is using a manual document, an automated system, or a feature that compliments the vendor-based protocol system. The document will be relevant to the PSAP call-taking process to include adherence to PSAP-approved protocols, policies and procedures, standard operating guidelines (SOGs). As a best practice, A QA evaluation document should contain the following:

Call evaluation details: Name of the employee, incident date, QA staff member name, date of evaluation, call type (police, fire, and medical protocols)

Case Entrance: Incident greeting, address and telephone number verification, chief complaint obtained, CAD event selection criteria based on chief complaint

Questions: Chief complaint specific questions utilized, communication resolution skills applied, procedural knowledge

Scoring: Point values for each question and section of the evaluation form. Scoring is most effective when the questions are straight-forward. The ability to select "yes", "no", "refused", (if the caller refuses to provide the information) or "N/A" if the question is not applicable. Determine a desired point value for each question, based on its relative importance to overall job performance. Include a checkbox for "*exceeds requirements*", so top performers can be recognized. A "*meets requirements*" and "*needs improvement*" checkbox is also available for employees who need additional coaching or training.

Coaching comments: Free-text form to allow QA staff member(s) to provide feedback on performance excellence or deficiencies

Recommendations: Free-text form to allow QA staff member(s) to document an action or follow-up for employee to complete

Acknowledgement: Signature boxes for the employee and QA staff member to sign off and acknowledge receipt and understanding

A PSAP-approved QA document will have a pre-select response to support call-take protocol questions (yes, no, obvious, N/A), predetermined point value for each call-take interrogation question, and overall compliance score.

A PSAP may consider the following target standard; total score for each evaluation should be at least 90%, though PSAPs may start lower such as 80% and progress up to the target over time, such as in steps of 2% or 5%.

CHAPTER 23 QUALITY IMPROVEMENT PROGRAM REQUIREMENTS

A PSAP quality improvement program will support a systematic continuous process of measurement, feedback, and education to improve the employee's performance. All recommendations for improvement must be consistent and derived from a structured process. The program will clearly have articulated during the review process and retained on file. The program should, at a minimum:

- Identify gaps in performance
    Temporary silences "gaps" during the call-take interrogation. Prolonged, unexplained gaps may cause callers to believe the call-taker is not helping. Gaps may occur for the following reason:
    - o Lack of standardized protocol system
    - o Insufficient training and practice
    - o Data entry into CAD system
    - o Dispatch responsibilities (performing call-take and dispatch functions simultaneously)
- Evaluate strength and weakness
- Suggest steps to improve individual performance and PSAP operations
- Timely commendations for superior performance

The PSAP will have a quality improvement program to monitor, review, evaluate, and improve the delivery of call-handling operations within the PSAP. The program should include the following components:

- **Prospective**:   Designed to prevent prospective problems. The PSAP strives to provide training and written directives to prevent potential problems

- **Concurrent:**   Designed to identify problems or potential problems during the call-take operations

- **Retrospective**:   PSAP will review incidents to identify potential or known problems and prevent their reoccurrence

SECTION 23.1   EMPLOYEE PERFORMANCE IMPROVEMENT PLAN

As part of a QA/QI Program, the PSAP is required to have a process in place to assist with performance improvement and/or address PSAP performance issues that includes action plans. As an example of an action plan, a PSAP may use a Performance Improvement Plan (PIP) to assist an employee who is not meeting performance expectations. A Performance Improvement Plan (PIP) is a formal framework given to an employee who is underperforming at work. It describes specific steps the employee needs to take to improve and sets up measurable goals for the employee to meet. A Performance Improvement Plan is designed to facilitate constructive discussion between an employee and the PSAP staff to clarify the exact work performance requiring improvement. The PSAP staff develops an improvement plan document and states the goals outlined to help the employee attain the desired level of performance.

As a best practice, the PSAP staff should review the following items with the employee:

- State the exact performance that must be improved; be specific and provide examples
- State the level of work performance expectation and the need to perform on a consistent basis
- Identify and specify the support and resources the PSAP will provide to assist the employee to succeed
- Communicate the plan for providing feedback to the employee. Specify meeting times, with whom and how often. Specify the measurements the PSAP will consider in evaluating the employee's progression
- Specify potential consequences if the performance standards are not met
- Provide sources of additional information, such as written directives, the PSAP may believe will assist the employee improve their performance.

A written document detailing the performance improvement plan is signed by the employee and the PSAP staff member. PSAPs should consulate their oversight Human Resources department for specific guidelines.

SECTION 23.2   PSAP PERFORMANCE IMPROVEMENT PLAN

It is important that PSAP management staff come together regularly to evaluate and discuss the performance of the PSAP. As a best practice, meet at least once each quarter to have an informal discussion on how the PSAP is doing and to identify areas that needs improvement. A useful practice is to conduct a "*root analysis*" of "*what*", "*how*" and "*why*" the deficiencies reoccur among the PSAP staff. PSAP management staff must communicate performance problems to all employees and document the communications. If the issue is a result of lack of skills or knowledge, staff should arrange for necessary training.

PSAP management staff may use the following procedure:

- Prepare the plan, to include compliance with policy, procedures and/or protocols
- Meet with all employees to review the plan, convey the seriousness of the issue and answer questions.
- Consider having all employees sign a document stating the issue and the compliance criteria
- Provide hard copy of the signed document to the employee

CHAPTER 24   RETENTION OF RECORDS

PSAPs will recognize the importance of maintaining records for their full retention period and at the end of the retention period, to include the discard of the records. PSAPs will consider developing a record retention and destruction policy that defines what documents must be kept, how long they must be kept (minimum of 3 years), and how they are to be properly discarded.

A record keeping system is important to control all telecommunicator training and QA/QI records and documents. The records will be organized to be identifiable, retained, and accessible. Training records may include rosters, online training transcripts, training materials, evaluations, and course descriptions. PSAPs should consider training and QA/QI access/confidentiality policy on employee training and QA/QI records separate from the employee's personnel records.

SECTION 24.1   APCO SUGGESTION

The handling of telecommunicator files is a delicate topic. With Freedom of Information legislation, personnel files are considered public record with few exceptions. Telecommunicator files should be considered as separate and segregated from personnel files. Documents should be considered as confidential, available for review by the telecommunicator, the training management staff, and others as authorized by the PSAP Director/Coordinator. Training files should be maintained by the Training division, not the Human Resources department. Telecommunicator training files contain information that is developmental. DORs contain documentation of behavior and performance that could be considered as adverse in a normal personnel evaluation system. As a developmental tool, the DORs and other evaluations serve to support the training and growth of the telecommunicator within the training system. Since DORs and other evaluations serve a different purpose than other employee evaluation tools normally found in personnel files, the inclusion of DORs in the personnel file system could lead to misinterpretation of the DORs as regular employee evaluations and therefore show the employee as unacceptable for a period of time, To avoid this misinterpretation and the liability problems that could follow, the telecommunicator files should not be included in the overall personnel records of the telecommunicator.

PSAPs should have policy on personnel who are directly authorized to view training and QA/QI employee records. Example could include the following:

- PSAP Director
- 9-1-1 Coordinator
- Training Manager (POC) and assistant training staff
- Quality Assurance (POC) staff
- Trainer/CTOs – view only those records for the current assigned telecommunicator in training
- PSAPs Human Resources department
- PEMA 9-1-1 Office staff – right to inspect

- Telecommunicator – only view their own records

Confidential training and QA/QI information must be treated with respect and care by the PSAP staff who are authorized to have access to the information. PSAP staff who are authorized to use or disclose confidential information also have the responsibility to safeguard access to the training and QA/QI files.

CHAPTER 25 APPENDIX

SECTION 25.1 ON-THE-JOB TRAINING EXAMPLE

Phase 1 – Basic Knowledge

The assigned trainer will provide the employee with the basic skill and content knowledge of the assigned workstation. The employee is responsible for completing all requirements within the training packet. There is no minimum number of hours assigned to complete this task. After successful completion of the training packet, in its entirety, the trainer will recommend the employee to the next training level.

Phase 2 - Demonstrate

In a controlled environment, the employee will perform, to the trainer's satisfaction, the listed responsibilities within the training packet. There is no minimum number of hours assigned to complete this task. After successful completion of the training packet in its entirety, the trainer will recommend the employee to the next training level. The employee will complete the structured workbook enabling the identification, assessment, and development of the tasks and knowledge associated with the workstation. The trainer will verify the ability of the trainee to do the workstation tasks successfully and efficiently.

Phase 3 – Supervised

The employee during this phase performs hands on operations of the assigned workstation. The employee may be relieved of the telephone operations at any time as deemed necessary by the trainer or Shift Supervisor/OIC. This may occur during periods of high call volume, call severity or at the discretion of the trainer or Shift Supervisor/OIC. During this phase in training, the employee is required to process a minimum of (xxx) hours of workstation operations. After successful completion of the training packet, in its entirety, the trainer, in concurrence with the Shift Supervisor, will recommend the employee to the next training level.

Phase 4 – Monitored

During this period, the employee will perform hands on operations of the assigned workstation without one-on-one supervision by the assigned trainer. The employee will be monitored by the Shift Supervisor/OIC to ensure proper operations and may receive assistance with difficult situations. The employee will be responsible for written daily statement of calls received and deficiencies that may have occurred. During this period in training, the employee is required to process a minimum of (xxx) hours of workstation operations. After successful completion of the monitored operations checklist, in its entirety, the Shift Supervisor will sign off the employee.

SECTION 25.2   **ON-THE-JOB TRAINING TEMPLATE**

CALLTAKER CHECK LIST

BASIC KNOWLEDGE AND TECHNIQUE

Objectives	Date	Trainee's Signature
My signature indicates that I (trainee) received training and developed a functional understanding of the operations and functions of calltake related fields in the Computer Aided Dispatch (CAD) environment from the assigned trainer.		
Log on		
Log off		
Create event		
ANI/ALI transfer		
Accept event		
Select event		
Select new event		
Select update		
Modify event		
Copy event		
Accept Advised event		
Cancel request		
Additional Call		
Revoke cancel request		
Duplicate event and cancel		
Event search/background		
Reopen event		
Supplemental information		
Event summary		
Event chronology		
Unit information		
EV (LOI) (Event History – 2 locations)		
Unit history		
Cross reference		
Default sort		
Unit Status Tabs		
Column sort		
Display CAD		
Refresh CAD		
Map coordinates (longitude/latitude)		
Message (sending/retrieving)		
Who/Old Who		
Badge number identification		
Map commands (fit, levels, query street)		
R-Click commands – events		
R-Click commands –units		

Trainer's initials:

My initials indicate the above information was answered properly according to agency policy, procedure and protocols

Assessment Measurements The telecommunicator trainee will explain and perform the following functions/tasks.	Date	Distinguished	Proficient	Needs Improvement	Failing	Comments
CAD FUNCTIONS		Trainer's Initials				
Log on						
Log off						
Create event						
ANI/ALI transfer						
Accept event						
Select event						
Select new event						
Select update						
Modify event						
Copy event						
Accept Advised event						
Cancel request						
Additional Call						
Revoke cancel request						
Duplicate and cancel						
Event search/background						
Reopen event						
Supplemental information						
Event summary						
Event chronology						
Unit information						
EV (LOI) (Event History) – 2 locations						
Unit history						

SUPERVISED EXPECTATIONS CHECK LIST

The calltake trainee performed successfully the ability to apply procedures to answer calls within the Agency's parameters while projecting a professional demeanor.		
	Trainer's Initials	Comments:
Distinguished		
Proficient		
Needs Improvement		
Failing		

The calltake trainee performed successfully the ability to obtain, verify and analyze incident information to include, location, reporting party contact information, nature (chief complaint) and severity of the incident while applying effective communication skills to control the call.		
	Trainer's Initials	Comments:
Distinguished		
Proficient		
Needs Improvement		
Failing		

The calltake trainee performed successfully the ability to quickly utilize the Sub-Chief complaint selection tree, Echo criteria and the Fast-track applications within Pro-QA.	
	Trainer's Initials
Distinguished	
Proficient	
Needs Improvement	
Failing	

The calltake trainee performed successfully the ability to combine all available information to identify conditions that may affect public and responder safety.		
	Trainer's Initials	Comments:
Distinguished		
Proficient		
Needs Improvement		
Failing		

The calltake trainee performed successfully the ability to ascertain whether the caller is in an unsafe location and then take appropriate protective actions in compliance with protocol directives.		
	Trainer's Initials	Comments:
Distinguished		
Proficient		
Needs Improvement		
Failing		

The calltake trainee performed successfully the ability to accurately document incident information including, but not limited to incident urgency details, establish call priority and appropriately label call types.		
	Trainer's Initials	Comments:

SECTION 25.3   PERFORMANCE METRIC & DESCRIPTIONS EXAMPLE

- Time to Answer: This is a measurement, usually expressed in seconds, of the time a call is received until it is answered by the call-taker.
  - ➢ Based on the latest NENA standards (NENA-STA-020.1-2020), 90 percent of 911 calls should be answered within 15 seconds and 95% of calls should be answered in 20 seconds. NENA suggests evaluating answer time based upon the average busy hour. Additionally, the busy hour assumes the number of calls is between 10% and 15% of the day's total 911 volume.
  - ➢ Acceptable Quality Level: average time to answer may not fall below standard for more than two consecutive months or any three months in a year.

- Abandon Rate: This is a measurement, expressed as a percentage, of the number of callers who disconnect or are disconnected before they reach a call-taker who answers the call.
  - ➢ ≤ average 5 percent
  - ➢ Acceptable Quality Level: average abandon rate may not fall below standard for more than two consecutive months or any three months in a year

- Call-Processing Time: This is a measurement, usually expressed in seconds, of the time the call-taker initiates a request for dispatch, based on sufficient information received from the caller.
  - ➢ ≤ average of 90 seconds
  - ➢ Acceptable Quality Level: average call-processing time may not fall below standard for more than two consecutive months or any three months in a year.

- Call Handling Time: This is a measurement, usually expressed in seconds, of the total time a call-taker is on the call with the caller.
  - ➢ Average call processing time is calculated by adding call processing intervals for all qualifying incidents, then dividing the sum by the count of qualifying incidents.
  - ➢ ≤ average of 4 minutes
  - ➢ Acceptable Quality Level: average call-handling time may not fall below standard for more than two consecutive months or any three months in a year.

- Telephone Etiquette: This is a measurement of call-taker's behavior on how to conduct telephone conversations in a professional manner.
  - ➢ Respect, promptness, and telephone voice
  - ➢ ≤ average 5 percent
  - ➢ Acceptable Quality Level: average adherence to professional customer service may not fall below standard for more than two consecutive months or any three months in a year

- Knowledge and Professionalism: This is a measurement of the call-taker's awareness and understanding of the information requested and the ability to respond in a professional manner.

- Adherence to Procedures/Protocols: This is a measurement of the call-taker's compliance to PSAP-approved call-take procedures and protocols.
  - ➢ 100 percent - Exemplary
  - ➢ 90-99 percent – Compliant
  - ➢ Standard percentage
  - ➢ 80-89 percent – Meets expectations with some nonconformity

- ➢ 70-79 percent – Numerous identified deficiencies
- ➢ 69 percent and below – Non-compliant
- ➢ Acceptable Quality Level: average adherence to procedures/protocols may not fall below standard for more than two consecutive months or any three months in a year.

SECTION 25.4   LESSON PLAN EXAMPLE – MONTGOMERY COUNTY

Montgomery County Department of Public Safety
Communications Division - Training

APCO EMD – Module Eight

Unit Author	
First and Last Name	Brian McKown
Date Submitted/Revised	April 8, 2011 / March 26, 2019
Lesson Plan Approval	Marvin Watkins
Plan Last Reviewed	March 2019

Unit Overview	
Lesson Plan Title	Quality Assurance & Recertification
Approximate Time Needed	8.0
Key Lesson Points/Objectives	

1. Describe the importance of quality assurance/quality improvement to EMD.
2. Discuss the importance of feedback and performance monitoring to EMD.
3. Describe CDE and the requirements for EMD recertification.
4. Describe refusal, suspension or revocation of certification.

Lesson Description

To provide an understanding of the importance of a Quality Assurance program. Also, the recertification process and the concept of continuing dispatch education (CDE).

Appropriate group size: Any size

Resources Needed

- PowerPoint: APCO EMD Module 8
- APCO EMD Student Manual
- Handouts
- Overhead Projector

Source of Information

APCO Emergency Medical Dispatcher Course
Knowledgeable Instructor

Student Evaluation

Module Review
Final Exam

1 -

Preparation

Before conducting this activity, make copies of handouts for all participants.

Conducting the Activity

1. Provide an overview of the module
2. Go through PowerPoint presentation on "Quality Assurance & Recertification"
   a. Ensuring Against Degradation of EMD skills.
   b. Maintaining EMD Knowledge.
   c. Maintaining EMD Certification.
3. Module Review

Debriefing the Activity

Group discussion that is specific to our QA/QI program and recertification process.

- 2 -

SECTION 25.5   DOR EXAMPLE - WESTMORELAND COUNTY

WESTMORELAND COUNTY DEPARTMENT OF PUBLIC SAFETY
DAILY OBSERVATION REPORT

DATE:		TRAINEE:	
DOR #:		TRAINER:	
TRAINING PHASE:		SUPERVISOR:	

1,2,3	NOT ACCEPTABLE
4,5	ACCEPTABLE
6,7	SUPERIOR
N.O.	NOT OBSERVED
N.R.T	NOT RESPONDING TO TRAINING

GENERAL	1	2	3	4	5	6	7	N.O.	N.R.T
ARRIVES ON TIME FOR SHIFT									
DRESSES APPROPRIATELY									
STRIVES FOR EXCELLENCE									
RESPONDS WELL W/ COWORKERS/SUPERVISORS									
ACCEPTANCE OF FEEDBACK									
ATTITUDE TOWARDS CALLERS:									
MULTITASKING SKILLS									
CONTACT LIST									
COMMENTS:									

CALL TAKING KNOWLEDGE/ABILITY	1	2	3	4	5	6	7	N.O.	N.R.T
SHOWS MOTIVATION TO ANSWER 911 LINES									
KNOWLEDGE/USAGE OF VESTA PHONE SYSTEM									
ATTAINS/VERIFIES ADDRESS / PHONE # / NAME									
IDENTIFIES NATURE OF CALL CORRECTLY									
CORRECT USAGE OF CAD MAPPING									
ACCEPTABLE EVENT REMARKS / INFO									
CONTROL OF CALLER									
ACTIVE LISTENING									
CLEAR / CALM VOICE									
EMD – PRO QA SKILLS									
EFD – PRO QA SKILLS									
EPD – PRO QA SKILLS									
PDI: - PRO QA SKILLS									
DETERMINING CORRECT PSAP / TRANSFERRING									
COMMENTS:									

EMS DISPATCHING	1	2	3	4	5	6	7	N.O.	N.R.T
KNOWLEDGE OF EVENT CODES									
PRIORITIZING EVENT CODES									
PROPER RESPONSE FOR EVENT CODES ALS/BLS									
ABILITY TO DISPATCH CALLS									
PROPER RESPONSE WITHIN TIME FRAMES									
REPLACEMENT/FILL OF EMS AGENCIES									
KNOWLEDGE OF EMS SERVICES / TEAMS									
PROPER RADIO ETIQUETTE									
COMMENTS:									

FIRE DISPATCHING	1	2	3	4	5	6	7	N.O.	N.R.T
KNOWLEDGE OF EVENT CODES									
PRIORITIZING EVENT CODES									
PROPER RESPONSE WIHTHIN TIME FRAMES									
ABILITY TO DISPATCH CALLS									
REPLACEMENT/FILL OF FIRE UNITS									
KNOWLEDGE OF FIRE APPARATUS / TEAMS									
PROPER RADIO ETIQUETTE									
KNOWLEDGE OF MULTIPLE RADIO CHANNELS									
COMMENTS:									

POLICE DISPATCHING	1	2	3	4	5	6	7	N.O.	N.R.T
KNOWLEDGE OF EVENT CODES									
PRIORITIZING EVENT CODES									
KNOWLEDGE OF POLICE UNITS									
ABILITY TO DISPATCH CALLS / GIVE UPDATES									
ABILITY TO HANDLE OFFICER REQUESTS									
ABILITY TO HANDLE HIGH STRESS INCIDENTS									
KNOWLEDGE/USAGE OF NCIC/SCOPE									
PROPER RADIO ETIQUETTE									
ENTERING EVENTS (27/28/TRAFFIC STOPS/ETC)									
OFFICER SAFETY									
KNOWLEDGE OF SURROUNDINGS/BACK UP									
COMMENTS:									

TRAINEE REMARKS:

ADDITIONAL TRAINER REMARKS:

TRAINEE SIGNATURE:_____DATE:_____TRAINER SIGNATURE:_____DATE:_____

SUPERVISOR REMARKS:

TESTS ISSUED/REVIEWED

SECTION 25.6   DOR EXAMPLE – DAUPHIN COUNTY

EMPLOYEE DAILY PERFORMANCE REVIEW
Tethered

Employee Information

Employee Name: Today's Date

Workstation   Training Phase: Shift Assignment

Trainer   Hours Worked   Total hours w/in this training phase

(Basic Knowledge-Demonstration-Supervised Phases only)

Daily Performance Evaluation	Excellent	Good	Fair	Poor	Comments Yellow items require additional comments
Attitude					
CAD Skills					
Cooperation					
Enthusiasm					
Job Knowledge					
Listening Skills					
Memory Retention					
Multi-task Skills					
Productivity					
Work Consistency					
Work Quality					

Opportunities for Development

By signing this form, you confirm that you have discussed this review in detail with your trainer. Signing this form does not necessarily indicate that you agree with this performance evaluation.

_____   _____   _____   _____
Trainee Signature   **Date**   **Trainer's Signature**   **Date**
(Supervisor's Signature – Monitored/Remedial)

SUPERVISOR SIGN-OFF FORM

Employee Information

Employee Name: Today's Date:

Supervisor's Name: Workstation:

Overall Performance	Excellent	Good	Fair	Poor	Comments
Attitude					
CAD Skills					
Cooperation					
Enthusiasm					
Job Knowledge					
Listening Skill					
Memory Retentions					
Multi-task Skills					
Productivity					
Work Consistency					
Work Quality					
Other					

Based upon my review of the attached documentation and my discussion with the assigned trainer, I hereby select ....

☐	**Consistently Exceeds**	Work performance is clearly and consistently superior to the standards required for the position. This can also be easily recognized by others within the ECC. The individual is able to overcome substantial obstacles and adverse conditions to meet and frequently exceed expectations with little or no guidance – and sets a positive example for others. Results consistently exceed performance standards/objectives over a substantial period.
☐	**Meets Expectations**	Work performance performs a level of accomplishment that clearly fulfills the requirements and standards of the position and fulfills expectations – and at times exceeds them. It reflects solid, consistent performance. Individual has performed ability to execute and control routine functions and several major functional areas with only occasional guidance.
☐	**Needs Improvement**	Work performance performs a level of accomplishment that is below the expected standard of performance and does not consistently meet the requirements for the position.
☐	**Unsatisfactory**	Work performance almost never meets expected level of performance and rarely even meets a marginal level of accomplishment. Individual requires consistent direction and guidance to address many functions of the position.

I hereby reviewed the attached training packet. I verify the entire training packet was completed as defined, the required number of training hours was completed, daily documentation by the trainer (trainee in Monitored training) is true and accurate and the trainee is aware of their progression. As such, I recommend the above employee further advancement in the agency's training, to include either Monitored training or workstation examination.

I hereby do not endorse/recommend the above employee further advancement in the agency's training program .

Supervisor Documentation

_____   _____
Supervisor's Signature   Date