

801 Firearms Instructor Course

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Course Guide

Criminal Justice Specialized Instructor Course

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DISCLAIMER

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The training in this course is provided to familiarize students with issues that may involve high liability and/or high stress activities. FDLE urges students to ensure that their practices are correct in accordance with their agencies’ policies and procedures. Employing agencies are solely responsible for guiding their employees’ actions in actual situations.

UPDATES

ACKNOWLEDGEMENTS

We extend our sincere appreciation to the agencies of the Florida criminal justice system that allowed their members to assist in the development of this Specialized Instructor Course.

Aventura Police Department

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Florida Department of Corrections

Florida Department of Law Enforcement

Florida Fish and Wildlife Conservation Commission, Law Enforcement Training Center

Florida Highway Patrol Training Academy

Hillsborough Community College, Criminal Justice Institute

Madison County Sheriff's Office

Manatee County Sheriff's Office Training Center

Nassau County Sheriff's Office

Orange Park Police Department

Orange County Sheriff's Office

FORWARD

Courses in the Criminal Justice Standards and Training Commission (CJSTC) specialized training program are designed for post-basic or in-service training to enhance an officer's knowledge, skills, and abilities in a specific area, pursuant to Rule 11B-35.007, F.A.C. This specialized instructor course provides the required training an officer must have to apply for a High-Liability Instructor Certification in Firearms.

Instructor students must possess a General Instructor Certification or be eligible for and apply for the General Instructor Certification at the same time as the High Liability Instructor Certification. They should possess sufficient experience to meet the standard core of knowledge, pursuant to the requirements outlined in this course.

This course is competency-based, meaning that the course may be completed in less than the total course hours, provided that sufficient time is given for all objectives, content, exercises, proficiency testing, and examinations. Training schools and instructors have the flexibility to redistribute topic hours in areas where greater emphasis is needed. If wanted, instructors can enhance instruction of learning goals and objectives with more learning aids.

Students enrolled in a specialized instructor course must demonstrate the required proficiency skills outlined in this course, pursuant to Rule 11B-35.0024, F.A.C.

EVALUATION AND FEEDBACK

Instructors and students are encouraged to contact FDLE directly and leave feedback. We strive to constantly improve our curriculum and appreciate hearing about areas in which the course could be refined, as well as any other feedback. Please email curriculum@fdle.state.fl.us or call the Professionalism Division directly at (850) 410-8600. Your feedback is always appreciated.

INSTRUCTOR QUALIFICATIONS

Instructors for this course shall have successfully completed this course as a student. Instructors shall also hold an active Criminal Justice Standards and Training Commission (CJSTC) General Instructor Certification and a High-Liability Instructor Certification for Firearms, pursuant to 11B-20.001, 11B-20.0014, and 11B-35.001, F.A.C.

The instructors must document their instructor qualifications based on training, education, experience, or professional credentials, and proficiency skill standards in the area of firearms, pursuant to the above rules.

INSTRUCTOR CERTIFICATION

Certification Requirements

A person who seeks certification as a high-liability firearms instructor must meet the minimum requirements as specified in Rule 11B-20.0014 and Rule 11B-35.0024, F.A.C.:

1. Possess a General Instructor Certification, per Rule 11B-20.001(3), F.A.C., or be eligible and apply for the certification at the same time as the High-Liability Instructor Certification. If applying for more than one instructor certification at the same time, the instructor student may take the applicable instructor courses in any order.
2. Complete three years of experience as a certified criminal justice officer or three years of experience in the high-liability topic of instruction for which certification is sought.
3. Complete the Firearms Instructor Course through a Commission-certified training school.
 - Achieve a score of no less than 85% on the written end-of-course examination.
 - Demonstrate proficiency skills as required in CJSTC rules. Firearms instructor students must demonstrate all handgun proficiency skills as specified in the course and complete a series of Active Threat/Shooter drills. Below are the handgun proficiency skills and the minimum scores for instructor students:
 1. Handgun Daylight Qualification—36 out of 38 (2 out of 3 attempts)
 2. Handgun Lowlight Qualification—16 out of 18 (1 out of 2 attempts)
 3. Phase I Malfunction Clearance Evaluation—2 out of 2 (1 out of 2 attempts)
 4. Phase II Malfunction Clearance Evaluation—2 out of 2 (1 out of 2 attempts)
 5. Recoil Management Evaluation—5 out of 6 (1 out of 2 attempts)
 6. Hip Shooting Evaluation—5 out of 6 (1 out of 2 attempts)
 7. One-Hand Shooting Evaluation—4 out of 6 (1 out of 2 attempts)
 8. Cover and Concealment Evaluation—4 out of 6 (1 out of 2 attempts)
 9. Discretionary Shooting Evaluation—Instructor Discretion (1 out of 2 attempts)

There is no remediation for an instructor student, whether for the end-of-course examination or the demonstration of proficiency skills.

4. Become affiliated with one agency or training school. Before accepting the affiliation of the instructor, the training

school director or agency administrator may require additional proof or demonstration of an instructor applicant's qualifications beyond the CJSTC rule requirements.

5. Complete a high-liability internship under the supervision of a Commission-certified instructor in the same high-liability area
 - For the General Instructor Certification, an instructor applicant should have completed an internship instructing in a classroom lecture setting. Therefore, another classroom demonstration is not required for a High-Liability Certification. However, instructor applicants requesting a High-Liability Instructor Certification must demonstrate training students in the performance areas of the course. Acting as the rangemaster or safety officer does not count as an internship.
 - If applying for both a General Instructor and High-Liability Certification at the same time, an instructor applicant may combine the required internships.
 - Students in the class where the internship is being conducted will provide written evaluations of the instructor applicant's performance and effectiveness. The training center director, agency administrator, or designee will discuss the evaluations with the instructor applicant.
 - The internship is documented on form CJSTC-81, Instructor Competency Checklist. The training center director, agency administrator, or designee is responsible for completing and discussing the checklist with the instructor applicant. The student evaluations must be attached to the form CJSTC-81.
6. Submit an application for CJSTC instructor certification by completing form CJSTC-71, Instructor Certification Application, and attaching all required documentation specified on the form:
 - résumé for non-sworn instructor applicants or ATMS Global Profile Sheet for officers
 - copies of the instructor course completion certificate or ATMS Global Profile Sheet indicating course completion for each certification requested
 - completed CJSTC-4I Firearms Instructor Performance Evaluation
 - applicable professional licenses or certifications
 - completed Form CJSTC-81, Instructor Competency Checklist
 - student evaluations of the instructor applicant
 - ATMS Global Profile Sheet of the Commission-certified instructor evaluator who completed Form CJSTC-81

The instructor applicant must apply for the High-Liability Instructor Certification within four years of the completion date of the high-liability instructor course. The applicant must meet the requirements for High-Liability Instructor Certification for each topic requested.

Completing the Application Process

The training center or agency will enter the instructor application in ATMS. The ATMS system sends an electronic notification to the FDLE regional representative that the application is ready for review.

Within 30 days, the FDLE representative reviews the application and accompanying documentation and, if complete, will finalize the instructor certification in ATMS.

Proof of instructor certification and the effective dates can be verified through the officer's ATMS Global Profile Sheet.

Maintaining an Instructor Certification

A High-Liability Instructor Certification is added on to the General Instructor Certification and has the same expiration date as the General Instructor Certification. For example:

- General Instructor Certification expires March 31, 2023
- High-Liability Instructor Certification added on June 7, 2022

- Both General Instructor Certification and High-Liability Instructor Certification expire on March 31, 2023

Additional instructor certification topics applied for within six months of the instructor's renewal deadline will automatically renew.

To maintain a High-Liability Instructor Certification, an instructor must meet the following requirements:

- Instruct in a Commission-approved basic recruit training program course, advanced training program course, or Specialized training program course delivered at a training school, or in-service training course delivered at an agency for each high-liability certification, once during their four-year cycle.
- Successfully complete continuing education or training approved by the training center director, agency administrator, or designee.
- Complete Form CJSTC-84, Instructor Compliance Application, and submit to their affiliating school or agency before March 31 of their expiration year.

The affiliating training center or agency will enter Form CJSTC-84 in ATMS to renew and maintain the instructor certification.

Failure to meet maintenance requirements will result in a lapse of the instructor certification. Instructors whose High-Liability Instructor Certification has lapsed must meet the following requirements to reactivate the certification.

If the lapse is for a period of four years or less:

- Demonstrate proficiency skills in the applicable high-liability topic following Rule 11B-35.0024, F.A.C.
- Complete continuing education or training approved by the training center director, agency administrator, or designee.
- Complete a high-liability internship documented on the instructor competency checklist, Form CJSTC-81, that is supervised by an instructor who is certified in the high-liability topic area.

If the lapse is for a period of more than four years, comply with Rule 11B-20.0014(1), F.A.C., thereby requiring the applicant to repeat the entire instructor training process.

INSTRUCTOR-TO-STUDENT RATIOS

For instruction of the Criminal Justice Firearms course, Firearms Instructor Course, or Safe Handling of Firearms course, there shall be no more than six students actively engaged on a firearms range for each Commission-certified firearms instructor. One rangemaster shall supervise all range activity while training is actively engaged. The rangemaster shall be a Commission-certified firearms instructor and shall not be included as an instructor to comply with the instructor to student ratio requirements. Discretionary course of fire shall be conducted with a one-to-one instructor to student ratio. Actively engaged is defined as "a student on the firing range handling a weapon." See Rule 11B-35.0021, F.A.C.

NOTE TO THE INSTRUCTOR

Instructor Notes:

Instructor notes will appear throughout the course in these yellow boxes. These notes serve as reminders and are there to guide instructors through the lessons.

Helpful Tips:

- Consider treating each learning objective as an opportunity to engage your students with situations and examples that you believe will enhance their understanding of the content.
- Break the content up into bite-sized chunks to avoid long-winded lectures.

For the purpose of this training, targets for each qualification, evaluation, and active shooter drill will simulate an **identified deadly threat**. Therefore, the student will have their finger on the trigger whenever they present their weapon.

SUMMARY

Instructional Goal: To prepare an instructor student to obtain Commission certification as a high-liability instructor in firearms and instruct the Criminal Justice Firearms course in the Florida basic recruit training program.

Structure of Course: 9 Lessons

Total Estimated Time: 44 Hours

Forms Required:

Form CJSTC-81—Instructor Competency Checklist

Form CJSTC-71— Instructor Certification Application

Form CJSTC-4 – Handgun Performance Evaluation

Form CJSTC-4I – Firearms Instructor Performance Evaluation

Form CJSTC-201 – Firing Range Facility and Equipment Requirements

CJSTC forms are available for download in PDF or automated Word format from: [CJSTC Forms \(state.fl.us\)](http://www.fldle.state.fl.us/CJSTCForms)

Equipment, Materials, and Supplies Required:

Florida Basic Recruit Training Program: High Liability, Vol. 2 (Chapter 3)

Florida Basic Recruit Training Program: High Liability, Firearms For Criminal Justice Officers, Instructor Guide

Florida Criminal Justice Executive Institute (FCJIEI) video for use-of-force training entitled, “Physiological Response Dynamics Training. Located at: <http://www.fdle.state.fl.us/FCJIEI/Online-Training/Physiological-Response-Dynamics-Training>

Instructional videos available on the curriculum website, located at: <http://www.fdle.state.fl.us/SpecialPages/Logon-page.aspx?returnurl=%2fATMS%2fHome.aspx> (the username and password are available in ATMS or by emailing curriculum@fdle.state.fl.us)

Ammunition

Belts, Holsters

Computer and LCD projector

Firing range

Flashlights

Glue/paste/spray adhesive/tape

Semiautomatic pistols

Staples

Staplers

Target backing

Targets

Instructional Strategies:

Lecture

Instructor-led discussion and demonstration

Individual assignments (lesson plans)

Videos

Role-playing scenario exercises

LESSON 1: COURSE INTRODUCTION

Lesson Goal: Students will understand the qualifications and requirements to become a Commission-certified firearms instructor, including the requirements for successful completion of this course.

Introduction

As you have taken, or are in the process of completing, the Florida General Instructor Techniques Course, #1186, you should have a good foundation for the role, responsibilities, skills, knowledge, and expectations of a successful criminal justice instructor who has enhanced facilitation and instructional abilities. You will draw on these skills and apply them while taking this course, which will focus on skills specific to firearms instructors.

In this lesson, we will cover:

- Firearms instructor qualifications and requirements
- Firearms instructor course requirements

Instructor Note:

Instructor students should qualify with a score of 36 out of 38 in two out of three attempts on the Daylight Qualification course before beginning course instruction, since the course is designed to teach how to instruct firearms rather than how to shoot. The amount of material that needs to be covered during the course does not allow time to overcome instructor student shooting deficiencies.

Materials and Resources

- Form CJSTC-81 – Instructor Competency Checklist
- Form CJSTC-71 – Instructor Certification Application
- Attachment 1-1: Form CJSTC-4I — Firearms Instructor Performance Evaluation

Instructor Note:

Inform the instructor students that, later in this training, they will be responsible for instructing firearms exercises on the range, including scoring targets and documenting student performance.

Firearms Instructor Qualifications and Requirements

1.1. Describe the qualifications and requirements to become a Commission-certified firearms instructor

Instructor Note:

Guide instructor students through the official list of instructor requirements found in the front materials pages. Below is only a summary of these requirements.

A person who seeks certification as a high-liability firearms instructor must meet the minimum requirements as specified in Rule 11B-20.0014 and Rule 11B-35.0024, F.A.C.:

1. Possess a General Instructor Certification, per Rule 11B-20.001(3), F.A.C., or be eligible and apply for the certification at the same time as the High-Liability Instructor Certification.

Lesson 1: Course Introduction

2. Complete three years of experience as a certified criminal justice officer or three years of experience in firearms.
3. Complete the Firearms Instructor Course through a Commission-certified training school.
4. Become affiliated with one agency or training school
5. Complete a firearms instructor internship under the supervision of a Commission-certified firearms instructor.
6. Submit an application for CJSTC instructor certification by completing form CJSTC-71, Instructor Certification Application, and attaching all required documentation specified on the form.

1.2. Describe the application process to become a Commission-certified firearms instructor

The training center or agency will enter the instructor application in ATMS. The ATMS system sends an electronic notification to the FDLE regional representative that the application is ready for review.

Within 30 days, the FDLE representative reviews the application and accompanying documentation and, if complete, will finalize the instructor certification in ATMS.

Proof of instructor certification and the effective dates can be verified through the officer's ATMS Global Profile Sheet.

1.3. Describe the process for maintaining certification as a Commission-certified firearms instructor

A High-Liability Instructor Certification is added on to the General Instructor Certification and has the same expiration date as the General Instructor Certification. For example:

- General Instructor Certification expires March 31, 2023
- High-Liability Instructor Certification added on June 7, 2022
- Both General Instructor Certification and High-Liability Instructor Certification expire on March 31, 2023

Additional instructor certification topics applied for within six months of the instructor's renewal deadline will automatically renew.

To maintain a High-Liability Instructor Certification, an instructor must meet the following requirements:

- Instruct in a Commission-approved basic recruit training program course, advanced training program course, or specialized training program course delivered at a training school, or in-service training course delivered at an agency for each high-liability certification, once during their four-year cycle.
- Successfully complete continuing education or training approved by the training center director, agency administrator, or designee.
- Complete form CJSTC-84, Instructor Compliance Application, and submit to their affiliating school or agency before March 31 of their expiration year.

The affiliating training center or agency will enter form CJSTC-84 in ATMS to renew and maintain the instructor certification.

Failure to meet maintenance requirements will result in a lapse of the instructor certification. Instructors whose High-Liability Instructor Certification has lapsed must meet the following requirements to reactivate the certification.

If the lapse is for a period of four years or less:

- Demonstrate proficiency skills in the applicable high-liability topic following Rule 11B-35.0024, F.A.C.
- Complete continuing education or training approved by the training center director, agency administrator, or designee.
- Complete a high-liability internship documented on the instructor competency checklist, form CJSTC-81, that is supervised by an instructor who is certified in the high-liability topic area.

If the lapse is for a period of more than four years, comply with Rule 11B-20.0014(1), F.A.C., thereby requiring the applicant to repeat the entire instructor training process.

Lesson 1: Course Introduction

1.4. Describe the instructor-to-student ratio for instructing CJSTC firearms courses

For instruction of the Criminal Justice Firearms course, Firearms Instructor Course, or Safe Handling of Firearms course, there shall be no more than six students actively engaged on a firearms range for each Commission-certified firearms instructor. One rangemaster shall supervise all range activity while training is actively engaged. The rangemaster shall be a Commission-certified firearms instructor and shall not be included as an instructor to comply with the instructor to student ratio requirements. Discretionary course of fire shall be conducted with a one-to-one instructor to student ratio. Actively engaged is defined as “a student on the firing range handling a weapon.” See Rule 11B-35.0021, F.A.C.

Firearms Instructor Course Requirements

1.5. State the goal and desired outcomes of the Firearms Instructor Course

The Firearms Instructor Course is organized and developed to enhance the knowledge, skills, and abilities of an individual to provide efficient and effective firearms training. This includes identifying shooter deficiencies and correcting them through effective coaching methods. The skills developed during this instructor course will also prepare you to instruct the Firearms for Criminal Justice Officers course as well as to deliver in-service firearms training at your respective agency.

1.6. Identify the requirements for successful completion of the Firearms Instructor Course

For successful completion of this course, instructor students must satisfy the following requirements:

1. Qualification with the semiautomatic pistol for daylight and lowlight.
2. Successfully demonstrate handgun proficiency evaluations.
3. Achieve a passing score on the cognitive end-of-course examination.
4. Complete Active Threat/Shooter drills.

There is no remediation for an instructor student, whether for the demonstration of proficiency skills or the end-of-course examination. Instructor students are not given an additional set of attempts for qualifications if they fail the first set of attempts.

Instructor Note:

Be sure instructor students understand the number of attempts they are allowed for the proficiency evaluations and qualifications.

1.7. Explain the end-of-course examination for the Firearms Instructor Course

An instructor student must demonstrate cognitive knowledge of the course content by achieving a minimum passing score of 85% on a written end-of-course examination on the first attempt. If the instructor student fails the exam, they have failed the course and cannot obtain certification as a high-liability instructor for firearms without repeating the course.

1.8. Describe the requirement for proficiency evaluations for the Firearms Instructor Course

The CJSTC rules require that instructor students must successfully demonstrate proficiency in all the required firearms skills and complete a series of Active Threat/Shooter drills. If an instructor student fails to successfully demonstrate proficiency, they have failed the course and cannot obtain certification as a high-liability instructor for firearms without repeating the course. Passing a proficiency evaluation includes meeting all measurables (requirements) prescribed for each evaluation, along with a minimum accuracy score. See Lesson 7 for the specific measurables and courses of fire for all of the evaluations.

Below are the handgun minimum accuracy scores for each evaluation that instructor students must pass:

- Handgun Daylight Qualification—36 out of 38 (2 out of 3 attempts)
- Handgun Lowlight Qualification—16 out of 18 (1 out of 2 attempts)

Lesson 1: Course Introduction

- Phase I Malfunction Clearance Evaluation—2 out of 2 (1 out of 2 attempts)
- Phase II Malfunction Clearance Evaluation—2 out of 2 (1 out of 2 attempts)
- Recoil Management Evaluation—5 out of 6 (1 out of 2 attempts)
- Hip Shooting Evaluation—5 out of 6 (1 out of 2 attempts)
- One-Hand Shooting Evaluation—4 out of 6 (1 out of 2 attempts)
- Cover and Concealment Evaluation—4 out of 6 (1 out of 2 attempts)
- Discretionary Shooting Evaluation—Instructor Discretion (1 out of 2 attempts)

The results of proficiency testing must be recorded on form CJSTC-4I, Firearms Instructor Performance Evaluation. The original form CJSTC-4I shall be retained in the course file, and copy of the form shall be provided to the instructor student.

See Attachment 1-1 for a copy of form CJSTC-4I Firearms Instructor Performance Evaluation. For your reference, an explanation for each measurable is included on the last page of form CJSTC-4I.

Instructor Note:

Inform instructor students that form CJSTC-4I will be needed when applying for instructor certification.

Also, advise students that, beginning in July 2024, the 38-round Daylight Qualification course of fire will replace the current 40-round course of fire for the CJSTC mandatory biannual firearms officer requalification for in-service officers and H.R. 218 qualifications. The passing score for both will be 33 out of 38, with no mandated number of successful attempts.

Consider reviewing the current 40-round CJSTC mandatory course of fire and form CJSTC-86A.

ATTACHMENT 1-1: FORM CJSTC-4I, FIREARMS INSTRUCTOR PERFORMANCE EVALUATION



FIREARMS INSTRUCTOR PERFORMANCE EVALUATION

Incorporated by Reference in
11B-35.0024(3)(d)2., F.A.C.



1. AGENCY OR TRAINING SCHOOL NAME: _____ 2. CLASS NUMBER: _____

3. INSTRUCTOR STUDENT'S PRINTED NAME: _____ 4. INSTRUCTOR STUDENT'S IDENTIFICATION NUMBER: _____

5. INSTRUCTOR STUDENT PERFORMANCE REQUIREMENTS:

- DEMONSTRATION OF PROFICIENCY:** Once evaluation on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. An instructor student shall complete the Firearms Instructor Course pursuant to Rule 11B-20.0014, F.A.C., to instruct the Criminal Justice Firearms Course, Cross-Over Handgun Transition Course, or the Firearms Instructor Course.
An instructor student shall demonstrate the required handgun proficiency skills using a semi-automatic pistol, with the results recorded on the required CJSTC-4I form. No retest is allowed.
- WRITTEN END-OF-COURSE EXAMINATION:** An instructor student shall achieve a minimum score of no less than 85% on the firearms written end-of-course examination. No retest is allowed. An instructor student who fails either the required demonstration of proficiency skills or the written end-of-course examination shall be deemed to have failed the Firearms Instructor Course.
- ACTIVE THREAT/SHOOTER DRILLS:** An instructor student shall complete active threat/shooter drills.

6. **INSTRUCTOR TO STUDENT RATIO:** One rangemaster shall supervise all range activity while training is actively engaged. The rangemaster shall be a Commission-certified firearms instructor and shall not be included as an instructor to comply with the instructor to student ratio requirements. For instruction of the Firearms Instructor Course there shall be no more than six students actively engaged on a firearms range for each Commission-certified firearms instructor. Actively engaged is defined as "a student on the firing range handling a weapon."

7. **HANDGUN PROFICIENCY EVALUATIONS:** PASS OR FAIL

8. **HANDGUN QUALIFICATIONS:** PASS OR FAIL

9. **COMPLETED ACTIVE THREAT/SHOOTER DRILLS** YES OR NO (If "No," provide comments at end of form.)

10. **MET ALL COURSE OBJECTIVES:** YES OR NO (If "No," provide comments at end of form.)

11. **DEMONSTRATED SAFETY PROCEDURES:** YES OR NO (If "No," provide comments at end of form.)

12. **WRITTEN END-OF-COURSE EXAMINATION:** PASS OR FAIL

13. **FAILURE OF COURSE:**
 The instructor student has failed the Firearms Instructor Course.

14. INSTRUCTOR STUDENT'S SIGNATURE: _____ 15. DATE: _____

16. RANGEMASTER'S PRINTED NAME: _____

17. AGENCY ADMINISTRATOR, TRAINING CENTER DIRECTOR, OR DESIGNEE'S PRINTED NAME: _____

18. AGENCY ADMINISTRATOR, TRAINING CENTER DIRECTOR, OR DESIGNEE'S SIGNATURE: _____

19. DATE THE EVALUATION WAS COMPLETED: _____

INSTRUCTOR STUDENT NAME: _____ INSTRUCTOR STUDENT IDENTIFICATION NUMBER: _____

TARGETS: All proficiency skills, except Recoil Management, must be completed using a commercially produced B-21E or equivalent target. Recoil Management must be completed using an eight-inch diameter circle target.

EVALUATIONS: For each proficiency skill listed, instructors shall print and initial their name by the proficiency skill(s) they evaluate. If the same instructor evaluates proficiencies listed back-to-back on this form, the instructor is permitted to print and initial their name for the first proficiency, and then draw an arrow down through the subsequent proficiencies. Comments may be used at any time, but are required for a failure. Additional space for comments is provided at the end of this form.

WEAPON MAKE: _____		WEAPON MODEL: _____			
DAYLIGHT QUALIFICATION (38 ROUNDS)	DATE OF TEST: ____		EVALUATION		
	PASS	FAIL			
MUST SCORE 36 OR HIGHER IN TWO (2) OUT OF THREE (3) ATTEMPTS			_____ INSTRUCTOR'S PRINTED NAME AND INITIALS		
Attempt 1					
Attempt 2					
Attempt 3					
COMMENTS: _____					
LOW LIGHT QUALIFICATION (18 ROUNDS)	DATE OF TEST: ____		EVALUATION		
	PASS	FAIL			
MUST SCORE 16 OR HIGHER IN ONE (1) OUT OF TWO (2) ATTEMPTS			_____ INSTRUCTOR'S PRINTED NAME AND INITIALS		
Attempt 1					
Attempt 2					
COMMENTS: _____					
PHASE I MALFUNCTION CLEARANCE	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					
Draw			_____ INSTRUCTOR'S PRINTED NAME AND INITIALS		
Attempt to Fire					
Bring Weapon to Workspace					
Clear Phase I Malfunction					
Accuracy					
Safety					
COMMENTS: _____					
PHASE II MALFUNCTION CLEARANCE	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					
Attempt to Fire			_____ INSTRUCTOR'S PRINTED NAME AND INITIALS		
Bring Weapon to Workspace					
Clear Phase II Malfunction					
Accuracy					
Safety					
COMMENTS: _____					

INSTRUCTOR STUDENT NAME: _____

INSTRUCTOR STUDENT IDENTIFICATION NUMBER: _____

RECOIL MANAGEMENT	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Accuracy					
Speed					
Safety					
COMMENTS: _____					
ONE-HAND SHOOTING	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Draw					
Grip					
Shooting Stance and Platform					
Speed					
Accuracy					
Safety					
COMMENTS: _____					
HIP SHOOTING	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Draw					
Grip					
Shooting Stance and Platform					
Create Distance					
Speed					
Accuracy					
Safety					
COMMENTS: _____					
COVER AND CONCEALMENT	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Movement Forward					
Draw					
Engage Threat while Moving to Cover					
Use of Cover					
Extended Weapon Remains Behind Cover					
Engage Threat from Different Part of Cover					
Accuracy					
Speed					
Safety					
COMMENTS: _____					

HANDGUN PROFICIENCY EVALUATIONS

Each handgun proficiency evaluation has its own set of measurables that students must demonstrate in order to pass. Refer to the list below for an explanation of each measurable.

- **Accuracy**—Hit the scorable area of the target the prescribed number of times.
- **Attempt to Fire**—Press the trigger.
- **Bring Weapon to Workspace**—Weapon remains in the workspace while loading, reloading, unloading, or clearing a malfunction.
- **Clear Phase I Malfunction**—Properly clear a phase I malfunction using the tap, rack, ready method.
- **Clear Phase II Malfunction**—Properly clear a phase II malfunction either by locking the slide first and removing the magazine second, or ripping out the magazine first (training center discretion). Working the slide is required regardless of the method.
- **Create Distance**—Create distance after firing from the hip and before reengaging the threat from the two-hand high point. This can either be a step back or a lateral step (training center discretion).
- **Draw**—Properly draw the weapon.
- **Engage Threat from Different Part of Cover**—Roll out to engage the threat from any part of cover that is different from the original point of entry. For example, if entering cover from the standing position, then engage the threat from a different position on the same side or any position from the other side.
- **Engage Threat while Moving to Cover**—Fire three rounds while moving to cover.
- **Extended Weapon Remains Behind Cover**—Do not allow the extended weapon to break the plane of cover.
- **Grip**—Demonstrate the appropriate grip for the course of fire.
- **Load and Charge**—Load and charge the weapon in the workspace, then acquire a good sight picture before holstering or assuming the compressed ready.
- **Neutralize Threat(s)**—Engage all deadly threats.
- **Reaction Time**—Conduct threat assessment and neutralize threat(s) without hesitation.
- **Reload Behind Cover**—Reload while properly protected behind cover.
- **Safety**—Follow all instructions and firearms safety rules while in the classroom and on the range.
- **Scan**—Assess for threats.
- **Speed**—Achieve the qualifying number of rounds on target in the allotted amount of time.
- **Shooting Stance and Platform**—Demonstrate the appropriate shooting stance and platform for the course of fire.
- **Threat Recognition**—Distinguish a deadly threat from a nondeadly threat and take appropriate action (do not fire upon a nondeadly threat).
- **Use of Cover**—Move to cover, and then present the weapon using the two-hand high point position before rolling out from cover to engage the threat, keeping body properly protected behind cover.
- **Verbal Commands**—Use verbal commands to identify yourself and direct the subject with loud, clear, and concise commands.

LESSON 2: USE OF DEADLY FORCE

Lesson Goal: Students will understand the Florida Statutes related to use of force.

Introduction

This lesson focuses on the laws related to the use of force. Although department policy also affects how officers respond to a threat, department policy is not addressed in this course. You should be familiar with use-of-force laws.

In this lesson, we will cover:

- Florida Statutes related to the use of force
- Florida Statutes related to the use of deadly force

Materials and Resources

- *Florida Basic Recruit Training Program: High Liability, Vol. 2 (Chapter 3)*
- Florida Statutes

Use of Force

2.1. Identify elements of the Florida Statutes as related to the use of force by criminal justice officers

Chapter 776, F.S., governs all use of force by criminal justice officers. Even though the statute refers to “law enforcement” officers, the legal guidelines regarding use of force apply equally to corrections and correctional probation officers. Section 776.05, F.S., identifies two general areas in which an officer’s use of force is justified: to apprehend a subject and make an arrest, or to defend self or others. The statute states:

A law enforcement officer, or any person whom the officer has summoned or directed to assist him or her, need not retreat or desist from efforts to make a lawful arrest because of resistance or threatened resistance to the arrest. The officer is justified in the use of any force:

- (1) Which he or she reasonably believes to be necessary to defend himself or herself or another from bodily harm while making the arrest;*
- (2) When necessarily committed in retaking felons who have escaped; or*
- (3) When necessarily committed in arresting felons fleeing from justice. However, this subsection does not constitute a defense in any civil action for damages brought for the wrongful use of deadly force unless the use of deadly force was necessary to prevent the arrest from being defeated by such flight and, when feasible, some warning had been given, and:*
 - (a) The officer reasonably believes that the fleeing felon poses a threat of death or serious physical harm to the officer or others; or*
 - (b) The officer reasonably believes that the fleeing felon has committed a crime involving the infliction or threatened infliction of serious physical harm to another person.*

Deadly Force

2.2. Define deadly force

Deadly force is force that is likely to cause death or great bodily harm. Section 776.06, F.S., states:

- (1) . . . the term “deadly force” . . . includes, but is not limited to:
 - (a) *The firing of a firearm in the direction of the person to be arrested, even though no intent exists to kill or inflict great bodily harm; and*
 - (b) *The firing of a firearm at a vehicle in which the person to be arrested is riding.*

2.3. Identify the essential criteria to determine the justification of the use of deadly force

Section 776.07, F.S., states:

- (2) *A correctional officer or other law enforcement officer is justified in the use of force, including deadly force, which he or she reasonably believes to be necessary to prevent the escape from a penal institution of a person whom the officer reasonably believes to be lawfully detained in such institution under sentence for an offense or awaiting trial or commitment for an offense.*

Use of deadly force may be an officer’s first and only appropriate response to a perceived threat. Deadly force does not necessarily mean that someone died from the force used. It can cause great bodily harm or no harm at all. For example, returning fire is deadly force even if the officer misses the target.

You must base your decision to use deadly force on a clear, reasonable belief that you, a fellow officer, or another person faces impending danger of death or great bodily harm. You should never fire a firearm unless you are faced with a deadly force encounter. Once you have used your firearm, you have reached the highest level of force—deadly force. For more details regarding the use of force, refer to the Defensive Tactics and Legal chapters in volumes 1 and 2 of the *Florida Basic Recruit Training Program*.

LESSON 3: RANGE SETUP AND MANAGEMENT

Lesson Goal: Students will learn how to properly prepare for instructing a CJSTC firearms class on the range.

Introduction

Effective range management is key to ensuring a smooth and efficient firing exercise. It is very important that you understand range management and setup in order to prepare firearms drills and evaluations safely and efficiently. These include knowing the CJSTC requirements for the range and courses of fire, making necessary preparations prior to having students on the range, understanding the roles of the rangemaster and line instructor, and making sure that all safety rules and issues are understood, practiced, and enforced.

In this lesson, we will cover:

- Range safety requirements
- Rangemaster responsibilities
- Line instructor responsibilities
- Instructor briefings
- Range safety
- Range commands
- Target setup

Materials and Resources

- *Florida Basic Recruit Training Program: High Liability, Vol. 2 (Chapter 3)*
- Attachment 3-1: Form CJSTC-201 – Firing Range Facility and Equipment Requirements
- Attachment 3-2: Rangemaster Checklist (Sample)
- Attachment 3-3: General Rules of Firearms Safety (Sample)

Range Facility Requirements

3.1. Identify CJSTC range facility requirements

Whether serving as the rangemaster or a line instructor, familiarization with the range facility includes knowing where equipment is kept, the location of the first aid kit, telephones, and the layout of the range itself.

Instructor Note:

See Rule 11B-21.005—Range facility requirements.

Discuss the instructor-to-student ratio requirement.

Refer to your copy of the form CJSTC-201 – Firing Range Facility and Equipment Requirements. This is an official form that the field specialists complete to make sure the range complies with CJSTC requirements. See Attachment 3-1 for a copy of the form for your reference.

Lesson 3: Range Setup and Management

Instructor Note:

Conduct a walk-through of the firing range and have instructor students' check off each item of the form 201, Firing Range Facility Requirements as it is observed or discussed.

Rangemaster Responsibilities

3.2. Identify considerations when preparing for a firearms class

Prior to having students on the range, here are several preparations that need to be completed:

Instructor Note:

Discuss the importance completing preparations before the students are on the range.

- Contact the appropriate personnel to schedule your time on the range.
- Determine the number of students that will be attending the class.
- Identify the number of instructors needed to meet instructor-student ratio and schedule them.
- Determine the number and type of targets needed, along with backing and means for attaching target to backing.
- Determine the number of barricades or simulated cover needed.
- Be sure to have chalk or markers available for marking targets.
- Determine quantity and caliber of ammunition required.
- Determine quantity of eye and ear protection needed.
- Identify roles of rangemaster and line instructors.
- Check for availability of timers, stop watches, and batteries.
- Check equipment for proper working order.
- Identify the need for any special equipment (i.e., pepper poppers, cars, auxiliary lighting, specialized targets, and alternate electrical source) and ensure its operational integrity.
- Be sure drinks, sunscreen, and insect repellent are accessible to students (may be student provided).

3.3. Identify the responsibilities of the rangemaster

The rangemaster is the lead instructor and has primary responsibility and accountability on the range. Everything that happens on the range, good and bad, is a result of how well firearms training is conducted.

The rangemaster can delegate tasks to line instructors.

Here are some general rangemaster duties:

- Be responsible for all range equipment
- Be responsible for safe operation of the range
- Ensure that all persons on the range adhere to the general range and range safety rules
- Ensure that all pertinent range operating procedures are carried out
- Report any unusual occurrences or situations that arise during a firearms training event to the appropriate agency and/or training center staff as soon as possible

Lesson 3: Range Setup and Management

- Report accidents or injuries to the appropriate agency and/or training center staff as soon as possible
- Follow agency's or training center's procedure

Here are some more specific rangemaster duties:

- Acquire firearms and ammunition from the arsenal.
- Make sure firearms and ammunition are stored properly.
- Turn on/off necessary lights.
- Assign duties to line instructors.
- Conduct daily safety briefings before training.
- Ensure that all instructors on the range are dressed appropriately and easily identifiable.
- Check the fire extinguishers and first aid kit.
- Check the PA system for proper operation (if applicable).
- Check the telephone/radio for proper functioning.
- Supervise the agency's or training center's firearms training events.
- Supervise the issue, return, and storage of all range equipment.
- Supervise range clean-up activities.
- Make sure the gates are locked upon exiting the range (if necessary).
- Complete any reports required by the agency or training center.
- Ensure that all firearms training is documented correctly on the proper forms.

If serving as rangemaster for a training event, it might be helpful to have a checklist to help stay organized and for documentation. While the CJSTC does not require a form for this purpose, your agency or training center might. See Attachment 3-2 for an example of a rangemaster checklist.

Instructor Note:

Review and discuss the sample Rangemaster Checklist in Attachment 3-2.

Line Instructor Responsibilities

3.4. Identify the responsibilities of line instructors

Responsibilities of the line instructors include the following:

- Assist the rangemaster in ensuring that all persons on the range adhere to the general range and range safety rules.
- Carry out all assignments issued by the rangemaster.
- Report to the rangemaster any malfunction of range equipment or any person who persistently cannot or will not comply with the range rules and/or instructions.
- Report accidents, safety violations, incidents, or injuries immediately to the rangemaster and assist in compiling the appropriate report.
- Supervise the firing line and assess student performance, providing feedback as appropriate.
- Diagnose shooter issues and correct them.

Lesson 3: Range Setup and Management

- Remain actively engaged with the students while on the range.
- Score targets and record scores as necessary.

Instructor Briefings

3.5. Describe topics that should be addressed during instructor briefings

Constant communication between the rangemaster and instructors is vitally important for a successful training class. Before and after each day of training, the rangemaster should conduct short briefings with all of the instructors to ensure training is organized and efficient. Before the class begins, it is helpful for the rangemaster to conduct a brief meeting with instructors to discuss course objectives and to specify each instructor's role. Before each day of training, the rangemaster should go over the plan for the day.

In addition, at the end of each day of training, instructors should have a quick debrief regarding student and shooter issues and come up with a specific plan to address them. This keeps all of the instructors on the same page, ensures the class runs efficiently, and that student instruction is as effective as it can be. When instructor schedules change, it is up to the rangemaster to ensure that any new instructors on the schedule know the agreed upon plan from the previous day's debrief.

Range Safety

3.6. Identify general safety rules while conducting a basic recruit firearms course

As the rangemaster, you have the lead in making sure all safety rules are obeyed. Safety is a primary issue in firearms training. You have a responsibility in how safety is presented, explained, and demonstrated. Providing and enforcing safety rules helps instill good safety habits, develop confidence with firearms, and guards against overconfidence.

Prior to allowing students on the range, you must ask if anyone is on medication that would impair their judgment, or if anyone has any recent or pre-existing injuries that would prohibit them from participating in the physical requirements of the range. Allow them the opportunity to relate this information in a confidential manner. You should ask if the student has a doctor's release to participate in range activities.

The General Rules of Firearms Safety form records that the firearms safety rules were received and reviewed by each student as a part of the instruction. The signed receipt for the rules may be kept as part of the student records. The form covers the rules that need to be followed on and off the range. The safety rules should be posted in the classroom and on the range. If your facility has additional rules, they should also be posted in the classroom and on the range. See Attachment 3-3 for a sample of this form.

Instructor Note:

Review, discuss, and have students sign the General Rules of Firearms Safety form.

3.7. Identify the importance of conducting a pre-training safety briefing

Safety briefings should be conducted before each day of training to go over everyone's role in case of an emergency. This ensures that all roles are covered in the event that instructor schedules vary.

As part of the safety instruction for students, you should address issues that may arise such as being hit with hot brass or shrapnel while on the firing line. Give students clear direction on what they should do in the case of hot brass going into their shirt or body armor.

Lesson 3: Range Setup and Management

3.8. Describe the rangemaster's authority to dismiss a student from training for failure to follow safety protocols

Violation of safety protocols are not subject to remediation and may result in immediate dismissal from training. Any student can fail a firearms course at any point during the course at the rangemaster's discretion. Failure to follow the general rules of firearms safety or instructor directions, as well as general carelessness, is grounds for course failure.

3.9. Identify special safety considerations while conducting firearms training

Though safety is paramount during any high-liability training, there are special safety considerations that should be observed during firearms training.

Potential Lead Exposure

Whenever you fire a weapon, you are going to be exposed to lead particles. Lead exposure can build over time and have an adverse effect to your health. Avoid putting spent brass in your pockets or caps. Be sure to wash your hands and forearms twice with lots of soap and water immediately upon leaving the range, before doing anything else. Be sure to convey this to your students.

Be aware that your clothing and shoes will also have lead residue on them after a day on the range, and you risk taking lead into your home. Use proper decontamination procedures when arriving at home after a day of shooting. Wash clothing worn on the range separately from other clothing. Considering having separate shoes to wear only on range days.

Instructor Note:

Emphasize the importance of washing hands after handling a firearm and ammunition.

Steel Targets

If steel targets are used, additional safety precautions may be necessary. Everyone on the range should use eye protection, even if they are not on the firing line. In addition, eye protection with side pieces may be worn as an additional precautionary measure. When shooting steel targets, identify the minimum distance and use proper ammunition. Use of frangible ammunition is highly recommended.

Appropriate Dress

Proper attire may be dictated by the agency or academy. Check with your agency or academy's policies for appropriate instructor attire.

If students have body armor, they should wear it while on the range.

Environmental Issues

Be aware of hydration issues. Make sure students have plenty of water to drink, particularly in hot weather. Take plenty of breaks and encourage students to drink even when they aren't thirsty. Also consider sunscreen and insect repellent.

Reality Based Training Considerations

When conducting reality-based training, consider the instructor-to-student ratio, which may be less than the general 6-to-1 firearms training ratio. There must be enough instructors to monitor the students depending on the type of exercises being conducted.

Notify students ahead of time about any additional clothing required. Be sure to have appropriate additional protective gear, where necessary. For example, when conducting simulated force-on-force training using marking cartridges, Air Soft, or blank rounds, you may need helmets, neck protection, gloves, tightly woven long sleeve shirts, vests, protective cups, etc.

In addition, anytime you are using simulated or non-lethal training ammunition during an exercise, you need to ensure the environment is sterile of all functioning firearms and live ammunition. Before leading a reality-based training exercise, it is strongly recommended that you attend training that addresses how to conduct such training.

Range Commands

3.10. Identify uniform and consistent range commands for live-fire exercises

For safety and consistency, use standard commands when training on the range. Range commands should be given in a loud, clear, firm voice. It is the rangemaster's responsibility to ensure that fellow instructors and students understand the commands being used, and that the line can hear their commands and the start signal or command.

Range commands follow this general pattern:

1. Check to make sure the down range area is clear.
2. Check to make sure eye and ear protection is in place.
3. Briefly describe the drill or exercise and what the shooters are expected to do.
4. Ensure students heard and understand the instructions.
5. Give the command to fire (or turn the targets toward the student).
6. Give the command to cease firing (or turn the targets away from the student) and provide further instructions, i.e., "Holster and secure your weapon."

Example of range commands:

1. *Instructor:* "Eyes and ears."
2. *Instructor:* "Align on your target and assume the offensive ready stance."
3. *Instructor:* "On the command of _____, draw while stepping right; then fire 2 rounds in 5 seconds from the two-hand high point. When you're finished, continue to cover the target."
4. *Instructor:* "Shooters ready?"
5. *Instructor:* <give command or turn targets>
6. *Instructor:* "Holster."

Target Setup

3.11. Identify the target setup for a CJSTC firearms course

Target setup is dependent on the required course of fire. A commercial produced B-21E target or equivalent is the standard target used for all CJSTC qualification courses of fire and proficiency evaluation, except for the Recoil Management Evaluation, which requires an 8-inch circle target (provided in Lesson 7).

Targets are to be placed at least 24 inches apart from scoring edge to scoring edge facing the shooters for CJSTC qualifications and proficiency evaluations, except for the cover and concealment and discretionary shooting evaluations. A diagram of the range setup for the Cover and Concealment Evaluation is provided in Lesson 7, and diagrams for the Active Threat/Shooter drills are provided in Lesson 8. Training centers determine the range setup for the Discretionary Shooting Evaluation.

Each training center or agency should have its own policy and requirements regarding firearms training. The physical plan of the range and the type of exercise determines the target setup for firearms training.

Instructor Note:

Direct the instructor students in setting up targets for the live fire range exercise.

ATTACHMENT 3-1: FORM CJSTC-201, FIRING RANGE FACILITY AND EQUIPMENT REQUIREMENTS



FIRING RANGE FACILITY AND EQUIPMENT REQUIREMENTS

Incorporated by Reference in Rule 11B-21.005(6), F.A.C.



TRAINING SCHOOL	REVIEWER	DATE and TIME

Location:

Rule 11B-21.005, F.A.C., requires that a Commission-certified training school, conducting CJSTC firearms training for basic recruit or instructor students, shall comply with the following specifications:

1. The range shall have a bullet impact backstop that will stop and render harmless, bullets fired into it from firearms from the firing positions at the firing line, without ricocheting projectiles or debris, or striking individuals at the firing line.
2. The range shall have a minimum of five firing positions with one target for each firing position. Range targets shall be placed at least 24 inches from the scoring edge to the scoring edge facing the shooters.
3. The range shall have an observation position for the range master for indoor and outdoor range facilities that allow simultaneous unrestricted view of all firing positions and all areas within the confines of the impact area.
4. The range shall have warning signs posted at all access points to the firing range that clearly identify the areas as a criminal justice firing range.
5. The range shall have an operational public address system that is capable of transmitting instructions to all areas of the range to allow shooters on the firing line or in the firing booth to hear commands while firing with ear protectors in place.
6. The range cover used for firing shall be permanently affixed, or is a portable construction with a base affixed to the ground, or is securely braced to ensure the shooter's safety.
7. The range shall provide adequate lighting out to 25 yards to allow shooters to clearly see the targets from all firing positions and to allow the range caller to clearly see all firing positions and targets.
8. Firearm ranges used for practical exercises shall be equipped with a first aid kit. The first aid kit shall be located at the facility when basic recruit students are actively engaged in practical exercises or CJSTC training is in session and shall be immediately accessible to instructors and students.

The first aid kit shall include at a minimum the following supplies:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> <u>Cold packs/plastic bags and ice (3-5)</u> <u>Flashlight</u> <u>One biohazard bag</u> <u>One box of adhesive bandages, 1" or 2"</u> <u>One CPR mask with one-way valve</u> <u>One emergency blanket</u> <u>One eye-dressing kit</u> | <ul style="list-style-type: none"> <u>One gauze bandage roll, any size</u> <u>One pair of trauma shears</u> <u>One roll of adhesive tape</u> <u>Protective gloves of varying sizes</u> <u>Sterile eyewash</u> <u>Two 4" bandage compresses</u> <u>Two chest seals</u> | <ul style="list-style-type: none"> <u>Two occlusive dressings</u> <u>Two pressure bandages/dressings</u> <u>Two tourniquets (commercial)</u> <u>Two triangular bandages</u> <u>Wound packing, rolled, or hemostatic gauze</u> <u>Writing instrument (e.g., pen, marker)</u> |
|---|--|---|

- 9. _____ The range and associated equipment shall be maintained in proper working order to ensure safety of the shooters and instructors. Indoor ranges shall comply with the manufacturer's specifications for operational safety.
- 10. _____ The range shall have accessible drinking water, a restroom, and a rain-resistant shelter for all personnel engaged in training on the range.
- 11. _____ The range shall have telephone or radio communication immediately available to instructors.
- 12. _____ Access to the range shall be restricted to criminal justice trainees, criminal justice instructors, Commission staff, and personnel authorized by the training center director when firearms training is being conducted. The range must have warning signs posted.
- 13. _____ All personnel shall wear ear and eye protection while a student is actively engaged in a shooting exercise.

In Compliance Non-Compliance Corrected on Site by the Field Specialist

Rule Violation: _____, F.A.C.

Comments: _____

Field Specialist's Signature

Date

Training Center Director or Coordinator or Instructor Signature

Date

ATTACHMENT 3-2: RANGEMASTER CHECKLIST (SAMPLE)

Range Master Checklist

Range Location: _____ Date: _____

Course of Fire: _____

Line Instructor Names	Date CJSTC Firearms Instructor Certification Expires

Number of Students in the class: _____

Rounds of ammunition at beginning of class: _____

Rounds of ammunition at the end of class: _____

Check the following once completed:

	Instructor assignment completed		Lighting
	Audio and timing devices checked		Range clean
	Target line checked for debris		Targets in place
	First aid kit available		Scoring equipment ready
	Fire extinguishers available		Eye and ear protection
	Telephone/radio working		Ammunition
	PA system working (if applicable)		Defective ammunition or weapons

Report any unusual circumstance, problems range defects or other concerns to training center or agency staff.

ATTACHMENT 3-3: GENERAL RULES OF FIREARMS SAFETY (SAMPLE)

Training School Name

- 1) Keep the muzzle pointed in a safe direction, where an unintentional discharge will not cause harm.
- 2) Treat every firearm as if it were loaded.
- 3) Upon picking up a firearm, immediately check to see if it is loaded.
- 4) Never give a firearm to anyone unless the cylinder or action is open.
- 5) Never point a firearm at anyone unless compatible with departmental deadly force policy and chapter 776, F.S.
- 6) Never leave a loaded weapon unattended.
- 7) Always keep firearms out of the reach of children and untrained adults.
- 8) Exercise extreme care in storing a firearm, as defined in chapter 790, F.S.
- 9) Only an approved armorer should make repairs, adjustments, and modifications.
- 10) Notify the instructor before class if you are taking any medication.
- 11) No person under the influence of alcohol or drugs shall handle any firearm.
- 12) Safety glasses and hearing protection must be worn on or near the firing line.
- 13) No talking on the firing line.
- 14) No food or tobacco products are allowed on the firing line.
- 15) Never anticipate a command while on the firing line.
- 16) Never pick up a dropped firearm, ammunition, or reloading devices unless the command is given.
- 17) Never go in front of the firing line unless the line has been declared safe and the command has been given.
- 18) Never draw the firearm from or return it to the holster with your finger on the trigger.
- 19) Never leave the line until the line officer has inspected your firearm and a command has been given.
- 20) Before shooting, be sure of your target, backstop, and beyond.
- 21) If a weapon fails to fire, keep it pointed in a safe direction and notify the range officer by raising your non-shooting hand.

I acknowledge receipt and understanding of these rules, and further understand that any violation may constitute grounds for immediate dismissal from the Training Program.

STUDENT NAME (Print): _____

STUDENT ID #: _____ CLASS #: _____

STUDENT SIGNATURE: _____ DATE: _____

LESSON 4: GENERAL FIREARMS INSTRUCTOR TECHNIQUES

Lesson Goal: Students will review the responsibilities and techniques for training students to effectively use a firearm.

Introduction

The frequency of officer involved shootings has drastically increased. More than ever, officers need to be mentally prepared to engage a deadly threat, and be confident and proficient in their firearms skills to successfully neutralize the threat under whatever circumstances they are presented. To meet this need, you must continuously upgrade and modernize your skills to be able to better provide training to officers. You should strive to provide training that resembles real-world scenarios and conditions whenever possible. Merely providing basic target shooting training is no longer adequate to prepare officers for the kind of deadly force encounters that are becoming more prevalent.

In this lesson, we will cover how to do the following:

- Establish the foundation.
- Build shooting skills.
- Train for discretionary and decision-making shooting.
- Document instruction.

Instructor Note:

Instructors should review the instructional videos on the curriculum website located at <http://www.fdle.state.fl.us/SpecialPages/Logon-page.aspx?returnurl=%2fATMS%2fHome.aspx> before instructing this material.

Materials and Resources

- Attachment 4-1: Recommended Skill-Building Drills
- Attachment 4-2: Firearms Practical Skills Form (Sample)
- Attachment 4-3: Daily Observation Report (Sample)

Establishing the Foundation

4.1. Provide clear instructions and direction while teaching a firearms course

Firearms instruction is one of the most important courses that officers will complete during their training. The use of firearms is the final line of defense for an officer in a life-threatening situation.

Even experienced officers often need to be reminded of basic shooting fundamentals and concepts.

It is important for you to provide clear instruction and direction to the students. Make sure your students understand terminology being used (e.g., sight alignment and sight picture are not the same thing). If shooting errors are observed, provide corrective direction to the student to enhance proficiency. Give corrections as soon as possible so the student can practice correctly. If necessary, have the student repeat instructions back to you to make sure they understand what is expected.

Encourage your students. A student with a positive attitude makes your job a lot easier. Avoid making disparaging statements regarding students' performance. This could instill a poor mindset and reduce confidence.

Lesson 4: General Firearms Instructor Techniques

4.2. Explain that instructors should demonstrate for students any new skill or drill they are teaching

Adults learn and retain the most information when they hear, see, and do. When teaching a new skill or drill, you should explain it, demonstrate the skill or drill at a reasonable pace for students, then have the student perform it. In addition, when trying to individually coach a student on a particular skill, it is sometimes helpful to perform the skill along with the student to allow them to mimic you.

It is important to demonstrate at a pace that is slow enough for a student to be able to see all of the steps of the process and reasonable for them to be able to perform at the same pace. Students will try to perform at the same speed that is demonstrated, so it's important to demonstrate at a speed that is reasonable for them to perform.

4.3. Explain that instructors should be actively engaged with students

All instructors on the line must be actively engaged with students throughout the training course.

You should be hands on with students. This means physically correcting their stance, grip, shooting platform, and more when necessary. You should also be proactive and provide correction when a student is doing something that is potentially unsafe with a loaded firearm (i.e. muzzle discipline).

4.4. Explain that instructors should watch the student to detect shooting errors

When observing student shooters, you should watch the shooter, not the target. Most shooter deficiencies can be diagnosed by watching the shooter and observing their stance, grip, and shooting platform throughout the firing process. The location of shots on the target are just an additional piece of data. If an instructor is able to correct shooter technique, the shots on target will usually fall into place.

4.5. Describe the instructor responsibility for providing constructive feedback to students

Once students have been shown how to perform a skill and begin practicing it, provide constructive feedback to help increase their proficiency. Constructive feedback should consist of telling students what they are doing right, what they need to improve, and how to fix it. If several attempts at correction are ineffective, the instructor should use other forms of motivation or correction as necessary.

When multiple instructors are teaching a class, they should rotate among the students and not repeatedly instruct the same students. Students' learning styles vary and, many times, all it takes for a student to understand a concept is to hear it explained in a new way from a different source.

Some instructors may videotape a student firing to provide visual feedback to the student of their weakness while the instructor provides verbal corrective feedback. Sometimes, it takes seeing themselves making the error to fully understand and correct the issue.

4.6. Explain the importance of consistency regarding firearms skills

Firearms skills diminish over time, so consistency and good repetition are vitally important to retaining the skills necessary to effectively respond to a deadly threat. Good habits should be imprinted on basic recruit students as soon as they start training, and good habits should be imprinted on experienced shooters often. Even when shooters are not conducting coordinated firearms drills, they should be using proper techniques.

When using firearms in the presence of students, you should always use proper technique to demonstrate the importance of consistency. Students will mimic what they see. This is especially true for things like drawing, loading, using workspace, and scanning.

For example:

- The gun should come out of the holster the same way every time—fast.
- When loading and charging from the holster, the shooter should come out and get a good sight picture, come back to the workspace to load and charge while their eyes remain down range, punch back out to get another good sight picture, then scan and holster (this process provides two reps of getting a good sight picture).

Lesson 4: General Firearms Instructor Techniques

- Shooters should perform a proper scan every time before holstering (should be fast to get gun out and slow to put it away).

In addition, encourage students to practice the draw stroke and sight picture as often as possible (e.g. several times each time they put on and take off their duty gear, at the least).

4.7. Encourage students to think on their own

Encourage students to think on their own and not constantly rely on commands to properly complete a task. When issuing commands, try to avoid providing the steps for a task every time so that students do not form the habit of relying on commands when completing the task. For example, train students that “load and charge your weapon” means: draw, get a good sight picture, bring the weapon to the workspace to load and charge, punch out for another sight picture, then scan and holster. Similarly, avoid telling students to scan every time you tell them to holster; rather you should train students from the beginning that scanning is a part of holstering. Once students are trained in the steps of particular task, you should only provide guidance when students are not completing all of the steps correctly.

In addition, instead of telling students what they should do in a particular situation, give them a hint with a question or phrase. For example, if their slide is locked back, ask, “what is the condition of your weapon?” If they have a malfunction and freeze, say, “fix it.”

When possible, instructors should have students automatically reload and get an additional sight picture anytime they experience lock back and have a loaded magazine in their pouch (students should only load from their magazine pouches, never from their pocket).

Building Shooting Skills

4.8. Identify drills and instructional methods to build shooting skills when teaching firearms

One of your most important responsibilities as a firearms instructor is to ensure that students learn why and how to perform specific skills correctly. There are a variety of drills and instructional methods that you may conduct to develop a student’s shooting skills. See Attachment 4-1 for some recommended skill-building drills to get started.

In addition, Attachment 4-2 or something similar can be used to help you organize your drills/exercises and also serve to document training. It is not a required form, but is provided as a tool that you may want to use when delivering training.

When conducting firearms drills and practicing a shooting technique, it is important that you vary the number of rounds you have students fire to reduce the possibility of forming a habit of firing a specific number of rounds when faced with a threat. Also, impress upon students that they should continue to cover the target after a string of fire, rather than immediately going to the holster. Get them in the habit of taking their time to ensure that a threat is neutralized, then perform a proper scan before holstering.

In addition, aim to have each student end on a positive performance or successful repetition to help increase their confidence in the skill and reduce the probability of hesitation in a deadly threat situation.

Dry Firing

Dry firing is one of the most important, though often overlooked, training techniques. During dry fire, the shooter uses all the fundamentals of marksmanship without using any ammunition. By firing the weapon unloaded, the student becomes accustomed to pulling the trigger without flinching or jerking. This technique can be good practice for developing workspace habits, sight alignment, trigger control, trigger preparation, and developing eye hand coordination and speed.

It is good practice to use ditties when teaching dry firing, especially with classes that tend to struggle with learning concepts. Ditties are learning phrases said aloud by the students while performing procedures that follow preparatory commands announced by the instructor.

Here is an example of a ditty taught for clearing a phase I malfunction:

Introduce and demonstrate the ditty first. Then have students draw to the two-handed high point position with a safe and empty weapon.

Lesson 4: General Firearms Instructor Techniques

1. Instructor preparatory command: *"Click!"*
(To simulate a malfunction.)
2. Student response all together: *"Workspace!"*
(They will bring the weapon into their workspace as they say this. Keep the students frozen in that position and inspect each one to make sure that the weapon is in their workspace before proceeding to the next command.)
3. Instructor preparatory command: *"Magazine!"*
4. Student response all together: *"Tap!"*
(They will tap the bottom of the magazine as they say this. Watch to make sure each student does this correctly.)
5. Instructor preparatory command: *"Slide!"*
6. Student response all together: *"Rack!"*
(They will rack the slide as they say this. Watch to make sure each student does this correctly.)
7. Instructor preparatory command: *"Clear!"*
8. Student response all together: *"Ready!"*
(They will extend the weapon to the two-handed high point as they say this. Watch to make sure each student does this correctly.)

Consider teaching the ditty by repeating the first command and response several times until each student masters it. When you feel confident that the students are ready to move on, introduce the next command and response. Repeat the first two commands and responses until it is clear that the students are ready to continue to the next step. Repeat this process until they perform the entire ditty effortlessly, then have them clear the malfunction without the aid of a command. Quality repetition is the key to student success.

Instructor Note:

Discuss the importance of using ditties to teach students to perform even the most complex steps. Explain that the concept is nothing new, and how the U.S. military has been using ditties for many years to teach service members how to operate weapon systems, perform close-order drill, and accomplish multi-faceted tasks in the field.

Develop and demonstrate a ditty for instructor students to follow for a specific firearms skill. You may use the example above or create your own.

Ball and Dummy

For ball and dummy exercises, the instructor or another student loads the shooter's firearm with a random selection of live and dummy ammunition. This drill is most effective in revealing flinching and jerking. It also gives the student practice in clearing malfunctions.

Training for Discretionary and Decision-Making Shooting

4.9. Identify discretionary and decision-making shooting

As an instructor, you have an obligation to update and modify your training based on new developments and current technology. Training in discretionary decision making will enhance the student's survival skills tactically, legally, and ethically. An introduction of these skills to basic recruits allows them to understand that judgment is an integral part of their survival in the field. Discretionary shooting training can range from simple shoot/don't shoot scenarios with paper targets to complex force-on-force role-play settings with non-lethal training ammunition.

Lesson 4: General Firearms Instructor Techniques

Instructor Note:

Discuss and review the variety of methods for discretionary shooting.

Discretionary shooting can be presented in a variety of ways, to include:

Role Play

A role-play scenario can be developed based only on the ability and limitations of your facility and number of participants. For example, blanks and marking cartridges can be used to provide realism. Appropriate safety checks of all participants should be required before, during, and after the class. Role playing allows participants to experience stressful situations and verbal interaction, but removes live fire and accuracy scoring. These scenarios can be designed to include options ranging from knowledge of law to handling suspects.

Firearm Simulator

A firearm simulator generally gives you scoring, reaction, and judgment scoring modes, but does not allow great flexibility in your surroundings. Communication is limited since you can give verbal commands, but the simulator cannot provide realistic responses.

Turning Targets

Electronic turning targets are generally used in a live fire environment. The targets provide an element of stress since the circumstances are unknown. Accuracy and reaction can be scored with a timed sequence. Judgment can be scored with the use of “friend or foe” targets.

Shoot/Don't Shoot Targets

There are a variety of shoot/don't shoot targets available, from full size targets to small target overlays depicting weapons, badges, and other objects that can be used with existing targets. These targets offer a simple, cost effective way to develop an effective discretionary shooting training scenario that can be easily adjusted for variation.

Documenting Instruction

4.10. Identify the instructor's responsibility in documenting instruction for CJSTC firearms courses

The CJSTC is responsible for, as one of its statutory responsibilities, the establishment of minimum training standards for officers in the state of Florida. One of the requirements in ensuring that standards are met is documentation of training. This includes when, where, and by whom the training was conducted, what was taught, who attended, and any evaluation or remediation that was conducted. This kind of detailed documentation enhances the credibility of a training program. It provides a formal record of the training that took place and protection in training liability issues.

You must correctly deliver the training, document how the delivery took place, and record the students' response to the training by an evaluation tool. Consider using the daily observation report in Attachment 4-3 or something similar to keep a daily record of any deficiencies a student has and how they were addressed. Proper documentation of student performance is needed to satisfy all course requirements for completion. Failure to document this information also can make you vulnerable to liability, and make it hard to prove what occurred.

Instructor Note:

Discuss the importance of maintaining documentation to remain in compliance with CJSTC and training center rules and how documentation benefits the instructor.

Lesson 4: General Firearms Instructor Techniques

Review and discuss Attachment 4-3 and the value of having such documentation on file for each student (especially basic recruits).

The following information is the minimum that is required for documentation of instruction of a firearms basic recruit course:

Instructor Note:

Review the components that must be documented to meet the instructor's responsibility.

Attendance

Each instructor must accurately document each student's attendance in class for each day of training. A formal log shall be kept by date and time, and placed in the permanent class file for future reference. This log is generally provided by the training center.

Curriculum

An instructor must cover all aspects of the instruction provided. Sometimes, as with the basic recruit firearms curriculum, the lesson plans are already prepared for the minimum required content. However, any additions to lesson plans should be recorded and filed with the original in the class file.

Instructor

The person teaching the block of instruction or course must be recorded.

Evaluation

The measurement of student performance and identification of the instructor conducting the evaluation must be documented. The student's strengths and weaknesses should be noted. This document could prove invaluable should disciplinary action and/or court testimony become necessary.

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. In other words, when a student begins proficiency testing, they cannot stop to review materials or practice skills before completing the evaluation. If the student does not pass the first proficiency attempt, the instructor should record the failure. Instructor students are provided another attempt with no remediation, basic recruit students must complete a remediation process before retesting.

Remediation (Basic Recruit Training Only)

If a student displays unacceptable performance, the attempt made to correct it must be recorded. Documentation of the effort to correct the deficiency, the outcome of that corrective action, and acknowledgement by the student, instructor, and range master must be filed with the evaluation form. Documenting remediation is discussed more thoroughly in Lesson 7.

Scores

All examination scores and proficiency performance requirements must be documented.

ATTACHMENT 4-1: RECOMMENDED SKILL-BUILDING DRILLS

Consider using these skill-building drills to teach new skills, correct shooting errors, and prepare students for the handgun courses of fire. It is essential that you practice each drill beforehand so that you know how to demonstrate them correctly in front of students. These drills may be modified to fit your preference.

Offensive Ready Stance and Compressed Ready Position

Offensive Ready Stance—Dry Fire (Part A)

- | | |
|---------------|--|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume a relaxed stance with both arms to the side. |
| Step 3 | Plant both feet shoulder width apart or slightly wider. |
| Step 4 | Align head, shoulders, and hips toward the threat with toes pointed forward. |
| Step 5 | Bend the knees slightly. |
| Step 6 | Bring the weapon-side leg to the rear so that the toes align with the heel or arch of the support-side foot. |
| Step 7 | Lean slightly forward to distribute more weight to the front balls of the feet. |
| Step 8 | Raise both arms to the front to form a guard. This will look different for each student. |
| Step 9 | Repeat steps 2-8 several times until comfortable and ready to add a weapon. |

Compressed Ready Position—Dry Fire (Part B)

- | | |
|---------------|--|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw, acquire a good sight picture, and remain in the two-hand high point position. |
| Step 4 | While maintaining both hands on the weapon, bring the weapon in close toward the center of the body and off to the weapon side slightly. The primary arm should be pulled back and pressed against the side of the body with the trigger finger indexed. |
| Step 5 | The barrel of the weapon should be pointed slightly downward or parallel to the ground facing forward. |
| Step 6 | The instructor will call threat. |
| Step 7 | Extend the weapon to the two-hand high point position. |
| Step 8 | Repeat steps 4-7 several times. |
| Step 9 | Scan and holster. |

Draw Stroke

Draw Stroke—Dry Fire

- | | |
|----------------|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and no magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Reach for the holster with the primary hand. |
| Step 4 | Establish a proper grip high on the backstrap before removing the weapon out of the holster with the primary hand. |
| Step 5 | Remove the weapon out the holster. |
| Step 6 | Raise the weapon to where the primary arm is bent at a 90° angle with the muzzle level and pointing down range. |
| Step 7 | Gradually raise the weapon to where the support hand meets the primary hand near the center of the chest or in the workspace to form a two-handed grip. |
| Step 8 | Extend and bring the weapon up on the target while simultaneously applying torque to the grip and finding the front sight. |
| Step 9 | Ensure that the sights are raised to eye level, and not the other way around. |
| Step 10 | Scan and holster. |
| Step 11 | Repeat steps 2-10 several times. |

Sight Alignment and Sight Picture

Sight Alignment and Sight Picture—Dry Fire

- ① Apply a piece of tape over the top of the rear sights to form a “bridge” before conducting the drill.

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Assume the offensive ready stance.
- Step 3** Draw, then pause the weapon at the workspace with the sights at eye level.
- Step 4** With both eyes open, slowly extend to the two-hand high point position while aligning the sights on the center of the target.
- Step 5** Maintain focus on the front sight while the rear sight comes into alignment. The top of the front sight should visually “touch” the tape, with equal light on each side.
- Step 6** Return the weapon to the workspace, approximately half way between the two-hand high point position and the chin with the sights still at eye level. Keep the muzzle slightly elevated with elbows in.
- Step 7** Repeat steps 4-6 several times.
- Step 8** Scan and holster.

Trigger Press and Prep

Trigger Press/Preparation—Dry Fire (Part A)

① This drill is meant to allow the student to watch their finger manipulate the trigger so they can see, as well as feel, how far they are able to move the trigger before reaching the “wall.” Seeing the movement facilitates student learning by adding a visual element to the physical motion.

- Step 1** Begin with a safe and unholstered weapon with no magazine inserted, and in a relaxed stance.
- Step 2** Grip the weapon with the primary hand only, with the magazine well pressed against the belly button area and the weapon pointed to the side.
- Step 3** Look down at the weapon and gradually apply steady pressure to the trigger to remove the slack. This is called a trigger prep.
- Step 4** Release the trigger to its natural point and repeat.
- Step 5** Once comfortable with the process, combine these steps into one motion by rapidly performing the trigger prep:
 1. Release pressure
 2. Apply pressure
 3. Release pressure
 4. And repeat

Continue this for a while, and then randomly stop the movement during the trigger prep. Hold the pressure for about 5 seconds.
- Step 6** Press the trigger to the rear and observe the trigger during the process.
- Step 7** Repeat steps 2-6 several times.

Trigger Press/Preparation—Dry Fire (Part B)

① Pair students up and use the student-coach method to perform this drill.

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Assume the offensive ready stance.
- Step 3** Draw, then perform a trigger prep as the weapon is being presented to the two-hand high point position, not afterwards.
The coach (another student) will watch to see if the shooter performs the trigger prep at the same time they present their weapon to the target.
- Step 4** Once the weapon is in the two-hand high point position, the coach will give the command “fire.”
- Step 5** Finish the trigger pull and attempt to fire. The coach will cycle the slide to simulate a round being fired. The shooter will prep the trigger as the slide is being cycled.
- Step 6** Scan and assume the compressed ready.
- Step 7** Repeat steps 3-5 several times.
- Step 8** Scan and holster, then switch roles.

Trigger Anticipation

Trigger Anticipation—Dry Fire

① Pair students up and use the student-coach method to perform this drill.

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Draw while prepping the trigger, acquire a good sight picture, and assume the two-hand high point position.

Step 4 The coach (another student) will stand an empty casing on top of the weapon near the front sight. The empty casing should not fall off when the trigger is pulled to the rear. The goal is to keep the weapon as still as possible when taking the shot.

Step 5 Attempt to fire.

Step 6 The coach will cycle the slide and stand the empty casing back on top of the weapon near the front sight. The shooter will prep the trigger as the slide is being cycled.

Step 7 Repeat steps 5-6 several times.

Step 8 Scan and holster, then switch roles.

Loading, Unloading, and Reloading

Loading—Dry Fire	
Step 1	Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
Step 2	Assume the offensive ready stance.
Step 3	Draw, acquire a good sight picture, and bring the weapon to the workspace.
Step 4	With the weapon still in the workspace, use the support hand to retrieve an empty magazine from the magazine pouch.
Step 5	Use the index finger to guide the magazine into the magazine well and use the palm to push the magazine into the well with some force. The index finger will rest on the side of the empty magazine facing the nose of the rounds while the thumb will provide counter pressure on the opposite side.
Step 6	Grab the rear end of the slide with the support hand, with the palm over the top and the fingers and thumb on the sides.
Step 7	Pull the slide all the way to the rear and release it. This will “chamber a round.”
Step 8	Extend the weapon to the two-hand high point position and acquire a good sight picture.
Step 9	Holster.
Step 10	Repeat steps 2-9 as necessary.

Unloading—Dry Fire	
Step 1	Begin with a holstered weapon with an empty magazine inserted.
Step 2	Assume the offensive ready stance.
Step 3	Draw, acquire a good sight picture, and bring the weapon to the workspace.
Step 4	Depress the magazine release with the thumb or finger as needed and orient the weapon so that gravity will allow the empty magazine to drop. If the magazine still fails to drop, grab the bottom of the empty magazine with the support hand to pull it out.
Step 5	Grab the rear end of the slide with the support hand, pull it all the way to the rear, and lock it in place.
Step 6	Observe the chamber visually and physically to verify that the chamber and magazine well are empty and free of ammunition.
Step 7	Release the slide forward by either: <ol style="list-style-type: none"> a. using your primary hand to push the slide lever down, OR b. grabbing the rear end of the slide with your support hand, pulling it all the way to the rear, and releasing it.
Step 8	Reacquire a good sight picture, then scan and holster.
Step 9	Repeat steps 2-8 as necessary.

Reloading—Dry Fire

- | | |
|----------------|---|
| Step 1 | Begin with a safe and holstered weapon with the slide forward and an empty magazine inserted. |
| Step 2 | Assume the offensive ready stance. |
| Step 3 | Draw while prepping the trigger, assume the two-hand high point position, and acquire a good sight picture. |
| Step 4 | Attempt to fire. |
| Step 5 | Lock the slide to the rear to simulate an empty gun. |
| Step 6 | Bring the weapon to the workspace and depress the magazine release. |
| Step 7 | Orient the weapon so that gravity will allow the empty magazine to drop. If the magazine still fails to drop, grab the bottom of the empty magazine with the support hand to pull it out. |
| Step 8 | As the magazine drops, use the support hand to retrieve an empty magazine from the magazine pouch. |
| Step 9 | Use the index finger to guide the magazine into the magazine well with some force. |
| Step 10 | Release the slide forward to chamber a round by either:
a. using your primary hand to push the slide lever down, OR
b. grabbing the rear end of the slide with your support hand, pulling it all the way to the rear, and releasing it.
This will bring the weapon back into action. |
| Step 11 | Repeat steps 2-10 as necessary. |
| Step 12 | Scan and holster. |

Malfunction Clearance

Clearing a Phase I Malfunction—Dry Fire

- Step 1** Begin with a safe and holstered weapon with the slide forward and an empty magazine inserted.
- Step 2** Assume the offensive ready stance.
- Step 3** Draw while prepping the trigger, assume the two-hand high point position, and attempt to fire.
- Step 4** Bring the weapon into the workspace and identify and clear the malfunction:
 - 1. Tap
 - 2. Rack
 - 3. Ready
- Step 5** Attempt to fire from the two-hand high point position.
- Step 6** Return to the compressed ready and repeat steps 3-5 several times.
- Step 7** Scan and holster.

Combination: Trigger, Marksmanship, Reload, and Phase I Clearance—Ball and Dummy

Magazine Loadout: 3 magazines with dummy rounds mixed with live rounds. The number of dummy and live rounds is up to the instructor, so long as the first and last rounds are live. After each student loads their three magazines, mix them up and return.

Distance: 7-15 yards

Target: B21-E or steel target

① Form multiple lanes with students standing in line facing down range. One instructor per lane.

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Align on the target and assume the offensive ready stance.
- Step 3** Draw, acquire a good sight picture, and bring the weapon back into the workspace.
- Step 4** Load and charge the weapon, reacquire a good sight picture, and holster.
- Step 5** Draw while prepping the trigger, assume the two-hand high point position, and attempt to fire.
- Step 6** If necessary, bring the weapon into the workspace and identify and clear the malfunction:
 - 1. Tap
 - 2. Rack
 - 3. Ready
- Step 7** Attempt to fire from the two-hand high point position.
- Step 8** Continue firing and clearing the weapon until the slide locks to the rear.
- Step 9** Bring the weapon back into the workspace and reload.
- Step 10** Scan and holster.
- Step 11** Repeat steps 2-10 two more times.

Clearing a Phase I Malfunction—Live Fire (Pre-Evaluation)

Magazine Loadout: 1 magazine with 3 rounds + 1 dummy round. Load the 3 rounds first, and then the 1 dummy round at the top.

Distance: 5-yard line

Target: B21-E

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Align on the target and assume the offensive ready stance.

Step 3 Draw, acquire a good sight picture, and bring the weapon back into the workspace.

Step 4 Load and charge the weapon, reacquire a good sight picture, and holster.

Step 5 Draw while prepping the trigger, assume the two-hand high point position, and attempt to fire.

Bring the weapon into the workspace, and identify and clear the malfunction:

- Step 6**
1. Tap
 2. Rack
 3. Ready

Step 7 Fire 2 rounds from the two-hand high point position.

Step 8 Scan and holster.

Clearing a Phase II Malfunction—Dry Fire

① For the Phase II Malfunction Clearance Evaluation, the training center has the option of having students drop the magazine that is removed from the firearm or store it on their persons for potential future use. In either case, they must use a new magazine when they reload.

① The training center also has the option to require students to lock the slide back before removing the magazine or not. In either case, students must work the slide.

Step 1 Begin with a safe and holstered weapon with the slide forward and an empty magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Draw while prepping the trigger, acquire a good sight picture, and assume the compressed ready.

Step 4 Attempt to fire from the two-hand high point position.

Bring their weapon into the workspace, and identify and clear the malfunction:

- Step 5**
1. Lock the slide to the rear (optional).
 2. Remove the magazine (either drop or store).
 3. Work the slide several times to ensure that the weapon is clear.

Step 6 With the weapon still in the workspace, load and charge with a new empty magazine.

Step 7 Attempt to fire from the two-hand high point position.

Step 8 Scan and reassume the compressed ready.

Step 9 Repeat steps 4-8 several times, scan and holster.

Clearing a Phase II Malfunction—Live Fire (Pre-Evaluation)

Magazine Loadout: Dummy round or empty casing in chamber, 1 magazine with 1 round, and 1 magazine with 3 rounds

Distance: 5-yard line

Target: B21-E

① For the Phase II Malfunction Clearance Evaluation, the training center has the option of having students drop the magazine that is removed from the firearm or store it on their persons for potential future use. In either case, they must use a new magazine when they reload.

① The training center also has the option to require students to lock the slide back before removing the magazine or not. In either case, students must work the slide.

Step 1 Begin with a safe and holstered weapon with a dummy round or empty casing in the chamber, the slide forward, and no magazine inserted.

Step 2 Align on the target and assume the offensive ready stance.

Step 3 Draw, acquire a good sight picture, and bring the weapon back into the workspace.

Step 4 Load and charge the weapon with a magazine with 1 round to set up a Phase II malfunction, then reacquire a good sight picture and assume the compressed ready.

Step 5 Attempt to fire from the two-hand high point position.

Bring the weapon into the workspace, and identify and clear the malfunction:

- Step 6**
1. Lock the slide to the rear (optional).
 2. Remove the magazine (either drop or store).
 3. Work the slide several times to ensure that the weapon is clear.

Step 7 With the weapon still in the workspace, load and charge a new magazine with 3 rounds.

Step 8 Fire 2 rounds from the two-hand high point position.

Step 9 Scan and holster.

Recoil Management

Recoil Management—Dry Fire

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Align on the target and assume the offensive ready stance.
- Step 3** Draw and extend the weapon to the two-hand high point position, establishing a solid grip with an equal amount of hands on both sides of the weapon.
 - 1. The instructor will adjust each shooter’s hands, and will draw a line across the meaty portion of both thumbs with a marker.
 - 2. The instructor will explain that the support hand pinky should be applying the majority pressure in an upwards direction towards the rear plate.
- Step 4** Assume the compressed ready.
- Step 5** Extend the weapon to the two-hand high point position and acquire a good sight picture. The marker on both thumbs should line up.
- Step 6** Repeat steps 4-5 several times.
- Step 7** Scan and holster.

Recoil Management—Live Fire (Part A)

Magazine Loadout: 1 magazine with 9 rounds

Distance: 7-yard line

Target: 4” circle

- ① Students and instructors move forward to evaluate the target only after the first string of fire.
- ① Consider having students also practice this drill from the holster.

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Align on the target and assume the offensive ready stance.
- Step 3** Draw, acquire a good sight picture, and bring the weapon back into the workspace.
- Step 4** Load and charge the weapon with a magazine with 9 rounds, reacquire a good sight picture, and assume the compressed ready.
- Step 5** Prep the trigger while extending the weapon to the two-hand high point position and fire 3 rounds in 8 seconds. The marker on both thumbs should line up (refer to the dry fire drill).
- Step 6** Return to the compressed ready.
- Step 7** Repeat steps 5-6 two more times.
- Step 8** Scan and holster.

Recoil Management—Live Fire (Part B)

Magazine Loadout: 1 magazine with 9 rounds

Distance: 7-yard line

Target: 6" circle

- ① Students and instructors move forward to evaluate the target only after the first string of fire.
- ① Consider having students also practice this drill from the holster.

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Align on the target and assume the offensive ready stance.

Step 3 Draw, acquire a good sight picture, and bring the weapon back into the workspace.

Step 4 Load and charge the weapon with a magazine with 9 rounds, reacquire a good sight picture, and assume the compressed ready.

Step 5 Prep the trigger while extending the weapon to the two-hand high point position and fire 3 rounds in 6 seconds. The marker on both thumbs should line up (refer to the dry fire drill).

Step 6 Return to the compressed ready.

Step 7 Repeat steps 5-6 two more times.

Step 8 Scan and holster.

Recoil Management—Live Fire (Part C)

Magazine Loadout: 1 magazine with 12 rounds

Distance: 7-yard line

Target: 8" circle

- ① Students and instructors move forward to evaluate the target only after the first string of fire.
- ① Consider having students also practice this drill from the holster.

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Align on the target and assume the offensive ready stance.

Step 3 Draw, acquire a good sight picture, and bring the weapon back into the workspace.

Step 4 Load and charge the weapon with a magazine with 12 rounds, reacquire a good sight picture, and assume the compressed ready.

Step 5 Prep the trigger while extending the weapon to the two-hand high point position and fire 6 rounds in 6 seconds. The marker on both thumbs should line up.

Step 6 Return to the compressed ready.

Step 7 Repeat steps 5-6 one more time.

Step 8 Scan and holster.

Hip Shooting

Hip Shooting—Dry Fire (Part A)

- ① For the Hip Shooting Evaluation, the training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from Chapter 4, Criminal Justice Defensive Tactics.
- ① Consider having students also practice this drill with two-hands (omitting step 5).

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Draw, then raise the weapon to where the primary forearm/elbow is pressed against the side of the body.

Step 4 Slightly cant the weapon’s magazine well toward the torso while ensuring that the muzzle is level and pointing down range.

Step 5 Perform the upper area block with the support hand.

Step 6 Attempt to fire.

Step 7 Scan and holster.

Step 8 Repeat steps 2-7 several times, doing each step individually.

Hip Shooting—Dry Fire (Part B)

- ① Consider having students also practice this drill with two-hands (omitting the upper area block).

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Draw and attempt to fire from the hip with the primary hand while performing the upper area block with the support hand (steps 3-6 from the previous drill, but performed simultaneously).

Step 4 Take one step back while transitioning to the two-hand high point position.

Step 5 Attempt to fire.

Step 6 Scan and holster.

Step 7 Repeat steps 2-6 several times.

Hip Shooting—Live Fire (Part A)

Magazine Loadout: 1 magazine with 6 rounds

Distance: 1-3-yard lines

Target: B21-E

- ① For the Hip Shooting Evaluation, the training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from Chapter 4, Criminal Justice Defensive Tactics.
- ① Instruct students to step back if they have a malfunction while hip shooting so they are not trying to identify and clear a malfunction in front of the rest of the firing line as it moves back (this will also help to get students in the habit of moving when they are not able to shoot).

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Assume the offensive ready stance.
- Step 3** Draw, acquire a good sight picture, and bring the weapon back into the workspace.
- Step 4** Load and charge the weapon with a magazine with 6 rounds, reacquire a good sight picture and holster.
- Step 5** Draw, and then fire 3 rounds from the hip utilizing a one-handed or two-handed grip. Perform the upper area block with the support hand if using the one-handed grip.
- Step 6** Scan and holster.

Hip Shooting—Live Fire (Part B)

Magazine Loadout: 1 magazine with 7 rounds

Distance: 1-3-yard lines

Target: B21-E

- ① An additional round will remain in the chamber once the drill is complete so that the student does not scan with an empty weapon.

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Assume the offensive ready stance.
- Step 3** Draw, acquire a good sight picture, and bring the weapon back into the workspace.
- Step 4** Load and charge the weapon with a magazine with 7 rounds, then reacquire a good sight picture and holster.
- Step 5** Draw, and then fire 3 rounds from the hip utilizing a one-handed or two-handed grip; then create distance (step back) and fire 3 rounds from the two-hand high point position. Perform the upper area block with the support hand if using the one-handed grip.
- Step 6** Scan and holster.

One-Hand Shooting (Primary and Support)

One-Hand Shooting—Dry Fire	
Step 1	Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
Step 2	Assume the offensive ready stance.
Step 3	Draw then, with the primary hand only, bring the weapon to eye level and acquire a good sight picture. Keep the support hand in a safe location away from and behind the weapon.
Step 4	Without disturbing the front sight, press the trigger.
Step 5	Cycle the slide with the support hand to reset the trigger, and return the support hand to the safe location.
Step 6	Acquire another good sight picture with the primary hand only.
Step 7	With the primary hand only, bring the weapon to waist level and safely transition it to the support hand, then assume the compressed ready.
Step 8	With the support hand only, bring the weapon to eye level and acquire a good sight picture. Keep primary hand in a safe location away from and behind the weapon.
Step 9	Without disturbing the front sight, press the trigger.
Step 10	Cycle the slide with the primary hand to reset the trigger, and return the primary hand to the safe location.
Step 11	Acquire another good sight picture with the support hand only.
Step 12	With the support hand only, bring the weapon to waist level and safely transition it to the primary hand, then assume the compressed ready.
Step 13	Acquire another good sight picture with the primary hand only.
Step 14	Scan and holster.

One-Hand Shooting—Live Fire

Magazine Loadout: 3 magazines with 6 rounds each

Distance: 5-yard line

Target: B21-E

① Repeat this drill as needed. After the first magazine, consider firing 2 rounds each, and then 3 rounds each as time permits

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Draw, acquire a good sight picture, and bring the weapon into the workspace.

Step 4 Load and charge the weapon with a magazine with 3 rounds, reacquire a good sight picture, and holster.

Step 5 Draw then, with the primary hand only, bring the weapon to eye level and acquire a good sight picture. Keep the support hand in a safe location away from and behind the weapon.

Step 6 Without disturbing the front sight, fire 1 round.

Step 7 Acquire another good sight picture with the primary hand only.

Step 8 Bring the weapon to waist level and safely transition it to the support hand, then assume the compressed ready.

Step 9 With the support hand only, bring the weapon to eye level and acquire a good sight picture. Keep primary hand in a safe location away from and behind the weapon.

Step 10 Without disturbing the front sight, fire 1 round.

Step 11 Acquire another good sight picture with the support hand only.

Step 12 Bring the weapon to waist level and safely transition it to the primary hand, then assume the compressed ready.

Step 13 Acquire another good sight picture with the primary hand only.

Step 14 Repeat steps 5-13 two more times, then reload.

Step 15 Scan and holster.

One-Hand Shooting—Live Fire (Pre-Evaluation)

Magazine Loadout: 1 magazine with 7 rounds

Distance: 5-yard line

Target: B21-E

① An additional round will remain in the chamber once the drill is complete so that the student does not scan with an empty weapon.

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Draw, acquire a good sight picture, and bring the weapon back into the workspace.

Step 4 Load and charge the weapon with a magazine with 7 rounds.

Step 5 Reacquire a good sight picture and holster.

Step 6 Draw with the primary hand only and fire 3 rounds in 5 seconds. Scan, de-cock if applicable, and assume the compressed ready.

Step 7 Safely transition the weapon to the support hand and return to the compressed ready.

Step 8 With the support hand only, fire 3 rounds in 5 seconds. Scan and return to the compressed ready.

Step 9 Safely transition the weapon back to the primary hand, and holster.

Cover and Concealment

Cover and Concealment—Dry Fire (Part A)

- ① Refer to the Cover and Concealment Evaluation Course Diagram in the instructor materials when setting up and performing this drill.
- ① Form multiple lanes with one instructor per, and have students take turns performing this drill.

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Align on the target at the 15-yard line. Do not assume a shooting stance.
- Step 3** Casually walk toward the target as if it's a non-deadly threat.
- Step 4** The instructor will call threat on or near the 7-yard line. Draw and move to a position of cover while engaging the threat with a safe and empty weapon.
- Step 5** Touch the cover, and then say, "I'm safe. I'm too close. Now back up."
- Step 6** Back up, and holster.
- Step 7** Repeat steps 2-6 several times.

Cover and Concealment—Dry Fire (Part B)

- ① Refer to the Cover and Concealment Evaluation Course Diagram in the instructor materials when setting up and performing this drill.
- ① Form multiple lanes with one instructor per, and have students take turns performing this drill.

- Step 1** Begin with a safe and holstered weapon with the slide forward and no magazine inserted.
- Step 2** Align on the target at the 15-yard line. Do not assume a shooting stance.
- Step 3** Casually walk toward the target as if it's a non-deadly threat.
- Step 4** The instructor will call threat on or near the 7-yard line. Draw and move to a position of cover while engaging the threat with a safe and empty weapon.
- Step 5** Touch the cover, and then say, "I'm safe. I'm too close. Now back up."
- Step 6** Reload with an empty magazine from behind cover.
- Step 7** Roll out from behind a different part of cover using either the standing or kneeling position and re-engage the threat with a safe and empty weapon.
- Step 8** Scan and holster.
- Step 9** Repeat steps 2-8 several times, each time rolling out from a different part of cover from the standing and kneeling positions.

Cover and Concealment—Live Fire (Pre-Evaluation)

Magazine Loadout: 2 magazines with 3 rounds

Distance: 5-yard line

Target: B21-E

- ① Refer to the Cover and Concealment Evaluation Course Diagram in the instructor materials when setting up and performing this drill.
- ① Form multiple lanes with one instructor per, and have students take turns performing this drill.

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Draw, acquire a good sight picture, and bring the weapon into the workspace.

Step 4 Load and charge the weapon with a magazine with 3 rounds, acquire a good sight picture, and holster.

Step 5 Align on the target at the 15-yard line. Do not assume a shooting stance.

Step 6 Casually walk toward the target as if it's a non-deadly threat.

Step 7 The instructor will call threat on or near the 7-yard line. Draw and move to a position of cover while engaging the threat with 3 rounds.

Step 8 Perform a slide-lock reload with a magazine with 3 rounds.

Step 9 Roll out from behind a different part of cover using either the standing or kneeling position and re-engage with 3 rounds.

Step 10 Holster a clear and empty weapon.

Survival Shooting

One-Handed Reload

Magazine Loadout: 1 magazine with 1 round, 1 magazine loaded (instructor discretion on how many rounds)

Distance: 5-yard line

Target: B21-E

① Have students practice all options.

Step 1 Begin with a safe and holstered weapon with the slide forward and no magazine inserted.

Step 2 Assume the offensive ready stance.

Step 3 Load and charge the weapon with a magazine with 1 round, and holster.

Step 4 Draw with the primary hand only and fire 3 rounds, when weapon locks back, perform and one-hand reload and complete the string of fire.

Step 5 When the weapon locks back, release the magazine. If using primary hand only, use the thumb of the shooting hand to press the magazine release. If using the support hand only, use the index finger of the support hand to press the magazine release.

Select one of the following methods to hold the weapon:

- Step 6**
- a. Place the weapon between your knees, with the magazine well facing out.
 - b. Place the weapon under the 'injured' arm.
 - c. Place the weapon behind the knee, with the magazine well facing up.
 - d. Place the weapon in the holster, backwards, magazine well facing out (may not work with light mounted weapons).

Step 7 Insert the fresh magazine into the magazine well, seat it, and tug it to make sure it is secure.

Chamber a round by either:

- Step 8**
- a. pressing the slide lock lever to release the slide, OR
 - b. using a sturdy surface (belt buckle, pocket flap, heal of boot) to push the slide back and release it.

Step 9 When finished firing rounds, scan and holster.

Step 10 Repeat as necessary.

ATTACHMENT 4-3: DAILY OBSERVATION REPORT (SAMPLE)

Name:		Date:	
Remedial Training <input type="checkbox"/>		Course of Fire:	
Fundamentals of Shooting Proficiency Checklist - Comments Required for Unsatisfactory			
Fundamental Topic		Satisfactory	Unsatisfactory
1	Stance	<input type="checkbox"/>	<input type="checkbox"/>
2	Grip	<input type="checkbox"/>	<input type="checkbox"/>
3	Draw	<input type="checkbox"/>	<input type="checkbox"/>
4	Sight Alignment/Picture	<input type="checkbox"/>	<input type="checkbox"/>
5	Trigger Control	<input type="checkbox"/>	<input type="checkbox"/>
6	Follow Through	<input type="checkbox"/>	<input type="checkbox"/>
7	Range Safety Procedures	<input type="checkbox"/>	<input type="checkbox"/>
Shot Pattern - Check All That Apply			
High Left <input type="checkbox"/>		High <input type="checkbox"/>	High Right <input type="checkbox"/>
Left <input type="checkbox"/>		Right <input type="checkbox"/>	
Low Left <input type="checkbox"/>		Low <input type="checkbox"/>	Low Right <input type="checkbox"/>
Shooting Deficiencies Observed			
Weak Wrist <input type="checkbox"/> Anticipation <input type="checkbox"/> Milking Grip <input type="checkbox"/> Trigger Finger Placement <input type="checkbox"/> Sight Alignment/Picture <input type="checkbox"/>			
Other (describe) <input type="checkbox"/>			
Comments			
Instructor Name: (Printed)			
Instructor Signature:			
The instructor has reviewed this Daily Observation Report with the recruit. <input type="checkbox"/>			

LESSON 5: IDENTIFYING AND CORRECTING SHOOTER DEFICIENCIES

Lesson Goal: Students will learn how to identify and correct shooter deficiencies using a variety of techniques.

Introduction

You have a responsibility to your students to provide instruction and skill demonstration, followed by identifying inadequacies and correcting students as they practice. This requires you to be actively engaged with the shooters at all times and to provide hands on correction as necessary.

In this lesson, we will cover:

- Physical characteristics of problem shooters
- Psychological characteristics of problem shooters
- Types of shooter errors
- Equipment issues

Materials and Resources

- N/A

Physical Characteristics

5.1. Identify physical characteristics of problem student shooters and various corrective actions that may be taken

Physical handicaps

Before beginning a drill or shooting exercise, assess potential student handicaps or injuries to determine if students can safely perform them.

Vision impairment

Examples of vision impairments that may affect a person's ability to shoot a firearm effectively include poor visual acuity (glasses may be necessary), poor adaptation to lowlight conditions, impaired depth perception, or impaired peripheral vision. If you suspect a student has poor vision, advise them to get an eye examination. If the student already wears glasses or contacts, they may need progressive lenses.

Master eye confusion

Master eye confusion usually involves having the dominant hand and dominant eye opposite each other (e.g., right hand dominant, but left eye dominant). This is sometimes called cross-eye dominant. Master eye confusion also includes randomly switching the dominant eye when shooting.

The first step in correcting master eye confusion is to determine which eye is dominant. Ways to identify which eye is dominant include:

- Diamond/triangle drill – make a diamond with your hands and hold them out in front, focusing on a small spot on the target (or a small object in the distance) with both eyes open. Slowly bring your hands closer to your eyes. The hands will shift to the dominant eye automatically.

Lesson 5: Identifying and Correcting Shooter Deficiencies

- Take a sheet of paper with a pen-sized hole in it, hold it in front of you and try to find the object. Once you can see the object through the hole with both eyes open, close the left eye. If you can still see it, you are right eye dominant. If you can't see it with just the right eye, use just the left eye. Whichever eye can see the object through the hole is the dominant eye.

Shooters who are cross-eye dominant usually need to move the firearm (not their head) over slightly toward their dominant eye to allow them to see the sights correctly without breaking the alignment of the wrist. If the shooter is a beginner, they should consider shooting with the hand that corresponds to eye dominance, especially when shooting long guns. Master eye confusion should not be an issue with optics (e.g. red dots, RDS).

Instructor Note:

Discuss methods to identify one's eye dominance.

Also discuss keeping both eyes open during firing, which has been known to improve the focus of sight picture, accuracy, and enhance peripheral vision.

Hand size, weakness of hands, wrists, fingers

Hand size and weakness can affect the student's grip, trigger control, and overall handling of the firearm and should be dealt with as soon as possible. Evaluate the student's grip and upper body strength and assign corrective actions as necessary.

If possible, before firearms training begins (i.e. on the first day of the basic recruit academy), recommend exercises to students to increase hand grip, including squeezing a hand grip tool or tennis ball, hanging on a bar, or holding weights with fingers.

If hand size is an issue, consider:

- Using a different firearm model or adjusting the frame or grip of the current firearm.
- Adjusting the shooter's grip by having them put their finger on the trigger first, then wrapping their hand around the grip. Have them use their support hand to adjust the rest of the grip on the firearm.
- Having the shooter use a little extra pressure with the support hand and be sure to lock wrists.

For shooters with small or weak hands, recommend that they dry fire practice as much as possible to overcome the deficiency.

Psychological Characteristics

5.2. Identify psychological characteristics of problem student shooters and various corrective actions that may be taken

Anxiety/Fear

Students may have anxiety on the range due to a fear of firearms, fear of making mistakes, fear of job loss, or any combination thereof. Indications that a student is fearful of the firearm may include leaning back and away from the firearm, or a loose grip.

To help alleviate a student's anxiety, use positive reinforcement. Let them know that it is better to make mistakes in a controlled environment during training where they can receive help with their deficiencies. Address confident mindset with them and encourage them to get in an aggressive stance to help improve their mindset.

Overconfidence

Overconfidence occurs when a person's confidence exceeds their skill. If a student appears overconfident, let them know that limitations are real and that to go beyond the threshold of their limitations could jeopardize their own safety and the safety of others.

Lesson 5: Identifying and Correcting Shooter Deficiencies

Individualized instruction works best with students who have a positive attitude but repeatedly make the same mistakes or have difficulties with some of the skills. Constructive feedback is particularly useful for overconfident students. Sometimes, you may need to humble an overconfident student a bit. Have them shoot a drill and, when they make mistakes, provide correction and coach to them that they still need instruction.

Shooter Errors

5.3. Identify the most common errors that students make when shooting

Recoil Anticipation

Recoil anticipation may cause a student to flinch and push the firearm forward and down or exaggerate their trigger pull, breaking the sight alignment. It may cause the shot to go below the point of aim. You can confirm whether a student is anticipating recoil by conducting ball and dummy drills, dry firing, or videotaping the student while shooting. If the barrel drops or dips as the student pulls the trigger, they are anticipating the shot.

To overcome recoil anticipation, have the student practice using proper grip and stance. Coach the student to overcome the mental aspect of the anticipation. Anticipating recoil is a learned response. If it's not corrected early, it becomes an ingrained behavior that is difficult to correct. It is both a mental and physical act, and both have to be addressed in order to completely resolve the issue.

Milking the Grip

Milking the grip is a term used for tightening the grip as the trigger is pulled. This error may cause the grip to change each time the weapon is fired. Failure to isolate movement of the trigger finger from the other fingers will result in the barrel of the firearm moving as the trigger is pulled, resulting in the shot not impacting where the shooter is aiming.

A simple exercise to learn to isolate the trigger finger is to touch the thumb to the middle finger (without the firearm) and move trigger finger without moving anything else. This helps to disassociate movement of the trigger finger from the rest of the hand. Dry fire drills for trigger control also help to ensure there is no muzzle movement as the trigger is pulled.

Weak-Wristing

Weak-wristing, or breaking the wrist, occurs when the student does not grasp the weapon with a firm, controlling grip to hold the weapon steady and stable during handling and firing. It is a common cause of weapon malfunctions, specifically double feeds, and is more common from the one-handed or hip shooting positions.

Options to resolve weak-wristing include:

- Coaching the student on the proper stance and grip.
- Performing the Sul position exercise described in Lesson 8, page 100, with the student to show them the weakness in breaking the grip.
- Have the shooter slightly cant the weapon when shooting, which naturally strengthens the grip. Cant inward when shooting from high point position and outward when hip shooting to avoid the torso.

Poor Sight Alignment/Sight Picture

Poor sight alignment is a failure to maintain the relationship between the front and rear sight. Poor sight picture is a failure to maintain the relationship between the front sight, rear sight, and the target. Some ways to correct poor sight alignment or sight picture include:

- Using a laser training pistol or laser bullet, have the shooter aim and show them that they are not aiming correctly.
- Show students what they should see when looking through the sites with pictures, drawings, or other instructional aids.

Lesson 5: Identifying and Correcting Shooter Deficiencies

- Put a piece of tape over the top of the rear sight and show them that they must see the front sight through the window created and line it up with the target.

Improper Finger Placement on Trigger

Having too much or too little finger in the trigger may cause the shot to go left or right of where the shooter is aiming, depending on the circumstances. For most shooters, the trigger should rest in the middle of the pad of the finger, between the tip and the first knuckle.

Irregular Breathing

Students should breathe naturally and not hold their breath or breathe erratically when shooting a handgun.

Equipment Issues

5.4. Identify mechanical or equipment problems of student shooters and various corrective actions that may be taken

Sometimes the student has difficulty due to a problem with the firearm. Resist the temptation to make repairs or alter the firearm. Only a certified armorer should make repairs, including tightening screws or adjusting sights. Test fire the student's firearm to see if it is operating properly. Check the sights to ensure they are properly aligned. Check the trigger pressure to ensure it is consistent with every shot.

Grips

The firearm grip should be sized so that the shooter is able to adequately and properly grip the weapon while their finger is on the trigger. There are grips available to accommodate the hand size of most shooters. If a grip is too large or small for a shooter's hand, consider a different firearm model or replacing the grip of the current firearm.

Magazines

A problem could result if the magazine is seated improperly, dirty, assembled improperly, or it has weak spring tension. In addition, older magazines sometimes may not seat properly in newer generation guns. To help alleviate issues with improperly seated magazines, instruct students to give slight tug to the magazine every time they insert it to ensure it is properly seated. If a firearm has slide lock failure (the slide does not lock back with an empty magazine) or a failure to feed, trade out the magazine to see if the issue is resolved.

One trick to determine if a magazine is causing issues is to mark the magazine to see if the issue continues to arise every time that particular magazine is used.

LESSON 6: BASIC RECRUIT FIREARMS CURRICULUM

Lesson Goal: Students will be familiar with the *Florida Basic Recruit Training Program: High Liability, Firearms for Criminal Justice Officers* (BRT Firearms) course text and the associated instructor guide.

Introduction

As a firearms instructor, you should have a strong command of the basic recruit firearms curriculum, even if you do not teach BRT. For example, if you instruct at your agency, it is important to know, and stay current with, what newer officers are learning at the academy.

In this lesson, we will cover:

- Marksmanship fundamentals
- Basic recruit curriculum textbook
- Basic recruit curriculum instructor guide

Instructor Note:

Advise instructor students that the basic recruit curriculum and requirements discussed below will go into effect for academy classes that start on or after July 1, 2023.

Materials and Resources

- *Florida Basic Recruit Training Program: High Liability, Vol. 2 (Chapter 3)*
- *Florida Basic Recruit Training Program: High Liability, Firearms for Criminal Justice Officers, Instructor Guide*
- Florida Criminal Justice Executive Institute (FCJIE) video for use-of-force training entitled, “Physiological Response Dynamics Training. Located at: <http://www.fdle.state.fl.us/FCJIE/Online-Training/Physiological-Response-Dynamics-Training>

Fundamentals of Marksmanship

Instructor Note:

Instructors should review the instructional videos on the curriculum website located at <http://www.fdle.state.fl.us/SpecialPages/Logon-page.aspx?returnurl=%2fATMS%2fHome.aspx> before instructing this material.

6.1. Identify and demonstrate the fundamentals of marksmanship included in basic recruit firearms training

Remember to demonstrate any new skill or drill at a reasonable pace for students before asking them to perform them. In addition, when teaching BRT students, you should wear similar gear to theirs as much as practical. This way, when you are demonstrating a skill, the students are able to better visualize the techniques. It is also recommended that you wear your gear throughout all training on the range to be able to re-demonstrate techniques to individual students as necessary, since it is sometimes helpful to perform a skill alongside a student to allow them to mimic your actions.

Lesson 6: Basic Recruit Firearms Curriculum

Offensive Ready Stance

Students will use the offensive ready stance when firing from the standing position. Explain to students that the offensive ready stance is the same stance used in BRT Criminal Justice Defensive Tactics. Provide the following positive points of the offensive ready stance:

- Establishes proper balance and agility so that you can quickly react if you need to move or deflect an attack, punch, kick, or use a handgun or long gun
- Makes you a smaller target to your adversary
- Reduces exposure to the vital organs that are not protected by armor when faced with a deadly threat
- Getting low provides you a larger target to shoot at since the muzzle of your weapon will align with the center of the threat instead of the upper chest and shoulder area when you are standing upright
- Under stress, people tend to automatically lower their center of gravity so it is important that you train in the same position
- Displays strong command presence, providing a deterrent effect to potential adversaries

Continually correct shooter stance throughout training, emphasizing the importance of lowering their bodies and staying in the offensive ready stance.

Compressed Ready Position

Students will assume the compressed ready position when their weapon is drawn but not extended and presented at the target. Explain to students that they should remain in the offensive ready stance when in the compressed ready position, but that the weapon is close to the weapon-side of the body instead of out and presented at the target or threat. They should maintain their master grip on their firearm, without bending the wrist, while in the compressed ready position. The compressed ready position provides greater stability, control, and security of the weapon when moving from one area to another and through tight spaces.

Head Up, Eyes Up

Shooters should be threat-focused and have their head and eyes up at all times. Students should be proficient enough (and have done enough repetition) that they should not need to look at their gear when drawing, holstering, getting a new magazine, or reloading. Any weapon manipulation should happen in the workspace so that their eyes are constantly on the threat.

Workspace

The workspace is the area in the shooter's direct line of sight, and can be dictated by their environment. Students must bring the weapon into their workspace whenever they load, unload, reload, or clear a malfunction. Most of the proficiency evaluations require them to do this when performing these tasks and, if ignored, will lead to failing an evaluation. The purpose of manipulating the firearms in the workspace is to create the life-saving habit of keeping your head and eyes up while in the fight.

Trigger Finger

Explain to students that when the weapon is out and presented, the finger is on the trigger; and, when the weapon is not on target, the finger is off the trigger. For example, the finger should be out of trigger guard and indexed on the frame of the firearm when drawing and holstering, or when the firearm is in the workspace or compressed ready position. Once the firearm is presented at the target, or identified deadly threat, the finger should be on the trigger.

In addition, students should continue to cover the target after shooting, rather than immediately scanning and holstering. Impress upon them that they should not be a hurry to put their firearm away after a shooting. They need to ensure that the threat is neutralized, then perform a proper scan before holstering.

Lesson 6: Basic Recruit Firearms Curriculum

Step When Drawing

For the qualifications, students are required to perform a step while drawing. Drawing and stepping should be simultaneous, so that the firearm is out of the holster by the time the shooter is in the new position. When conducting the step, the foot closest to the direction of movement should move first, with the other foot sliding into position for the offensive ready stance. For example, when stepping back for the hip shooting course of fire, shooters should take a single step back with the back foot first, then move the front foot back into position.

Scanning When Holstering

Students should always conduct a proper 360-degree scan for additional potential threats before holstering. Impress upon students that they should not rush the scan. Merely moving their heads from side to side is not appropriate. Students should take the time to look and see everything that is around and behind them, keeping the firearm in the compressed ready position.

Instructor Note:

Demonstrate the offensive ready stance and compressed ready position, have students perform them, and make corrections as necessary.

It is recommended that you conduct drills having students randomly draw to the two-hand high point, assume compressed ready position (including drawing to compressed ready), and bring the firearm to the workspace. As they do so, monitor whether they are performing the actions correctly and that their trigger finger is in the correct position and make corrections as necessary.

Basic Recruit Curriculum Text

6.2. Review the content of the Florida Basic Recruit Training Program: High Liability, Firearms for Criminal Justice Officers course

There is more to firearms training than qualification. What students learn in the classroom will be practiced on the firing range and in the field. It is your responsibility to be knowledgeable on all of the topics addressed in the BRT firearms curriculum.

Instructor Note:

Provide a brief overview of the BRT curriculum, pointing out which lessons require students to demonstrate skills. Discuss the potential use of clear and safe firearms or training (SIRT) firearms to provide visual aid for students during classroom instruction.

When teaching the BRT course, consider reviewing the textbook in sections throughout the 80-hour block instead of all at once in the beginning. Reviewing the textbook in tandem with practical application exercises on the range will enhance student performance during the written exam and proficiency evaluations.

BRT students are not required to learn about, or shoot, the rifle or shotgun in basic recruit training since they will most likely train and qualify with them as applicable at their agencies. Training centers may choose to teach these at their own discretion and if time permits.

Unit 1: Firearms Safety

Lesson 1: Firearms Safety Procedures

Students will know and demonstrate the firearms safety procedures that they must follow when handling or using firearms.

Lesson 6: Basic Recruit Firearms Curriculum

Lesson 2: Use of Deadly Force

Students will be able to identify the statutes that govern the use of force and the legal aspects of using deadly force.

Unit 2: Ammunition

Lesson 1: Ammunition Identification and Maintenance

Students will be able to identify different types and calibers/gauges of ammunition, and know how to inspect ammunition for defects and store ammunition properly.

Unit 3: Semiautomatic Pistol

Lesson 1: Familiarization

Students will know the semiautomatic pistol parts with correct nomenclature, the way the parts function, and the steps to safely handle a semiautomatic pistol.

Lesson 2: Drawing and Holstering

Students will know how to draw and holster a handgun, including performing a lateral step when drawing.

Lesson 3: Loading, Unloading, and Reloading

Students will know how to load, unload, and reload a semiautomatic pistol.

Lesson 4: Malfunctions

Students will know the malfunctions that may occur when using a semiautomatic pistol and how to correct them.

Lesson 5: Fundamentals of Marksmanship

Students will know the fundamentals of marksmanship when shooting a handgun, including the offensive ready stance, sight alignment and sight picture, point shooting technique, and trigger control and follow through.

Lesson 6: Flashlight Principles

Students will know how to apply the proper flashlight grips and techniques when firing a semiautomatic pistol in lowlight conditions.

Lesson 7: Cleaning

Students will be able to identify the necessary supplies and tools to clean a semiautomatic pistol and know how to clean and lubricate it.

Unit 4: Survival Shooting

Lesson 1: Cover and Concealment

Students will be able to identify and know the difference between cover and concealment, and be able to apply proper firearms techniques when using cover and concealment.

Lesson 6: Basic Recruit Firearms Curriculum

Lesson 2: Drawing and Reloading with One Hand

Students will be able to demonstrate drawing with the support hand and reloading with one hand only to engage a deadly threat.

Lesson 3: Response to Active Threat and Shooter Incidents

Students will be able to prepare for, and tactically respond to, a deadly force encounter involving an active threat or active shooter.

Instructor Guide for the Basic Recruit Curriculum

6.3. Review the Florida Basic Recruit Training Program: High Liability, Firearms for Criminal Justice Officers, Instructor Guide

Review the BRT instructor guide. It contains units and lessons that correspond to the basic recruit textbook. The organization of the instruction is up to the instructor.

Instructor Note:

Discuss the layout of the instructor guide in relation to the BRT firearms curriculum.

The front material in the instructor guide contains:

- An overview that provides the course structure, the course outcomes, a course description, required text and materials, and a list of all additional materials needed for the course. A course outline provides an overview of the units and lessons.
- Table of contents
- A sample of the basic recruit proficiency training remediation plan for each high-liability topic
- A sample of the General Rules of Firearms Safety form for students to review and sign
- Optional course pacing guide

Each individual lesson plan within the instructor guide provides information in some or all of the following categories:

- Lesson goal
- Instructional and performance objectives
- Text/materials/instructional aids
- Instructor preparation
- Required activity (activities listed here are mandatory)
- Suggested activity (activities listed here are suggested, to be used at instructor's discretion)
- Helpful notes

Instructor material at the end of the instructor guide contains:

- Scoring information, explanation of measurables, and courses of fire for the proficiency evaluations
- Scoring information and courses of fire for the daylight and lowlight handgun qualifications
- Active Threat/Shooter courses of fire
- Recoil management target
- Diagrams for setting up Cover and Concealment Evaluation and Active Threat/Shooter courses of fire

Lesson 6: Basic Recruit Firearms Curriculum

- List of recommended skill-building drills
- Optional Discretionary Shooting Evaluation course of fire example
- Optional Shotgun Familiarization course of fire
- Optional Semiautomatic Rifle/Carbine Familiarization course of fire

LESSON 7: BASIC RECRUIT EVALUATION AND REMEDIATION

Lesson Goal: Students will learn the various courses of fire and qualification requirements for the *Florida Basic Recruit Training Program: High Liability, Firearms for Criminal Justice Officers* course.

Introduction

Qualification and proficiency evaluations measure a student's ability to safely handle and accurately fire a semiautomatic pistol under time, and their handgun performance on the range will ultimately reflect the quality of instruction provided by their instructors. Therefore, as a firearms instructor, it is important for you to know the difference between the qualification and proficiency evaluations, why they are important, and how to perform and evaluate them correctly to get the most out of every student.

In this lesson, we will cover:

- Evaluation attempts
- Remediation plans
- Handgun proficiency evaluations and qualification courses of fire

Instructor Note:

Instructors should review the instructional videos on the curriculum website located at <http://www.fdle.state.fl.us/SpecialPages/Logon-page.aspx?returnurl=%2fATMS%2fHome.aspx> before instructing this material.

Materials and Resources

- Attachment 7-1: Form CJSTC-4 Handgun Performance Evaluation (Example)
- Attachment 7-2: Suggested High Liability Remediation Form
- Attachment 7-3: Proficiency Evaluations Courses of Fire
- Attachment 7-4: 8-Inch Target for Recoil Management Evaluation
- Attachment 7-5: Cover and Concealment Evaluation Setup
- Attachment 7-6: Handgun Daylight Qualification Course of Fire
- Attachment 7-7: Handgun Lowlight Qualification Course of Fire

Evaluation Attempts

7.1. Identify the number of attempts BRT students are allowed for proficiency evaluations and qualifications

A student who fails to comply with the requirements of each proficiency evaluation cannot qualify. Reasons for disqualification on an attempt may include the student's inability to hit the scoring area, demonstrate proficiency in any of the prescribed measurables, or demonstrate safe practices on the range.

Proficiency Evaluations

A student may fail each proficiency evaluation once. A BRT student who fails to achieve any measurable of a proficiency evaluation will receive remedial training from an instructor as described on the written remediation plan. After remediation,

Lesson 7: Basic Recruit Evaluation and Remediation

the BRT student is retested on the proficiency evaluation for a total of two attempts. A student who fails to achieve all of the measurables in the second attempt at a proficiency evaluation fails the course.

Qualifications

A student must achieve a passing score on the Daylight Qualification in two out of three attempts and on the Lowlight Qualification in one out of two attempts. A BRT student who fails the first set of attempts on a qualification will be granted remediation and an additional set of attempts. A student who fails to achieve the required number of passing scores on the second set of attempts at a qualification fails the course.

BRT students may remediate on any and all of the proficiency evaluations and qualifications or the written end-of-course examination, but not both. If a BRT student has to remediate on any of the proficiency evaluations or qualifications, they must pass the written examination on the first attempt in order to pass the course.

The results for all course evaluation attempts are recorded on form CJSTC-4, Handgun Performance Evaluation. For your reference, an explanation for each measurable is included on the last page of form CJSTC-4. See Attachment 7-1 for a copy of this form.

Instructor Note:

Review and discuss how to complete form CJSTC-4. Be sure that instructor students understand the number of attempts and remediation BRT students are allowed for the proficiency evaluations and qualifications.

Remediation

7.2. Define remediation

Remediation is individualized intervention or instruction to correct a deficiency in skill or performance. Remediation and practice are not the same thing. Remediation is specific to the individual's deficiency and occurs if practice, feedback, and evaluation have not been sufficient to establish student proficiency in a given skill. During remediation, troubleshoot the student's technique to assess where the deficiency lies and attempt to address that deficiency by providing individualized feedback and correction.

7.3. Describe the remediation plan

If a BRT student fails a performance evaluation, they will receive remedial training. When a BRT student needs remediation for one or more skills, you are responsible for producing a written plan to document the deficiency and the necessary remediation. Before beginning remediation, discuss with the student a reasonable strategy to help the student succeed and complete a written remediation plan.

The Suggested High Liability Remediation Plan Form in Attachment 7-2 provides an example of the form needed to record performance issues and any attempts made to correct the deficiency, but training centers may develop their own. On it, describe the area of deficiency, the agreed upon plan for improvement, and the expected outcome of the corrective action. Have the student sign the form to acknowledge the plan.

The remediation plan can be anything from corrective counseling to an exercise or drill that addresses the deficiency and reinforces the correct behavior required to successfully complete the exercise. At the end of the previously agreed upon time, or if the student feels that they are ready to be retested, conduct the performance evaluation again. If the student is successful in demonstrating the remediated skill(s) with proficiency on the retest, they proceed with training. Failure to achieve proficiency of a required skill on the second attempt results in failure of the Criminal Justice Firearms Course and dismissal from the training program.

A new remediation plan must be completed for each proficiency evaluation and set of qualifications that a BRT student fails. The results for each proficiency evaluation and qualification attempt are recorded on the form CJSTC-4 Handgun Performance Evaluation. You must also include comments on the CJSTC-4 regarding the evaluation failure. Submit the remediation plan(s) along with the CJSTC-4 form to the appropriate training center personnel.

Instructor Note: Provide instruction about completing proper documentation for a BRT student who has failed a performance evaluation, as well as the course.

Proficiency Evaluations and Qualifications

7.4. Identify the CJSTC-approved handgun proficiency evaluation and qualification courses of fire for the Criminal Justice Firearms course

Knowing the handgun courses of fire that will be shot is important for planning your time on the range. These courses of fire can be completed in any order. The CJSTC-approved handgun qualification courses of fire include:

- Daylight Qualification
- Lowlight Qualification
- Phase I Malfunction Clearance Evaluation
- Phase II Malfunction Clearance Evaluation
- Recoil Management Evaluation
- Hip Shooting Evaluation
- One-Hand Shooting Evaluation
- Cover and Concealment Evaluation
- Discretionary Shooting Evaluation

While these courses of fire can be completed in any order, several of the proficiency evaluations are designed to prepare basic recruit students for the Daylight Qualification. For example, the Hip Shooting Evaluation is also Stage 1 of the Daylight Qualification, and the One-Hand Shooting Evaluation is also Stage 3.

It is recommended that basic recruit students complete the Phase I and Phase II malfunction clearance evaluations early in their training, before any other evaluations. Once students pass the malfunction evaluations, they will be required to clear their own malfunctions throughout the remainder of training, evaluations, and qualifications.

7.5. Identify the purpose of, and qualification requirements for, each basic recruit firearms course of fire

It is important that you are aware of the purpose and requirements (measurables) for each proficiency evaluation and qualification for the basic recruit students. As discussed earlier, the results are recorded on the required form CJSTC-4, Handgun Performance Evaluation. For your reference, an explanation for each measurable is included on the last page of form CJSTC-4.

Measurables

Each proficiency evaluation has its own list of measurables, and students must achieve every measurable to pass the evaluation. For example, if a student properly clears a Phase I malfunction but does not perform the operation in their workspace, then they did not achieve the “Bring Weapon to Workspace” measurable and, therefore, failed the evaluation.

For convenience when teaching a class, there is a list of definitions for all of the measurables on the last page of the CJSTC-4 form.

Safety Violations

For the proficiency evaluations, if a student violates any range safety rule or does not follow directions (e.g., fire too many rounds), they did not achieve the “Safety” measurable and, therefore, failed the evaluation.

Lesson 7: Basic Recruit Evaluation and Remediation

Instructor Note:

Review the purpose, requirements, and course of fire for each evaluation and answer any questions related to them. Explain that each proficiency evaluation has its own list of measurables that basic recruit students must meet.

For example, if a student properly clears a Phase I malfunction but does not perform the operation in their workspace, then that is considered a fail.

The following are the purpose, requirements, and course of fire for each proficiency evaluation and qualification. For convenience while instructing on the range, see Attachment 7-3 for all of the evaluation courses of fire.

PHASE I MALFUNCTION CLEARANCE EVALUATION (3-YARD LINE)

The purpose of this evaluation is to ensure that each student can safely and properly identify and clear a Phase I malfunction while firing their weapon. If the gun fails during a gunfight, officers need to know how to identify and clear the malfunction to get back in the fight.

After completing this evaluation, students are required to identify and clear their own Phase I malfunctions anytime they occur during training or qualifications.

In this 2-round course of fire, the student must meet all of the following requirements:

- Draw and attempt to fire (an instructor must hear the trigger click).
- Bring the weapon into their workspace to identify and clear the malfunction.
- Clear the malfunction properly using the “tap, rack, ready” method.
- Score 2 hits on the target, under no time limit.

Instructor Note:

Explain that the student to instructor ratio for this evaluation is 2:1 so that instructors are able to adequately observe the students to ensure that all of the measurables are met.

Phase I Malfunction Clearance Evaluation (2:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 3 rounds + 1 dummy round. Load the 3 rounds first, and then the 1 dummy round on top.			Target: one B21E
Distance: 3-yard line	Number of Rounds: 2	Time Limit: none	Minimum Passing Score: 2
Measurables: Draw, Attempt to Fire, Bring Weapon to Workspace, Clear Phase I Malfunction, Accuracy, Safety			
Procedure			
1) Instructor: “Draw, load and charge your weapon in your workspace, acquire a good sight picture, and holster.”			
2) Instructor: “Assume the offensive ready stance.”			
3) Instructor: “On the command of _____, draw, attempt to fire from the two-hand high point, identify and clear the malfunction, and then fire 2 rounds from the two-hand high point.”			
4) Instructor: <give command>			
5) Instructor: “Scan and holster.”			

PHASE II MALFUNCTION CLEARANCE EVALUATION (3-YARD LINE)

The purpose of this evaluation is to ensure that each student can safely and properly identify and clear a Phase II malfunction while firing their weapon. If the gun fails during a gunfight, officers need to know how to identify and clear the malfunction to get back in the fight.

After completing this evaluation, students are required to identify and clear their own Phase II malfunctions anytime they occur during training or qualifications.

In this 2-round course of fire, the student must meet all of the following requirements:

- Attempt to fire (an instructor must hear the trigger click or see the trigger being pulled).
- Bring the weapon into their workspace to identify and clear the malfunction.
- Clear the malfunction properly by either locking the slide to the rear to remove the magazine or removing the magazine without locking the slide, then working the slide before reloading and reattempting to fire.
- Score 2 hits on the target, under no time limit.

Special notes regarding this evaluation:

- The training center has the option of having students drop the magazine that is removed from the firearm or store it on their persons for potential future use. In either case, they must use a new magazine when they reload.
- The training center has the option to require students to lock the slide back before removing the magazine or not. In either case, students must perform the malfunction clearance in the way it was taught to them and must work the slide to achieve the “Clear Phase II Malfunction” measurable.

Instructor Note:

Explain that the student to instructor ratio for this evaluation is 2:1 so that instructors are able to adequately observe the students to ensure that all of the measurables are met.

Phase II Malfunction Clearance Evaluation (2:1 student-to-instructor ratio)			
Magazine Loadout & Order: Dummy round or empty casing in chamber, 1 magazine with 1 round, and 1 magazine with 3 rounds			Target: one B21E
Distance: 3-yard line	Number of Rounds: 2	Time Limit: none	Minimum Passing Score: 2
Measurables: Attempt to Fire, Bring Weapon to Workspace, Clear Phase II Malfunction, Accuracy, Safety			
Procedure			
1) Instructor: “Draw and prepare your weapon with an empty casing or dummy round in the chamber. Insert a magazine and charge your weapon to set up a Phase II malfunction, and assume the compressed ready.”			
2) Instructor: “On the command of _____, attempt to fire from the two-hand high point, identify and clear the malfunction, reload, and fire 2 rounds from the two-hand high point.”			
3) Instructor: <give command>			
4) Instructor: “Scan and holster.”			

RECOIL MANAGEMENT EVALUATION (5-YARD LINE)

The purpose of this evaluation is to ensure that each student can manage the movement of the handgun after it fires, returning the sights on target in a predictable pattern without having to adjust their grip when firing multiple rounds. This evaluation is especially important since, during many deadly force engagements, officers fire several rounds as opposed to just one or two. This evaluation also prepares BRT students for the Daylight and Lowlight Qualifications.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Score 5 hits on the target in 5 seconds. The target shall be an 8-inch diameter circle.

See Attachment 7-4 for the 8-inch diameter circle target.

Instructor Note:

You will need to make several copies of Attachment 7-4: 8-inch Diameter Circle Target for recoil management practice and its evaluation.

Recoil Management Evaluation (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 7 rounds			Target: one 8" diameter circle
Distance: 5-yard line	Number of Rounds: 6	Time Limit: 5 seconds	Minimum Passing Score: 5
Measurables: Load and Charge, Accuracy, Speed, Safety			
Procedure			
1) Instructor: "Load and charge your weapon and assume the compressed ready."			
2) Instructor: "On the command of _____, fire 6 rounds in 5 seconds from the two-hand high point."			
3) Instructor: <give command>			
4) Instructor: "Holster."			

HIP SHOOTING EVALUATION (1 TO 3-YARD LINE)

The purpose of this evaluation is to ensure that each student can safely and accurately fire from the hip, create distance, and then re-engage the threat when in close proximity. It is important that students know how to engage a threat in close quarters while maintaining control of the weapon. This evaluation also prepares BRT students for Stage 1 of the Daylight Qualification.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Properly draw the weapon from the holster and utilize the one-handed or two-handed hip shooting grip.
- Create distance after firing from the hip and before firing from the two-hand high point position.
- Score 5 hits on the target in 6 seconds.

Special notes regarding this evaluation:

- The training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from BRT Criminal Justice Defensive Tactics.
- Instruct students to step back if they have a malfunction while hip shooting so they are not trying to identify and clear a malfunction in front of the rest of the firing line as it moves back (this will also help to get students in the habit of moving when they are not able to shoot).
- No alibis are to be granted for self-induced malfunctions. If a shooter has a malfunction while shooting from the hip, it is most likely caused by a weak grip or their slide being hindered by their body, so they did not achieve the “Grip” or “Shooting Stance and Platform” measurables.

Hip Shooting Evaluation (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 7 rounds			Target: one B21E
Distance: 1 to 3-yard lines	Number of Rounds: 6	Time Limit: 6 seconds	Minimum Passing Score: 5
Measurables: Load and Charge, Draw, Grip, Shooting Stance and Platform, Create Distance, Speed, Accuracy, Safety			
Procedure			
1) Instructor: “Load and charge your weapon, then holster.”			
2) Instructor: “Assume the offensive ready stance.”			
3) Instructor: “On the command of _____, draw and fire 3 rounds from the hip; then create distance and fire 3 rounds from the two-hand high point in 6 seconds.”			
4) Instructor: <give command>			
5) Instructor: “Holster.”			

ONE-HAND SHOOTING EVALUATION (5-YARD LINE)

The purpose of this evaluation is to ensure that each student can safely and accurately fire from their primary and support hand only in the event that one hand becomes disabled. This evaluation also prepares BRT students for Stage 3 of the Daylight Qualification.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Properly draw the weapon from the holster and utilize the one-handed grip with their primary and support hand.
- Score 4 total hits on the target. The student will be given 5 seconds for each string of fire.

Special notes regarding this evaluation:

- No alibis are to be granted for self-induced malfunctions. If a shooter has a malfunction while shooting one-handed, it is most likely caused by a weak grip/limp wrist, so they did not achieve the “Grip” measurable.
- Students who have pistols with de-cocking levers must de-cock before transitioning the weapon to their support hand.

One-Hand Shooting Evaluation (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 7 rounds			Target: one B21E
Distance: 5-yard line	Number of Rounds: 6	Time Limit: 5 seconds	Minimum Passing Score: 4
Measurables: Load and Charge, Draw, Grip, Shooting Stance and Platform, Speed, Accuracy, Safety			
Procedure			
1) Instructor: “Load and charge your weapon, then holster.”			
2) Instructor: “Assume the offensive ready stance.”			
3) Instructor: “On the command of _____, draw with your primary hand only and fire 3 rounds in 5 seconds.”			
4) Instructor: <give command>			
5) Instructor: “De-cock, if applicable, and assume the compressed ready.”			
6) Instructor: “Safely transition the weapon to your support hand and return to the compressed ready.”			
7) Instructor: “On the command of _____, fire 3 rounds in 5 seconds using your support hand only.”			
8) Instructor: <give command>			
9) Instructor: “Safely transition the weapon back to your primary hand, and holster.”			

COVER AND CONCEALMENT EVALUATION (5-YARD LINE)

The purpose of this evaluation is to ensure that each student can safely and accurately engage a threat while on the move and from behind cover. Instructors should introduce this evaluation in the form of a scenario. For example, the student is approaching a subject to talk to them and, at some point, the subject becomes a deadly threat.

In this 6-round course of fire, the student must meet all of the following requirements:

- Load and charge their weapon in their workspace.
- Properly draw the weapon from the holster and engage the threat *while moving* to cover.
- Reload behind cover.
- Utilize cover correctly.
- Re-engage the threat from a different part of cover from where they entered.
- Score at least 4 hits in 12 seconds.

See Attachment 7-5 for a diagram of the set up for this evaluation.

Special notes regarding this evaluation:

- Stacked barrels or backer-boards stapled to posts are acceptable forms of cover. Consider other practical options if these are not available.
- When students are walking toward the target, they should be walking in an alert but relaxed manner, as if they are approaching a subject during a stop, not as if they are anticipating a threat command.

Instructor Note:

Explain that the student to instructor ratio for this evaluation is 1:1 and that the instructor must remain within arm’s reach of the student. Also, when the student is using cover, the instructor should be positioned behind the shooter so that they can see what the student sees in terms of the target to ensure that they are properly using cover.

Cover and Concealment Evaluation (1:1 student-to-instructor ratio)			
Magazine Loadout & Order: 2 magazines with 3 rounds each			Target: one B21E
Distance: 5-yard line	Number of Rounds: 6	Time Limit: 12 seconds	Minimum Passing Score: 4
Measurables: Load and Charge, Draw, Engage Threat While Moving to Cover, Reload Behind Cover, Use of Cover, Extended Weapon Remains Behind Cover, Engage Threat from Different Part of Cover, Accuracy, Speed, Safety			
Procedure			
1) Have the student align on the target at the 15-yard line.			
2) Instructor: “Load and charge your weapon, and holster.”			
3) Instructor: “Assume an interview stance.”			
4) Instructor: “On the command of _____, walk toward the target. Then, on the command of _____, draw and fire 3 rounds while moving to cover. Reload and fire 3 more rounds from a different part of cover than where you entered in 12 seconds.”			
5) Instructor: <give commands>			
6) Instructor: “Holster.”			

DISCRETIONARY SHOOTING EVALUATION

The purpose of this evaluation is to ensure that each student can take appropriate action when arriving on scene, and safely identify and neutralize all threats in a timely manner.

The training center may use any discretionary course it chooses, including role-play and firearm simulators. However, the student must meet all of the following requirements:

- Use verbal commands.
- Utilize cover correctly.
- Reload behind cover.
- Distinguish deadly threats from non-deadly threats, and take appropriate action.
- Neutralize all threats without hesitation, and assess for additional threats.

Special notes regarding this evaluation:

- For this evaluation, while accuracy is important, it is not a measurable. However, the student must engage all deadly threats to achieve the “Neutralize Threat(s)” measurable.
- The student must not fire upon a non-deadly threat to achieve the “Threat Recognition” measurable.

Discretionary Shooting Evaluation (1:1 student-to-instructor ratio)			
Magazine Loadout & Order: Training center discretion			Target: Training center discretion
Distance: Training center discretion	Number of Rounds: Training center discretion	Time Limit: Training center discretion	Minimum Passing Score: Training center discretion
Measurables: Verbal Commands, Use of Cover, Reload Behind Cover, Threat Recognition, Neutralize Threat(s) Reaction Time, Safety, Scan			
Procedure			
Training centers may use a firearms simulator, simulated rounds, blank rounds, live rounds, or role-plays to conduct the Discretionary Shooting Evaluation.			
Training centers determine the magazine loadouts, distances, times, and target(s) for achieving the required measurables.			

Lesson 7: Basic Recruit Evaluation and Remediation

2.1. Identify the purpose and requirements for each handgun qualification

HANDGUN DAYLIGHT QUALIFICATION

The purpose of this qualification is to ensure that each student can safely and accurately fire from various distances during daylight hours. In addition, it gets students used to moving “off the X” or out of the visual cone of a deadly threat anytime they draw their weapon.

In this 38-round course of fire, the BRT student must meet all of the following requirements:

- Create distance after firing from the hip in Stage 1.
- Step laterally before firing on all other stages to escape the threat’s visual cone.
- Score at least 33 hits in 2 out of 3 attempts, under time.

Special notes regarding this evaluation:

- The training center has the option of letting students execute the hip shooting portion of this evaluation using either the one-handed or two-handed grip. If using the one-handed grip, the student must conduct an upper area block with their support arm from Chapter 4, Criminal Justice Defensive Tactics.
- Instruct students to step back if they have a malfunction while hip shooting so they are not trying to identify and clear a malfunction in front of the rest of the firing line as it moves back (this will also help to get students in the habit of moving when they are not able to shoot).

Number of Attempts

To qualify with the handgun, a student must successfully fire the daylight course in 2 out of 3 attempts. A BRT student who fails the initial three attempts will remediate and be allowed to fire the course three more times.

Alibis

If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire that alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions. However, if a shooter has a self-induced malfunction while shooting from the hip during Stage 1, the instructor may grant 3 alibi rounds for the two-hand high point position portion of the stage.

Disqualification on an Attempt

Any student who fails to follow directions during a qualification attempt is disqualified from that attempt and should receive a “fail” for the attempt on the CJSTC-4 form. Cause for disqualification includes, but it not limited to, moving before engaging the threat in Stage 1, stepping the wrong way, shooting the wrong number of rounds in a string of fire, using the wrong shooting platform, or failing demonstrate safe practices on the range. When a student completes this course, they should have fired 38 rounds on one target.

Lesson 7: Basic Recruit Evaluation and Remediation

38-Round Handgun Daylight Qualification (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 2 magazines with 13 rounds first, and 1 magazine with 12 rounds last.			Target: One B21-E
Distance: Varies by stage	Number of Rounds: 38	Time Limit: Varies by stage	Minimum Passing Score: 33

STAGE 1: Hip and Two-Hand High Point from the Draw

1-yard line to the 3-yard line; 6 rounds in 6 seconds

The training center has the option of letting students execute the hip shooting portion of this stage of fire using either the one-handed or two-handed grip.

Procedure

- 1) **Instructor:** "Load and charge your weapon, then holster."
- 2) **Instructor:** "Align on your target and assume the offensive ready stance."
- 3) **Instructor:** "On the command of _____, draw and fire 3 rounds from the hip; then create distance and fire 3 rounds from the two-hand high point in 6 seconds."
- 4) **Instructor:** <give command>
- 5) **Instructor:** "Assume the compressed ready."

STAGE 2: Two-Hand High Point from the Compressed Ready Position

3-yard line; 4 rounds; 3 seconds per string

Procedure

- 1) **Instructor:** "Align on your target and remain in the compressed ready."
- 2) **Instructor:** "On the command of _____, step left and fire 2 rounds in 3 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Assume the compressed ready and re-align on your target."
- 5) **Instructor:** "On the command of _____, step right and fire 2 rounds in 3 seconds."
- 6) **Instructor:** <give command>
- 7) **Instructor:** "Holster."

Lesson 7: Basic Recruit Evaluation and Remediation

STAGE 3: Primary and Support Hand Extended from the Draw with Reload

3-yard line; 6 rounds; 5 seconds per string

Procedure

- 1) **Instructor:** "Align on your target and assume the offensive ready stance."
- 2) **Instructor:** "On the command of _____, draw with your primary hand only while stepping left; then fire 3 rounds in 5 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Reload if you haven't already, de-cock if applicable, re-align on your target, and assume the compressed ready."
- 5) **Instructor:** "Safely transition the weapon to your support hand and return to the compressed ready."
- 6) **Instructor:** "On the command of _____, step right and fire 3 rounds using your support hand only in 5 seconds."
- 7) **Instructor:** <give command>
- 8) **Instructor:** "Safely transition the weapon back to your primary hand and holster."

STAGE 4: Two-Hand High Point from the Draw

7-yard line; 4 rounds; 5 seconds per string

Procedure

- 1) **Instructor:** "Align on your target and assume the offensive ready stance."
- 2) **Instructor:** "On the command of _____, draw while stepping right; then fire 2 rounds in 5 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Holster."
- 5) **Instructor:** "Re-align on your target and return to the offensive ready stance."
- 6) **Instructor:** "On the command of _____, draw while stepping left; then fire 2 rounds in 5 seconds."
- 7) **Instructor:** <give command>
- 8) **Instructor:** "Holster."

STAGE 5: Two-Hand High Point from the Draw with Reload

7-yard line; 12 rounds in 20 seconds

Procedure

- 1) **Instructor:** "Align on your target and assume the offensive ready stance."
- 2) **Instructor:** "On the command of _____, draw while stepping right; then fire 12 rounds in 20 seconds; you will perform a mandatory reload."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Holster."

Lesson 7: Basic Recruit Evaluation and Remediation

STAGE 6: Two-Hand High Point from the Draw

15-yard line; 6 rounds in 15 seconds

Procedure

- 1) **Instructor:** "Align on your target and assume the offensive ready stance."
- 2) **Instructor:** "On the command of _____, draw while stepping right; then fire 6 rounds in 15 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Drop your magazine, lock the slide to the rear, and wait for an instructor to perform a safety check."

HANDGUN LOWLIGHT QUALIFICATION

The purpose of this qualification is to ensure that each student can safely and accurately fire from an assortment of distances under lowlight conditions, as well as reload their weapon while using a flashlight. In addition, it gets students used to moving “off the X” or out of the visual cone of a deadly threat anytime they draw their weapon. Most deadly force encounters occur at night, so it is critical for officers to be proficient in shooting under lowlight conditions. Furthermore, most lowlight officer-involved shootings happen when the officer has their flashlight in their hand, and the flashlight tends to stay in the grip that it is in when the officer needs to engage.

In this 18-round course of fire, the BRT student must meet all of the following requirements:

- Step laterally before firing on all stages to escape the threat’s visual cone.
- Safely illuminate the target from the 7-yard line only.
- Score at least 15 hits in 1 out of 2 attempts, under time.

Number of Attempts

To qualify with the handgun, a student must successfully fire the lowlight course in 1 out of 2 attempts. A BRT student who fails the initial two attempts will remediate and be allowed to fire the course two more times.

Alibis

If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire that alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions.

Disqualification on an Attempt

Any student who fails to follow directions during a qualification attempt is disqualified from that attempt and should receive a “fail” for the attempt on the CJSTC4 form. Cause for disqualification includes, but it not limited to, stepping the wrong way, shooting the wrong number of rounds in a string of fire, using the wrong shooting platform, or failing to demonstrate safe practices on the range. When a student completes this course, they should have fired 18 rounds on one target.

Lesson 7: Basic Recruit Evaluation and Remediation

18-Round Handgun Lowlight Qualification (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 9 rounds first, 1 magazine with 3 rounds second, and 1 magazine with 6 rounds last.			Target: One B21-E
Distance: Varies by stage	Number of Rounds: 18	Time Limit: Varies by stage	Minimum Passing Score: 15

STAGE 1: Two-Hand High Point from the Draw

3-yard line; 3 rounds in 4 seconds

Procedure

- 1) **Instructor:** "Load and charge your weapon, then holster."
- 2) **Instructor:** "Align on your target and assume the offensive ready stance."
- 3) **Instructor:** "On the command of _____, draw and step right; then fire 3 rounds in 4 seconds."
- 4) **Instructor:** <give command>
- 5) **Instructor:** "Assume the compressed ready."

STAGE 2: Two-Hand High Point from the Compressed Ready Position with Reload

3-yard line; 6 rounds in 6 seconds

Procedure

- 1) **Instructor:** "Align on your target and remain in the compressed ready."
- 2) **Instructor:** "On command of _____, step left and fire 6 rounds in 6 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Reload if you haven't already, and holster."

STAGE 3: Two-Hand High Point with a Flashlight from the Compressed Ready Position with Reload

7-yard line; 3 rounds in 5 seconds

Procedure

- 1) **Instructor:** "Align on your target, draw, and assume the compressed ready, with your flashlight in your support hand."
- 2) **Instructor:** "On the command of _____, step right, illuminate the target, and fire 3 rounds in 5 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Reload if you haven't already, and return to the compressed ready."

STAGE 4: Two-Hand High Point with a Flashlight from the Compressed Ready Position

7-yard line; 6 rounds in 6 seconds

Procedure

- 1) **Instructor:** "Align on your target and remain in the compressed ready with your flashlight."
- 2) **Instructor:** "On the command of _____, step left, illuminate the target, and fire 6 rounds in 6 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Drop your magazine, lock the slide to the rear, and wait for an instructor to perform a safety check."

ATTACHMENT 7-1: FORM CJSTC-4, HANDGUN PERFORMANCE EVALUATION (EXAMPLE)



**HANDGUN
PERFORMANCE EVALUATION**
Incorporated by Reference in
Rules 11B-27.00213(2)(b) and 11B-35.0024(3)(c)2, F.A.C.



1. AGENCY OR TRAINING SCHOOL NAME: _____ 2. CLASS NUMBER: _____

3. STUDENT'S PRINTED NAME: _____ 4. STUDENT'S IDENTIFICATION NUMBER: _____

5. THE STUDENT IS A: BASIC RECRUIT STUDENT OR EQUIVALENCY OF TRAINING (EOT) STUDENT

6. STUDENT PERFORMANCE REQUIREMENTS AND RETEST:

- **DEMONSTRATION OF PROFICIENCY:** Once evaluation of a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. A basic recruit or EOT student shall demonstrate all of the required Handgun Proficiency Skills using a semi-automatic pistol.
- **WRITTEN END-OF-COURSE EXAMINATION:** A basic recruit student shall achieve a score of no less than 80% on the required written end-of-course examination.
- **RETEST:** A basic recruit student shall be given the opportunity for one additional attempt at the required demonstration of each handgun proficiency skill or one re-examination of the required written end-of-course examination for the Criminal Justice Firearms Course, but not both.
A basic recruit student, who has failed to pass the required written end-of-course examination or the required demonstration of proficiency skills after a second attempt, shall be deemed to have failed the Criminal Justice Firearms Course.
- **REMEDIATION PLAN(S) ATTACHED:** Yes
If a basic recruit student was not successful in the first attempt to demonstrate any of the required proficiency skills, attach a remediation plan. Student retesting shall be documented on this form. A basic recruit student is allowed only one remediation for each proficiency skill.
- **ACTIVE THREAT/SHOOTER DRILLS:** A basic recruit student shall complete active threat/shooter drills.

7. **INSTRUCTOR TO STUDENT RATIO:** One rangemaster shall supervise all range activity while training is actively engaged. The rangemaster shall be a Commission-certified firearms instructor and shall not be included as an instructor to comply with the instructor to student ratio requirements. For instruction of the Criminal Justice Firearms Course, Firearms Instructor Course, or Safe Handling of Firearms Course, there shall be no more than six students actively engaged on a firearms range for each Commission-certified firearms instructor. Actively engaged is defined as "a student on the firing range handling a weapon."

8. **HANDGUN PROFICIENCY EVALUATIONS:** PASS OR FAIL

9. **HANDGUN QUALIFICATIONS:** PASS OR FAIL

10. **COMPLETED ACTIVE THREAT/SHOOTER DRILLS:** Yes OR No (If "No", provide comments at end of form.)

11. **DEMONSTRATED SAFETY PROCEDURES:** Yes OR No (If "No", provide comments at end of form.)

12. **WRITTEN END-OF-COURSE EXAMINATION (BASIC RECRUIT ONLY):**

- **FIRST ATTEMPT:** PASS OR FAIL OR N/A
- **RETEST:** PASS OR FAIL

13. **FAILURE OF COURSE:**

Basic Recruit Student. The basic recruit student has failed the Criminal Justice Firearms Course.

Equivalency of Training Student. The equivalency of training student has failed to demonstrate proficiency in Criminal Justice Firearms.

14. STUDENT'S SIGNATURE: _____ 15. DATE: _____

16. RANGEMASTER'S PRINTED NAME: _____

17. AGENCY ADMINISTRATOR, TRAINING CENTER DIRECTOR, OR DESIGNEE'S PRINTED NAME: _____

18. AGENCY ADMINISTRATOR, TRAINING CENTER DIRECTOR, OR DESIGNEE'S SIGNATURE: _____

19. DATE THE EVALUATION WAS COMPLETED: _____

Attachments

STUDENT NAME: _____ STUDENT IDENTIFICATION NUMBER: _____

TARGETS: All proficiency skills, except Recoil Management, must be completed using a commercially produced B-21E or equivalent target. Recoil Management must be completed using an eight-inch diameter circle target.

EVALUATIONS: For each proficiency skill listed, instructors shall print and initial their name by the proficiency skill(s) they evaluate. If the same instructor evaluates proficiencies listed back-to-back on this form, the instructor is permitted to print and initial their name for the first proficiency, and then draw an arrow down through the subsequent proficiencies. Comments may be used at any time, but are required for a failure. Additional space for comments is provided at the end of this form.

WEAPON MAKE: _____		WEAPON MODEL: _____			
PHASE I MALFUNCTION CLEARANCE	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ FIRST ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS _____ SECOND ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS
Draw					
Attempt to Fire					
Bring Weapon to Workspace					
Clear Phase I Malfunction					
Accuracy					
Safety					
COMMENTS:					
PHASE II MALFUNCTION CLEARANCE	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ FIRST ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS _____ SECOND ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS
Attempt to Fire					
Bring Weapon to Workspace					
Clear Phase II Malfunction					
Accuracy					
Safety					
COMMENTS:					
RECOIL MANAGEMENT	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ FIRST ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS _____ SECOND ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Accuracy					
Speed					
Safety					
COMMENTS:					
ONE-HAND SHOOTING	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ FIRST ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS _____ SECOND ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Draw					
Grip					
Shooting Stance and Platform					
Speed					
Accuracy					
Safety					
COMMENTS:					

STUDENT NAME: _____

STUDENT IDENTIFICATION NUMBER: _____

HIP SHOOTING	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ FIRST ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS _____ SECOND ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Draw					
Grip					
Shooting Stance and Platform					
Create Distance					
Speed					
Accuracy					
Safety					
COMMENTS:					
COVER AND CONCEALMENT	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ FIRST ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS _____ SECOND ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS
Load and Charge					
Draw					
Engage Threat while Moving to Cover					
Reload Behind Cover					
Use of Cover					
Extended Weapon Remains Behind Cover					
Engage Threat from Different Part of Cover					
Accuracy					
Speed					
Safety					
COMMENTS:					
DISCRETIONARY SHOOTING	DATE OF FIRST ATTEMPT: _____		DATE OF SECOND ATTEMPT: _____		EVALUATION
	PASS	FAIL	PASS	FAIL	
DEMONSTRATE ALL OF THE FOLLOWING					_____ FIRST ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS _____ SECOND ATTEMPT INSTRUCTOR'S PRINTED NAME AND INITIALS
Verbal Commands					
Use of Cover					
Reload Behind Cover					
Threat Recognition					
Neutralize Threat(s)					
Reaction Time					
Scan					
Safety					
COMMENTS:					

HANDGUN PROFICIENCY EVALUATIONS

Each handgun proficiency evaluation has its own set of measurables that students must demonstrate in order to pass. Refer to the list below for an explanation of each measurable.

- **Accuracy**—Hit the scorable area of the target the prescribed number of times.
- **Attempt to Fire**—Press the trigger.
- **Bring Weapon to Workspace**—Weapon remains in the workspace while loading, reloading, unloading, or clearing a malfunction.
- **Clear Phase I Malfunction**—Properly clear a phase I malfunction using the tap, rack, ready method.
- **Clear Phase II Malfunction**—Properly clear a phase II malfunction either by locking the slide first and removing the magazine second, or ripping out the magazine first (training center discretion). Working the slide is required regardless of the method.
- **Create Distance**—Create distance after firing from the hip and before reengaging the threat from the two-hand high point. This can either be a step back or a lateral step (training center discretion).
- **Draw**—Properly draw the weapon.
- **Engage Threat from Different Part of Cover**—Roll out to engage the threat from any part of cover that is different from the original point of entry. For example, if entering cover from the standing position, then engage the threat from a different position on the same side or any position from the other side.
- **Engage Threat while Moving to Cover**—Fire three rounds while moving to cover.
- **Extended Weapon Remains Behind Cover**—Do not allow the extended weapon to break the plane of cover.
- **Grip**—Demonstrate the appropriate grip for the course of fire.
- **Load and Charge**—Load and charge the weapon in the workspace, then acquire a good sight picture before holstering or assuming the compressed ready.
- **Neutralize Threat(s)**—Engage all deadly threats.
- **Reaction Time**—Conduct threat assessment and neutralize threat(s) without hesitation.
- **Reload Behind Cover**—Reload while properly protected behind cover.
- **Safety**—Follow all instructions and firearms safety rules while in the classroom and on the range.
- **Scan**—Assess for threats.
- **Speed**—Achieve the qualifying number of rounds on target in the allotted amount of time.
- **Shooting Stance and Platform**—Demonstrate the appropriate shooting stance and platform for the course of fire.
- **Threat Recognition**—Distinguish a deadly threat from a nondeadly threat and take appropriate action (do not fire upon a nondeadly threat).
- **Use of Cover**—Move to cover, and then present the weapon using the two-hand high point position before rolling out from cover to engage the threat, keeping body properly protected behind cover.
- **Verbal Commands**—Use verbal commands to identify yourself and direct the subject with loud, clear, and concise commands.

ATTACHMENT 7-2: SUGGESTED HIGH LIABILITY REMEDIATION FORM

Defensive Tactics Firearms First Aid Vehicle Operations DUI Traffic Stops

Student Name: _____ Student ID#: _____
Print Name

Training School: _____ Class #: _____

Evaluation Point or Technique: _____

Area(s) of Deficiency: _____

Plan for Improvement: _____

Allotted Time for Improvement: _____

I have read and understand the above remediation plan.

Student: _____
Signature *Date*

Instructor: _____
Signature *Date*

Lead Instructor: _____
Signature *Date*

I voluntarily choose to re-test prior to the completion of the fully allotted time for improvement as stated above. I fully understand that I am responsible for this decision. Should I fail, I will fail the entire proficiency course.

Actual Time to Complete: _____
Student Signature *Date*

Acceptable Performance: Yes No (If no, describe the outcome below.)

Outcome: _____

ATTACHMENT 7-3: PROFICIENCY EVALUATIONS COURSES OF FIRE

Instructors are not required to conduct the evaluations in any particular order.

Phase I Malfunction Clearance Evaluation (2:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 3 rounds + 1 dummy round. Load the 3 rounds first, and then the 1 dummy round on top.			Target: one B21E
Distance: 3-yard line	Number of Rounds: 2	Time Limit: none	Minimum Passing Score: 2
Measurables: Draw, Attempt to Fire, Bring Weapon to Workspace, Clear Phase I Malfunction, Accuracy, Safety			
Procedure			
1) Instructor: "Draw, load and charge your weapon in your workspace, acquire a good sight picture, and holster."			
2) Instructor: "Assume the offensive ready stance."			
3) Instructor: "On the command of _____, draw, attempt to fire from the two-hand high point, identify and clear the malfunction, and then fire 2 rounds from the two-hand high point."			
4) Instructor: <give command>			
5) Instructor: "Scan and holster."			

Phase II Malfunction Clearance Evaluation (2:1 student-to-instructor ratio)			
Magazine Loadout & Order: Dummy round or empty casing in chamber, 1 magazine with 1 round, and 1 magazine with 3 rounds			Target: one B21E
Distance: 3-yard line	Number of Rounds: 2	Time Limit: none	Minimum Passing Score: 2
Measurables: Attempt to Fire, Bring Weapon to Workspace, Clear Phase II Malfunction, Accuracy, Safety			
Procedure			
1) Instructor: "Draw and prepare your weapon with an empty casing or dummy round in the chamber. Insert a magazine and charge your weapon to set up a Phase II malfunction, and assume the compressed ready."			
2) Instructor: "On the command of _____, attempt to fire from the two-hand high point, identify and clear the malfunction, reload, and fire 2 rounds from the two-hand high point."			
3) Instructor: <give command>			
4) Instructor: "Scan and holster."			

Recoil Management Evaluation (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 7 rounds			Target: one 8" diameter circle
Distance: 5-yard line	Number of Rounds: 6	Time Limit: 5 seconds	Minimum Passing Score: 5
Measurables: Load and Charge, Accuracy, Speed, Safety			
Procedure			
1) Instructor: "Load and charge your weapon and assume the compressed ready."			
2) Instructor: "On the command of _____, fire 6 rounds in 5 seconds from the two-hand high point."			
3) Instructor: <give command>			
4) Instructor: "Holster."			

Hip Shooting Evaluation (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 7 rounds			Target: one B21E
Distance: 1-3-yard lines	Number of Rounds: 6	Time Limit: 6 seconds	Minimum Passing Score: 5
Measurables: Load and Charge, Draw, Grip, Shooting Stance and Platform, Create Distance, Speed, Accuracy, Safety			
Procedure			
1) Instructor: "Load and charge your weapon, then holster."			
2) Instructor: "Assume the offensive ready stance."			
3) Instructor: "On the command of _____, draw and fire 3 rounds from the hip; then create distance and fire 3 rounds from the two-hand high point in 6 seconds."			
4) Instructor: <give command>			
5) Instructor: "Holster."			

One-Hand Shooting Evaluation (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 7 rounds			Target: one B21E
Distance: 5-yard line	Number of Rounds: 6	Time Limit: 5 seconds	Minimum Passing Score: 4
Measurables: Load and Charge, Draw, Grip, Shooting Stance and Platform, Speed, Accuracy, Safety			
Procedure			
1) Instructor: "Load and charge your weapon, then holster."			
2) Instructor: "Assume the offensive ready stance."			
3) Instructor: "On the command of _____, draw with your primary hand only and fire 3 rounds in 5 seconds."			
4) Instructor: <give command>			
5) Instructor: "De-cock, if applicable, and assume the compressed ready."			
6) Instructor: "Safely transition the weapon to your support hand and return to the compressed ready."			
7) Instructor: "On the command of _____, fire 3 rounds in 5 seconds using your support hand only."			
8) Instructor: <give command>			
9) Instructor: "Safely transition the weapon back to your primary hand, and holster."			

Cover and Concealment Evaluation (1:1 student-to-instructor ratio)			
Magazine Loadout & Order: 2 magazines with 3 rounds each			Target: one B21E
Distance: 5-yard line	Number of Rounds: 6	Time Limit: 12 seconds	Minimum Passing Score: 4
Measurables: Load and Charge, Draw, Engage Threat While Moving to Cover, Reload Behind Cover, Use of Cover, Extended Weapon Remains Behind Cover, Engage Threat from Different Part of Cover, Accuracy, Speed, Safety			
Procedure			
1) Have the student align on the target at the 15-yard line.			
2) Instructor: "Load and charge your weapon, and holster."			
3) Instructor: "Assume an interview stance."			
4) Instructor: "On the command of _____, walk toward the target. Then, on the command of _____, draw and fire 3 rounds while moving to cover. Reload and fire 3 more rounds from a different part of cover than where you entered in 12 seconds."			
5) Instructor: <give commands>			
6) Instructor: "Holster."			

Discretionary Shooting Evaluation (1:1 student-to-instructor ratio)			
Magazine Loadout & Order: Training center discretion			Target: Training center discretion
Distance: Training center discretion	Number of Rounds: Training center discretion	Time Limit: Training center discretion	Minimum Passing Score: Training center discretion
Measurables: Verbal Commands, Use of Cover, Reload Behind Cover, Threat Recognition, Neutralize Threat(s) Reaction Time, Safety, Scan			
Procedure			
Training centers may use a firearms simulator, simulated rounds, blank rounds, live rounds, or role-plays to conduct the Discretionary Shooting Evaluation.			
Training centers determine the magazine loadouts, distances, times, and target(s) for achieving the required measurables.			

① After students complete each proficiency evaluation, safety-check their weapons to make sure they are unloaded. Students should then holster unloaded weapons.

Scoring Targets

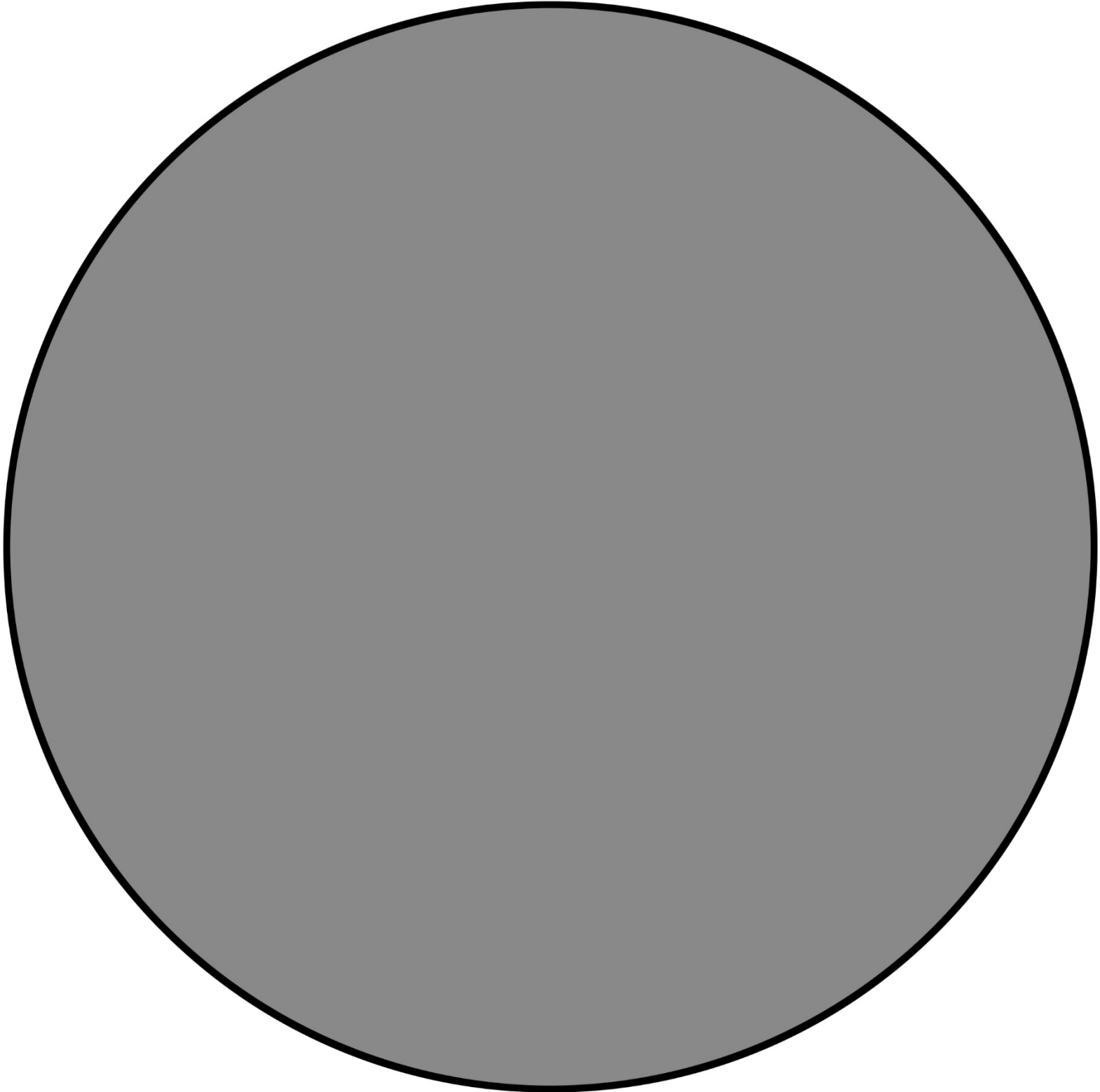
On all courses of fire, any diameter hit inside the scoring area or any partial diameter hit that breaks the line of the approved scoring area will add to a student’s score. Ancillary paper tears should not be counted when scoring.

- 1) Only certified firearms instructors will score targets.
- 2) For commercially produced B21E or similar: Any hit completely inside Zone 4 or 5 or touching the exterior scoring line of Zone 4 or 5 of the approved target adds to a student’s score.
- 3) The approved target for the Recoil Management Evaluation is an 8-inch diameter circle. Any hit completely inside the circle or touching the exterior scoring line of the approved target adds to a student’s score. You may use the target provided, or any other target of equal shape and size.
- 4) A student must successfully fire each evaluation in 1 out of 2 total attempts. A student who fails the first attempt will remediate, and then attempt to fire the evaluation a second time with no additional attempts.
- 5) A student who fails to comply with the requirements cannot qualify. Reasons for disqualification may include the student’s inability to hit the scoring area, demonstrate proficiency in any of the prescribed measurables, or demonstrate safe practices on the range.
- 6) If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire that alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions.

Remediation

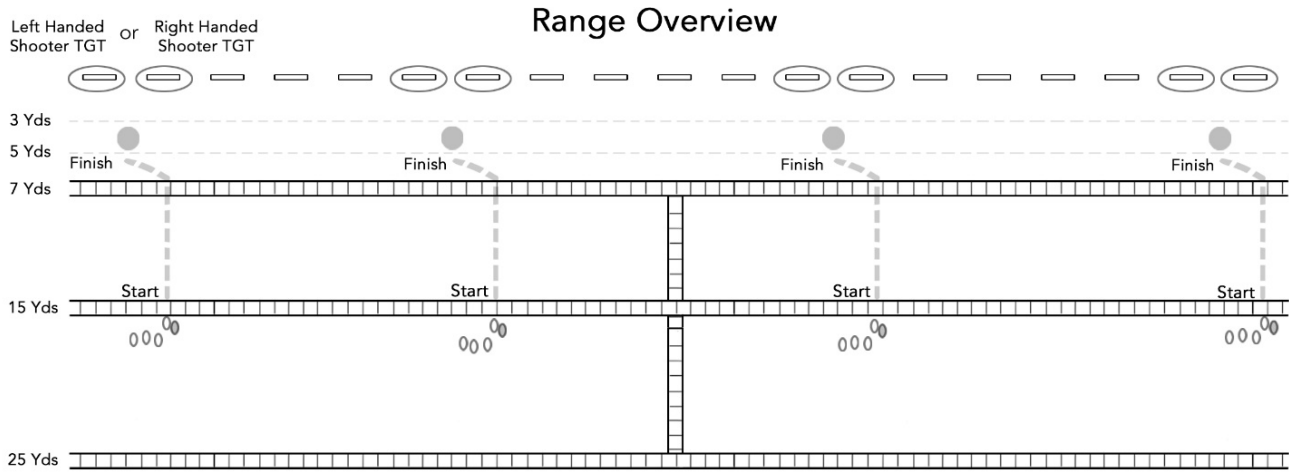
Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. A student may fail each evaluation once. A student who fails any part of an evaluation receives remedial training from the lead instructor or assistant as described on the written remediation plan. When the lead instructor or an assistant instructor determines that the student is ready, the student is retested on the evaluation for a total of two attempts. Submit the remediation plan(s) along with the CJSTC-4 form to the appropriate training center personnel.

ATTACHMENT 7-4: 8-INCH TARGET FOR RECOIL MANAGEMENT EVALUATION



ATTACHMENT 7-5: COVER AND CONCEALMENT EVALUATION SETUP

Cover and Concealment Evaluation Course Diagram



Lane Setup

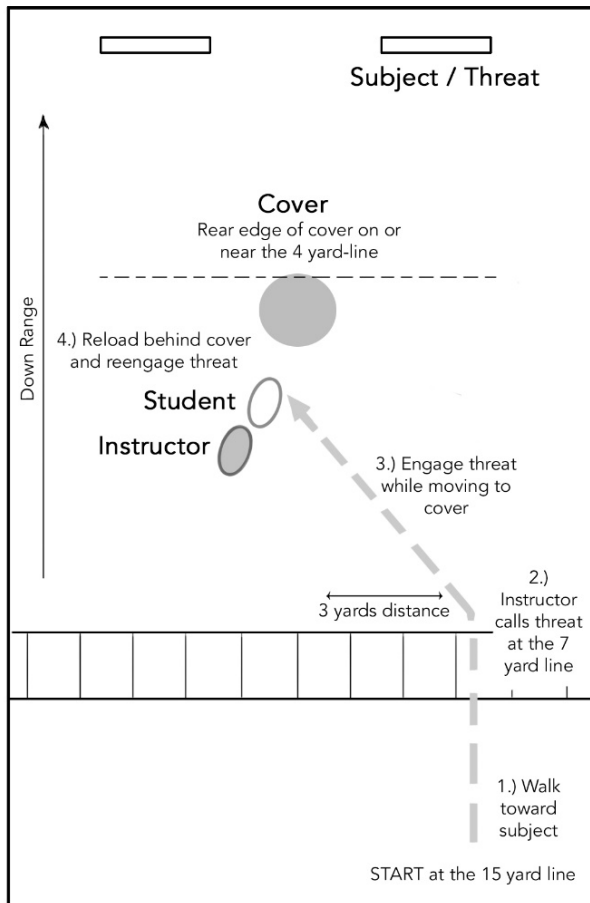


Diagram depicts a right-handed shooter.

Notes to the Instructor

- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.
- Stacked barrels or backer-boards stapled to posts are acceptable forms of cover. Consider other reasonable options if these are not available.
- Also consider setting up targets for right and left-handed shooters, or placing all left-handed shooters on the left-most lane.

Legend

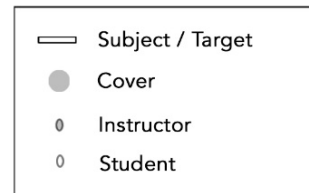


Diagram depicts a right-handed shooter rolling out from behind stacked barricades to reengage the threat.

ATTACHMENT 7-6: HANDGUN DAYLIGHT QUALIFICATION COURSE OF FIRE

38-Round Handgun Daylight Qualification (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 2 magazines with 13 rounds first, and 1 magazine with 12 rounds last.		Target: One B21-E	
Distance: Varies by stage	Number of Rounds: 38	Time Limit: Varies by stage	Minimum Passing Score: BRT students: 33 Instructor students: 36

STAGE 1: Hip and Two-Hand High Point from the Draw

1-yard line to the 3-yard line; 6 rounds in 6 seconds

The training center has the option of letting students execute the hip shooting portion of this stage of fire using either the one-handed or two-handed grip.

Procedure

- 1) **Instructor:** "Load and charge your weapon, then holster."
- 2) **Instructor:** "Align on your target and assume the offensive ready stance."
- 3) **Instructor:** "On the command of _____, draw and fire 3 rounds from the hip; then create distance and fire 3 rounds from the two-hand high point in 6 seconds."
- 4) **Instructor:** <give command>
- 5) **Instructor:** "Assume the compressed ready."

STAGE 2: Two-Hand High Point from the Compressed Ready Position

3-yard line; 4 rounds; 3 seconds per string

Procedure

- 1) **Instructor:** "Align on your target and remain in the compressed ready."
- 2) **Instructor:** "On the command of _____, step left and fire 2 rounds in 3 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Assume the compressed ready and re-align on your target."
- 5) **Instructor:** "On the command of _____, step right and fire 2 rounds in 3 seconds."
- 6) **Instructor:** <give command>
- 7) **Instructor:** "Holster."

STAGE 3: Primary and Support Hand Extended from the Draw with Reload

3-yard line; 6 rounds; 5 seconds per string

Procedure

- 1) **Instructor:** "Align on your target and assume the offensive ready stance."
- 2) **Instructor:** "On the command of _____, draw with your primary hand only while stepping left; then fire 3 rounds in 5 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Reload if you haven't already, de-cock if applicable, re-align on your target, and assume the compressed ready."
- 5) **Instructor:** "Safely transition the weapon to your support hand and return to the compressed ready."
- 6) **Instructor:** "On the command of _____, step right and fire 3 rounds using your support hand only in 5 seconds."
- 7) **Instructor:** <give command>
- 8) **Instructor:** "Safely transition the weapon back to your primary hand, and holster."

STAGE 4: Two-Hand High Point from the Draw

7-yard line; 4 rounds; 5 seconds per string

Procedure

- 1) **Instructor:** "Align on your target and assume the offensive ready stance."
- 2) **Instructor:** "On the command of _____, draw while stepping right; then fire 2 rounds in 5 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Holster."
- 5) **Instructor:** "Re-align on your target and return to the offensive ready stance."
- 6) **Instructor:** "On the command of _____, draw while stepping left; then fire 2 rounds in 5 seconds."
- 7) **Instructor:** <give command>
- 8) **Instructor:** "Holster."

STAGE 5: Two-Hand High Point from the Draw with Reload

7-yard line; 12 rounds in 20 seconds

Procedure

- 1) **Instructor:** "Align on your target and assume the offensive ready stance."
- 2) **Instructor:** "On the command of _____, draw while stepping right; then fire 12 rounds in 20 seconds; you will perform a mandatory reload."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Holster."

STAGE 6: Two-Hand High Point from the Draw

15-yard line; 6 rounds in 15 seconds

Procedure

- 1) **Instructor:** “Align on your target and assume the offensive ready stance.”
- 2) **Instructor:** “On the command of _____, draw while stepping right; then fire 6 rounds in 15 seconds.”
- 3) **Instructor:** <give command>
- 4) **Instructor:** “Drop your magazine, lock the slide to the rear, and wait for an instructor to perform a safety check.”

① After students complete the 38-round course of fire, safety-check their weapons to make sure they are unloaded. Students should then holster unloaded weapons.

Scoring Targets

On all courses of fire, any diameter hit inside the scoring area or any partial diameter hit that breaks the line of the approved scoring area will add to a student’s score. Ancillary paper tears should not be counted when scoring.

- 1) Only certified firearms instructors will score targets.
- 2) Any hit completely inside Zone 4 or 5 or touching the exterior scoring line of Zone 4 or 5 of the approved target adds to a student’s score. The approved target is a commercially produced B-21E target or similar. Its color is optional.
- 3) To successfully demonstrate handgun proficiency, the student must hit the scoring area at least 33 times. (Note: Instructor students must score at least 36.)
- 4) To qualify with the handgun under daylight conditions, the student must successfully fire the course in 2 out of 3 attempts. A BRT student who fails the initial three attempts will remediate and be allowed to fire the course three more times.
- 5) A student who fails to comply with the requirements cannot qualify. Reasons for disqualification may include the student’s failure to demonstrate safe practices on the range, which includes not following directions. When a student completes this course, he or she should have fired 38 rounds on one target.
- 6) If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire that alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions.

Remediation

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. A BRT student who fails to achieve qualifying scores in 2 out of 3 attempts receives remedial training from the lead instructor or assistant as described on the written remediation plan. When the lead instructor or an assistant instructor determines that the student is ready, the student is retested for an additional three attempts. Submit the remediation plan along with the CJSTC-4 form to the appropriate training center personnel.

ATTACHMENT 7-7: HANDGUN LOWLIGHT QUALIFICATION COURSE OF FIRE

18-Round Handgun Lowlight Qualification (6:1 student-to-instructor ratio)			
Magazine Loadout & Order: 1 magazine with 9 rounds first, 1 magazine with 3 rounds second, and 1 magazine with 6 rounds last.			Target: One B21-E
Distance: Varies by stage	Number of Rounds: 18	Time Limit: Varies by stage	Minimum Passing Score: BRT students: 15 Instructor students: 16

STAGE 1: Two-Hand High Point from the Draw

3-yard line; 3 rounds in 4 seconds

Procedure

- 1) **Instructor:** "Load and charge your weapon, then holster."
- 2) **Instructor:** "Align on your target and assume the offensive ready stance."
- 3) **Instructor:** "On the command of _____, draw and step right; then fire 3 rounds in 4 seconds."
- 4) **Instructor:** <give command>
- 5) **Instructor:** "Assume the compressed ready."

STAGE 2: Two-Hand High Point from the Compressed Ready Position with Reload

3-yard line; 6 rounds in 6 seconds

Procedure

- 1) **Instructor:** "Align on your target and remain the compressed ready."
- 2) **Instructor:** "On command of _____, step left and fire 6 rounds in 6 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Reload if you haven't already, and holster."

STAGE 3: Two-Hand High Point with a Flashlight from the Compressed Ready Position with Reload

7-yard line; 3 rounds in 5 seconds

Procedure

- 1) **Instructor:** "Align on your target, draw, and assume the compressed ready, with your flashlight in your support hand."
- 2) **Instructor:** "On the command of _____, step right, illuminate the target, and fire 3 rounds in 5 seconds."
- 3) **Instructor:** <give command>
- 4) **Instructor:** "Reload if you haven't already, and return to the compressed ready."

STAGE 4: Two-Hand High Point with a Flashlight from the Compressed Ready Position

7-yard line; 6 rounds in 6 seconds

Procedure

- 1) **Instructor:** “Align on your target and remain in the compressed ready, with your flashlight in your support hand.”
- 2) **Instructor:** “On the command of _____, step left, illuminate the target, and fire 6 rounds in 6 seconds.”
- 3) **Instructor:** <give command>
- 4) **Instructor:** “Drop your magazine, lock the slide to the rear, and wait for an instructor to perform a safety check.”

① After students complete the 18-round course of fire, safety-check their weapons to make sure they are unloaded. Students should then holster unloaded weapons.

Scoring Targets

On all courses of fire, any diameter hit inside the scoring area or any partial diameter hit that breaks the line of the approved scoring area will add to a student’s score. Ancillary paper tears should not be counted when scoring.

- 1) Only certified firearms instructors will score targets.
- 2) Any hit inside Zone 4 or 5 or touching the exterior scoring line of Zones 4 and 5 of the approved target adds to a student’s score. The approved target is a commercially produced B-21E target or similar. Its color is optional.
- 3) To successfully demonstrate handgun proficiency, the student must hit the scoring areas at least 15 times. (Note: Instructor students must score at least 16.)
- 4) To qualify with the handgun under lowlight conditions, the student must successfully fire the course in 1 out of 2 attempts. A BRT student who fails the initial two attempts will remediate and be allowed fire the course two more times.
- 5) A student who fails to comply with the requirements cannot qualify. Reasons for disqualification may include the student’s inability to use a flashlight or failure to demonstrate safe practices on the range, which includes not following directions. When a student completes this course, he or she should have fired 18 rounds on one target.
- 6) If the ammunition or weapon malfunctions, the instructor determines if the student may fire an alibi round. If so, the student must fire an alibi round under conditions prevailing in that stage of fire. No alibis are to be granted for self-induced malfunctions.

Remediation

Once testing on a proficiency skill has begun, no additional training, assistance, or practice is allowed on that proficiency skill. A BRT student who fails to achieve qualifying scores in 1 out of 2 attempts receives remedial training from the lead instructor or assistant as described on the written remediation plan. When the lead instructor or an assistant instructor determines that the student is ready, the student is retested for an additional two attempts. Submit the remediation plan along with the CJSTC-4 form to the appropriate training center personnel.

LESSON 8: BASIC RECRUIT MANDATORY ACTIVE THREAT/SHOOTER DRILLS

Lesson Goal: Students will learn the various Active Threat/Shooter courses of fire that all basic recruit students are required to perform.

Introduction

With a steady rise in active threat and shooter incidents across the nation, it will only be a matter of time before more officers find themselves responding alone to these type of calls. Therefore, the following training is meant to give students the confidence to use their duty weapon if ever faced with such a threat, and it will be your responsibility to ensure that they are physically, mentally, and emotionally prepared for the event.

In this lesson, we will cover:

- Response considerations
- Mandatory course of fire

Instructor Note:

Instructors should review the instructional videos on the curriculum website located at <http://www.fdle.state.fl.us/SpecialPages/Logon-page.aspx?returnurl=%2fATMS%2fHome.aspx> before instructing this material.

Materials and Resources

- *Florida Basic Recruit Training Program: High Liability, Vol. 2 (Chapter 3)*
- *Florida Basic Recruit Training Program: High Liability, Firearms for Criminal Justice Officers, Instructor Guide*
- Attachment 8-1: Active Threat/Shooter Courses of Fire
- Attachment 8-2: Active Threat/Shooter Pre-Serpentine Courses Setup
- Attachment 8-3: Active Threat/Shooter Serpentine Course #1 Setup
- Attachment 8-4: Active Threat/Shooter Serpentine Course #2 Setup
- Attachment 8-5: Active Threat/Shooter Serpentine Course #3 Setup

Response Considerations

8.1. Identify considerations when responding alone to active threat and shooter incidents

Prepare students for the possibility that they may respond alone to a deadly force encounter involving an active threat/shooter. Explain survival stress and how physiological changes associated with it affect the body and mind during a stressful encounter. Discuss the principles of tactical response and how to recognize threats at the scene. Emphasize the importance of lowering their bodies and staying in their offensive ready stance and compressed ready position.

Instructor Note:

Explain why it is important to keep our head and eyes up at all times, especially when experiencing the symptoms of survival stress such as tunnel vision or diminished hearing when encountering deadly threats, or both.

Mandatory Courses of Fire

8.2. Identify the purpose and objectives of the Active Threat/Shooter mandatory courses of fire

The purpose of these mandatory courses of fire are to ensure that each student has the confidence to respond alone to deadly threats, particularly in crowded environments. These are not evaluations; however, they must be completed in the following order:

- Pre-Serpentine Course # 1
- Pre-Serpentine Course # 2
- Serpentine Course # 1
- Serpentine Course # 2
- Serpentine Course # 3

Throughout the courses of fire, the student will do the following:

- Demonstrate the ability to move through a simulated crowded environment with a loaded weapon.
- Engage the threat while on the move.
- Follow the threat to the ground and reengage.
- Properly scan the area for additional threats.

See Attachment 8-1 for the courses of fire and Attachments 8-2 through 8-5 for diagrams of the set up for each of the drills.

Special notes regarding these drills:

- Instructors must emphasize muzzle discipline to students when maneuvering through the serpentine course.
- Instructors must check to see that the student's finger is on the trigger while the weapon remains on the threat after following it to the ground.
- A good analogy to use for these drills is that the students should move like a lion through the grass. Students should not announce themselves.
- Students should continuously look from side to side, moving their eyes and heads, while moving through the course to help reduce tunnel vision.
- If a student experiences lock back as they approach the threat, they should commit to using their handgun as a blunt object, rather than trying to reload their weapon in close proximity to the threat.

Instructor Note:

Discuss and review Attachments 8-1 through 8-5 regarding the Active Threat/Shooter drills.

Discuss issues related to the courses of fire, and explain that the student-to-instructor ratio for each course of fire is 1:1, where the instructor must stay within arms-reach of the student.

Lesson 8: Basic Recruit Mandatory Active Threat/Shooter Drills

8.3. Demonstrate the stability of the compressed ready position

Before the students complete the Active Threat/Shooter drills, re-emphasize the importance of lowering their bodies and staying in their offensive ready stance and compressed ready position. Physically demonstrate the differences between the low ready position, the Sul position, and the compressed ready position, and how the compressed ready position is a more stable platform for maneuvering in tight spaces.

Remind students that when the weapon is out and presented at an **identified deadly threat**, the finger is on the trigger; and, when the weapon is in the compressed ready position, the finger is off the trigger. Also explain that circumstances, environment, and threat level will dictate whether the finger will be on the trigger when the weapon is presented. But, for this training, targets are to be treated as identified deadly threats.

Even though most BRT students will not be familiar with the low ready and Sul positions, it is important to show them the weakness of the positions compared to the compressed ready position so that they are knowledgeable when they come across them in their careers.

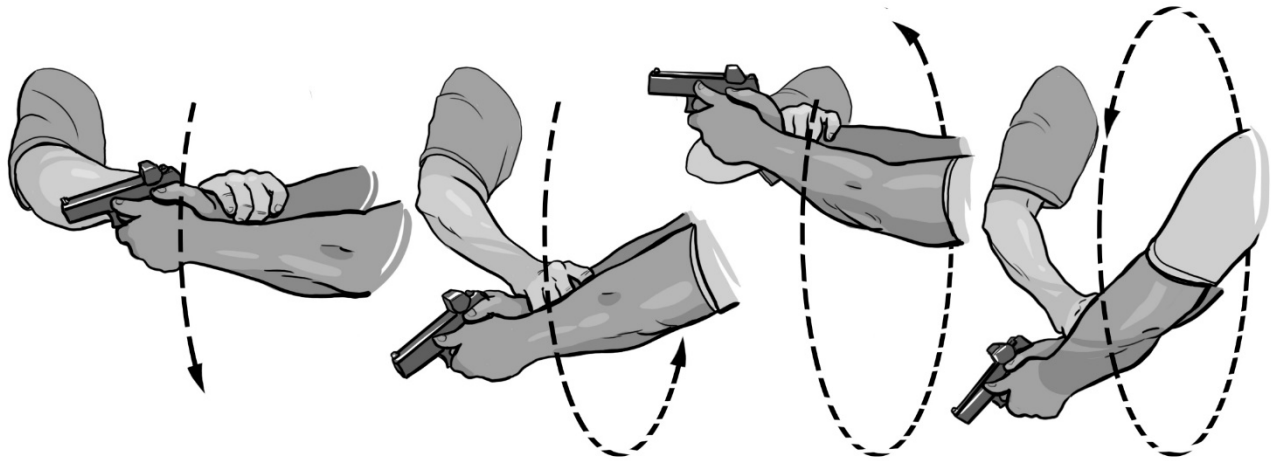
It is important to do this exercise with a loaded and charged firearm since the mindset is different and it is more impactful than when using an unloaded or training firearm.

Instructor Note:

As each student steps up to complete the Pre-Serpentine Course #1, complete the following exercise with a live firearm:

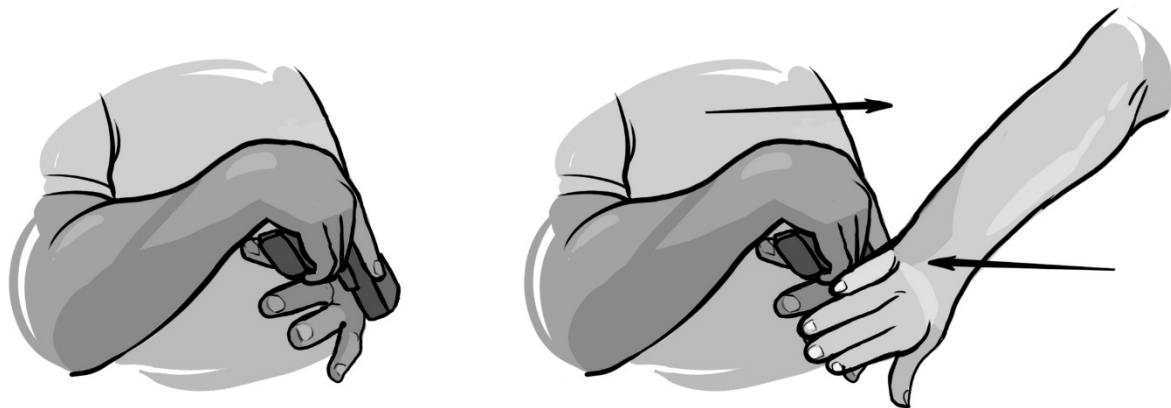
1. Have the student assume the low ready position. Grab their wrists and aggressively move their arms around in a circle to demonstrate that they have no control of their weapon. See Figure 8-1.
2. Next, have the student assume the Sul position (gun against chest with wrist bent so the barrel points downward). Apply adequate pressure against their hands and ask them to push out; then, apply two fingers to the top of the slide and ask them to raise the front of the gun. They will struggle to do this. See Figure 8-2.
3. Then, have the student assume the compressed ready position (gun pulled in close to the weapon-side of the body). Apply adequate pressure against their hands gripping the gun and ask them to push out. They will demonstrate the ability to drive the weapon forward.

Discuss why they must leave their finger on the trigger when the weapon is out and presented at an **identified deadly threat**, even if the threat appears to be neutralized. Always expect the threat to reach for a weapon or attempt to re-engage. Emphasize that if the gun is out, it is out for a reason.



Show the student that they have no control of their weapon while assuming the low ready position by grabbing their wrist and moving it all around.

Figure 8-1 Demonstration of issues with the low ready position



Then, show the student that they cannot push their weapon out while assuming the Sul position simply by pressing your hand against their weapon. You can even do this with two fingers.

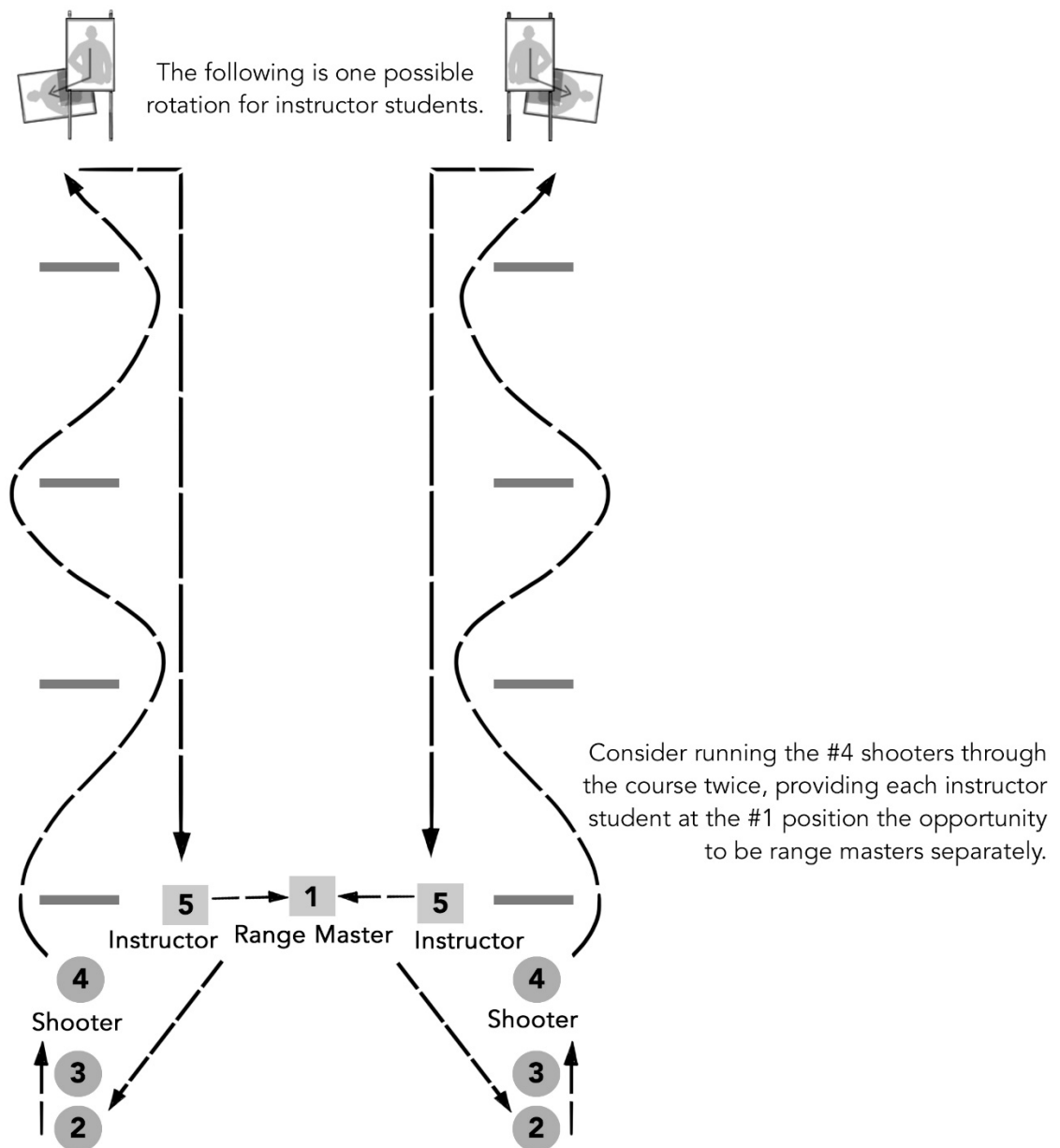
Figure 8-2 Demonstration of issues with the Sul position

Lesson 8: Basic Recruit Mandatory Active Threat/Shooter Drills

Instructor Note:

When instructor students are completing the Active Threat/Shooter drills, have them rotate through all of the roles on the range so they are familiar with the responsibilities of each. For example, after going through a course of fire, have the instructor student do a teach back with the next student with the instructor observing to help guide them. Then, have them shadow the overall instructor to learn the responsibilities of that role as well.

Figure 8-3 Instructor student rotation during Active Threat/Shooter Drills



ATTACHMENT 8-1: ACTIVE THREAT/SHOOTER COURSES OF FIRE

Students are required to complete these courses of fire, but they will not be scored.

The courses of fire must be completed in the following order:

1. Pre-Serpentine Course #1
2. Pre-Serpentine Course #2
3. Serpentine Course #1
4. Serpentine Course #2
5. Serpentine Course #3

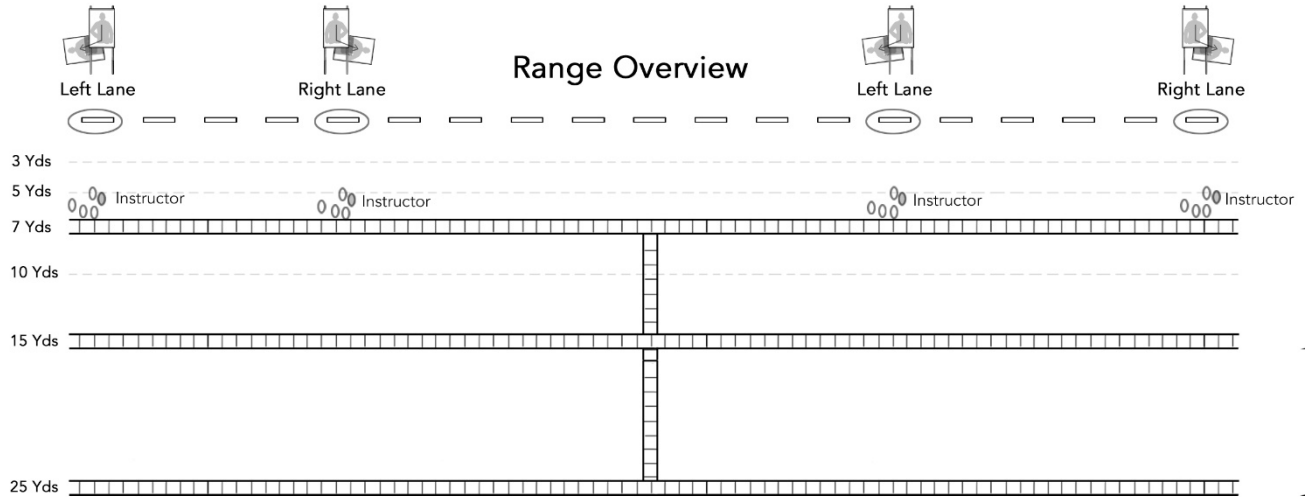
Pre-Serpentine Course #1-Stationary (1:1 student-to-instructor ratio)			
Magazine Loadout: 1 full magazine			Target: two B21E, BC21QT, or similar targets
Distance: 5-yard line	Number of Rounds: XX	Time Limit: N/A	Minimum Passing Score: N/A
Procedure			
<ol style="list-style-type: none"> 1) Instructor: "Load and charge, and assume the compressed ready." 2) Instructor: "On the command of _____, engage the top target, then follow the threat all the way to the ground. Once the threat is neutralized, scan and return to the compressed ready." 3) Instructor: <give command> <div style="background-color: #fff9c4; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> ① The objective is to get the student comfortable shooting in a crowded environment, so crowd the student's space as they perform this drill. ① Students will perform this drill several times until they run out of ammunition. ① The number of rounds per attempt is up to the instructor. </div> 			

Pre-Serpentine Course #2-Movement (1:1 student-to-instructor ratio)			
Magazine Loadout: 1 full magazine			Target: two B21E, BC21QT, or a similar target
Distance: 5-yard line	Number of Rounds: XX	Time Limit: N/A	Minimum Passing Score: N/A
Procedure			
<p>1) Instructor: "Load and charge, and assume the compressed ready."</p> <p>2) Instructor: "On the command of _____, engage the top target while moving forward. Follow the threat all the way to the ground and continue to engage. Once the threat is neutralized, scan and holster."</p> <p>3) Instructor: <give command></p>			
<p>① The objective is to get the student comfortable shooting while advancing on a threat.</p> <p>① Students will perform this drill at least twice, and the number of rounds per attempt is up to the instructor.</p>			

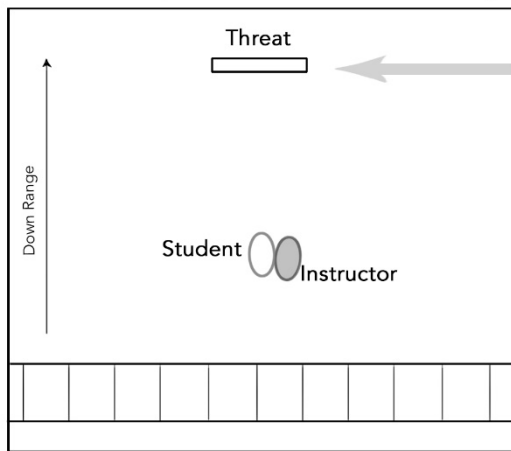
Serpentine Course #1, 2, and 3 (1:1 student-to-instructor ratio)			
Magazine Loadout: 1 full magazine per course			Target: two B21E, BC21QT, or a similar target
Distance: N/A	Number of Rounds: XX	Time Limit: N/A	Minimum Passing Score: N/A
Procedure			
<p>1) Instructor: "Load and charge and holster."</p> <p>2) Instructor: "Assume a casual stance."</p> <p>3) Instructor: "On the command of _____, draw and assume the compressed ready while moving toward the threat, weaving through the "crowd." When the threat is visible and within range, engage the top target, then follow the threat all the way to the ground and continue to engage. Once the threat is neutralized, scan and holster."</p> <p>4) Instructor: <give command></p>			
<p>① Students will perform each course at least once, and the number of rounds per attempt is up to the instructor.</p>			

ATTACHMENT 8-2: ACTIVE THREAT/SHOOTER PRE-SERPENTINE COURSES SETUP

Active Threat/Shooter Pre-Serpentine Course Diagram



Lane Setup (Course #1-Stationary)



Both diagrams depict the left lane

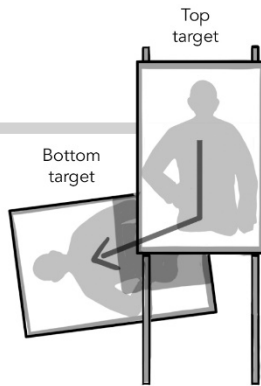


Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

Notes to the Instructor

- Run both courses before allowing students to run the serpentine.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.
- For course #1, stay close to, and make contact with, the student to get them used to shooting in a crowded environment.
- For course #2, stay close to the student as they advance to, and engage, the threat.

Lane Setup (Course #2-Movement)

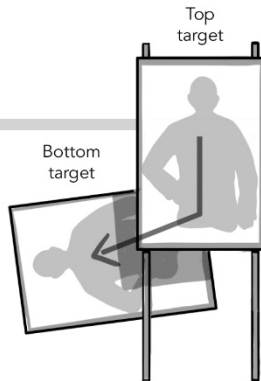
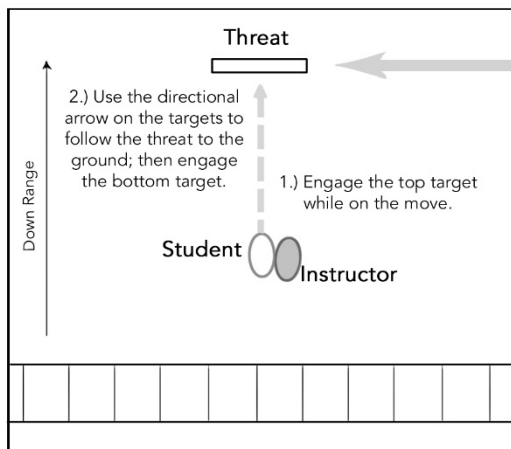
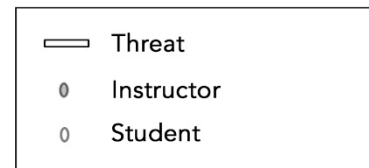


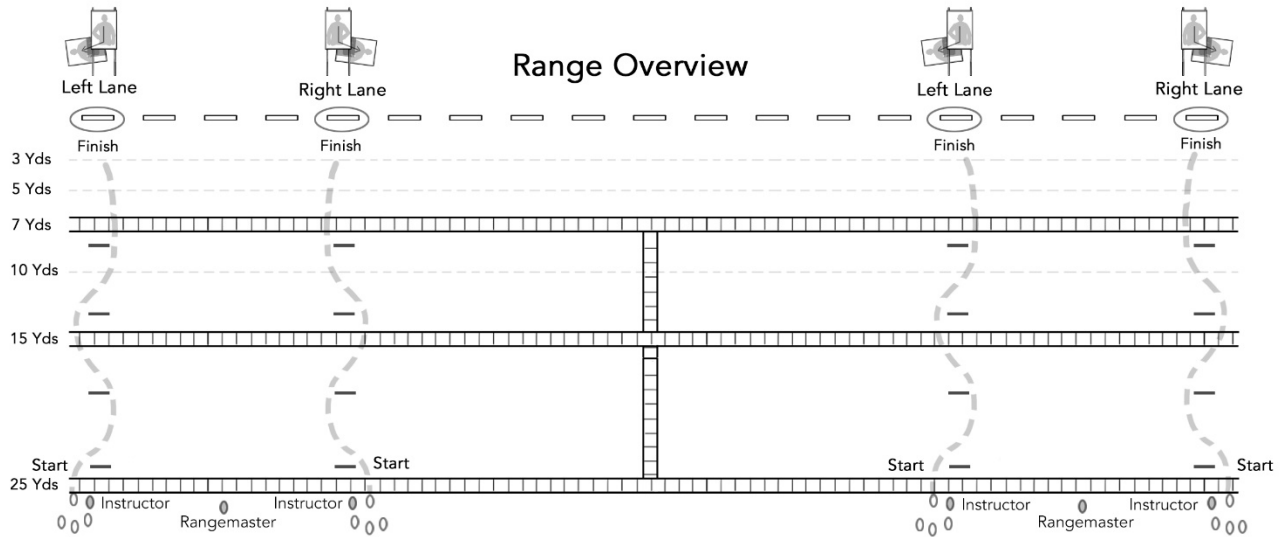
Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

Legend

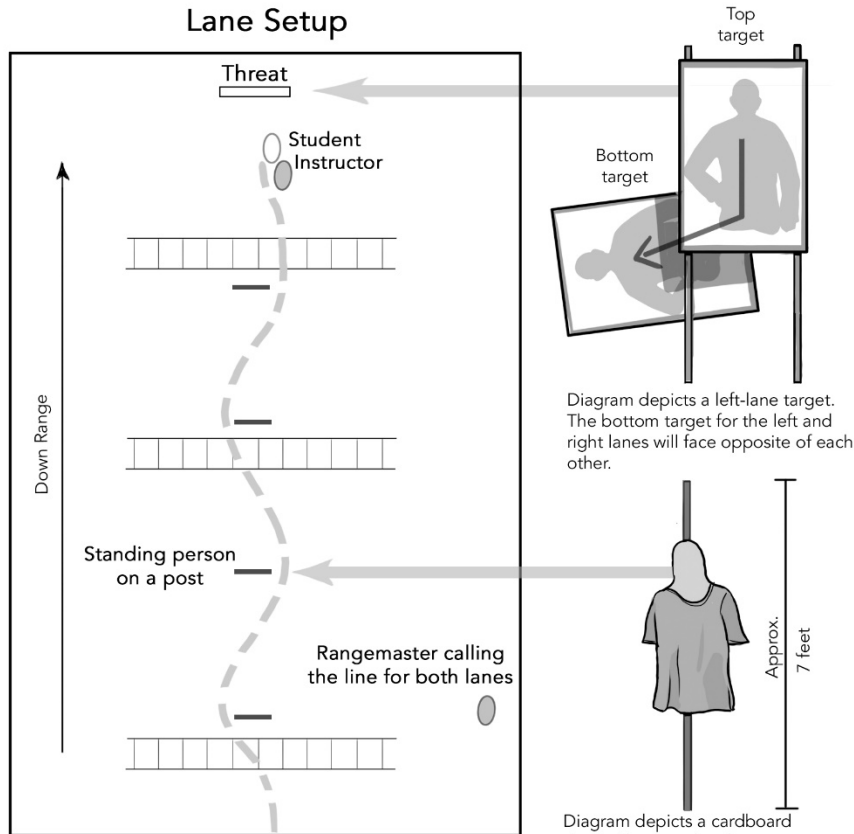


ATTACHMENT 8-3: ACTIVE THREAT/SHOOTER COURSE #1 SETUP

Active Threat/Shooter Serpentine Course #1 Diagram



Lane Setup



Notes to the Instructor

- This setup provides an example of the props you could use to simulate an active shooter environment. You are **not limited** to these, and may choose your own props that work best for your range.
- The minimum distance from start to finish is 25 yards. There must be a **minimum of 4 "standing persons"**, and the distance between each must be consistent.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.

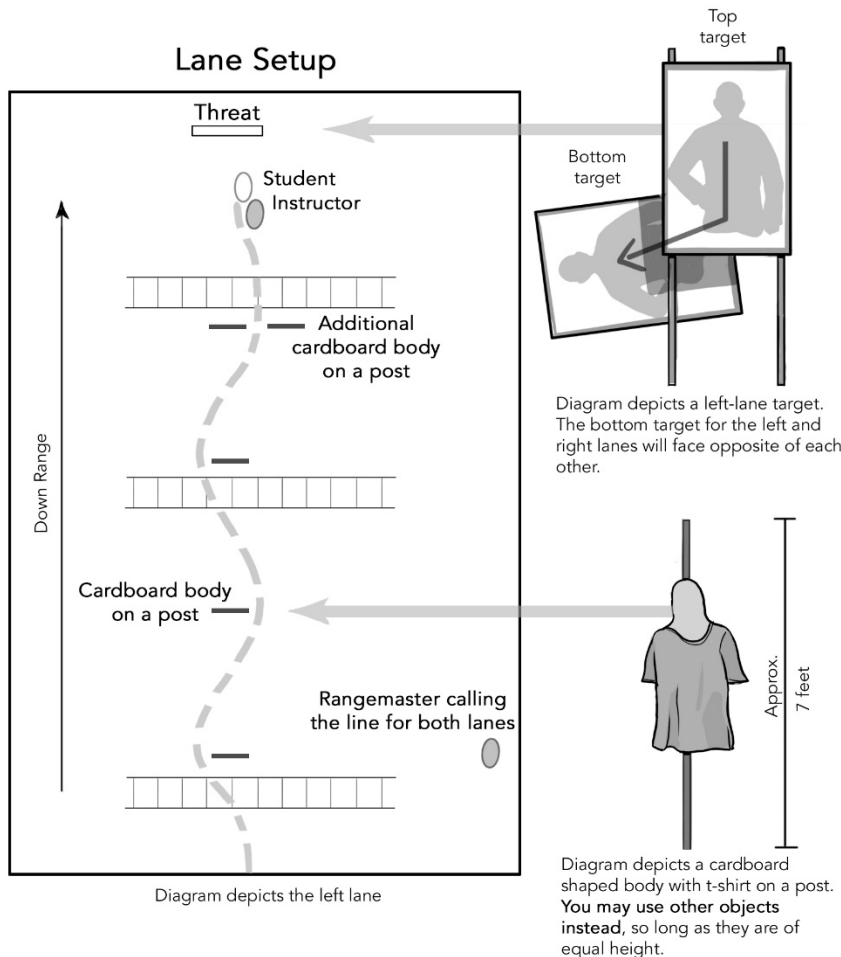
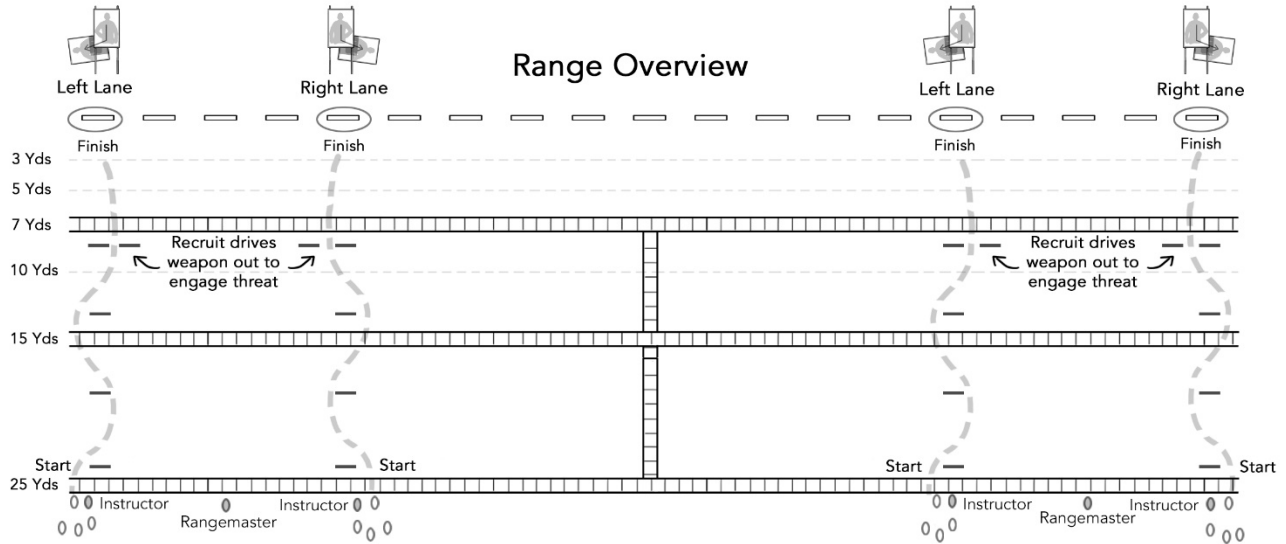
Legend

	Threat
	Standing person
	Instructor
	Student

Diagram depicts a cardboard shaped body with t-shirt on a post. You may use other objects instead, so long as they are of equal height.

ATTACHMENT 8-4: ACTIVE THREAT/SHOOTER COURSE #2 SETUP

Active Threat/Shooter Serpentine Course #2 Diagram



Notes to the Instructor

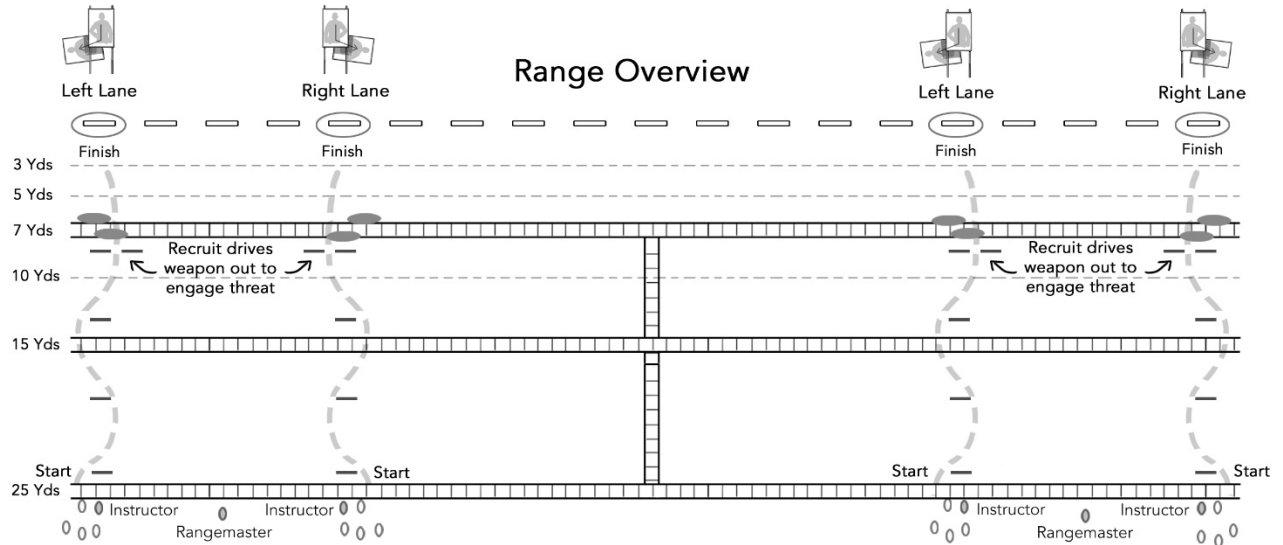
- This setup provides an example of the props you could use to simulate an active a shooter environment. You are **not limited** to these, and may choose your own props that work best for your range.
- The minimum distance from start to finish is 25 yards. There must be a **minimum of 4 "standing persons"**, and the distance between each must be consistent.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.

Legend

	Threat
	Standing person
	Instructor
	Student

ATTACHMENT 8-5: ACTIVE THREAT/SHOOTER COURSE #3 SETUP

Active Threat/Shooter Serpentine Course #3 Diagram



Lane Setup

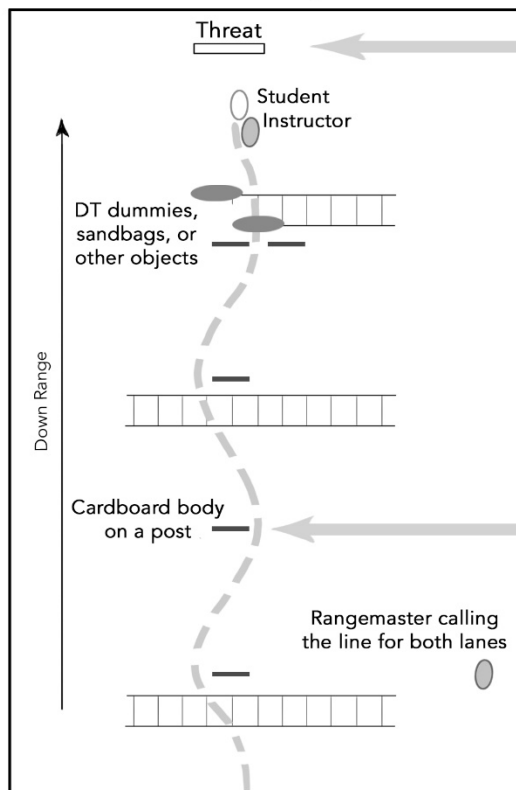


Diagram depicts the left lane

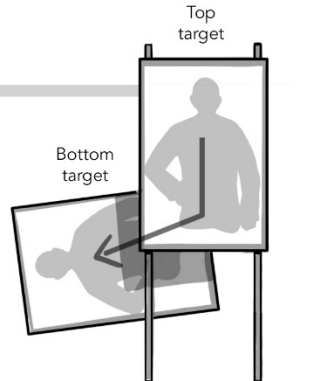


Diagram depicts a left-lane target. The bottom target for the left and right lanes will face opposite of each other.

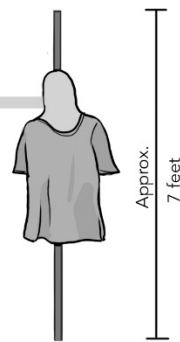


Diagram depicts a cardboard shaped body with t-shirt on a post. You may use other objects instead, so long as they are of equal height.

Notes to the Instructor

- This setup provides an example of the props you could use to simulate an active shooter environment. You are **not limited** to these, and may choose your own props that work best for your range.
- The minimum distance from start to finish is 25 yards. There must be a **minimum of 4 "standing persons"**, and the distance between each must be consistent.
- You are also **not limited** to the number of "dead or injured persons" on the range.
- Depending on the number of instructors and the space available, consider running multiple lanes at once. While the diagram above shows four lanes, you may determine the number of lanes and the distances between them.

Legend

	Threat
	Standing person
	Dead or injured person
	Instructor
	Student

LESSON 9: STUDENT TEACHING EXERCISE

Lesson Goal: Students will demonstrate and carry out firearms live-fire exercises and identify and correct shooter deficiencies while acting as a line instructor.

Introduction

In this lesson, you will conduct a firearms exercise on the range acting as the rangemaster, line instructor, and student. You will score the targets and document the student's performance using the correct forms. You will also participate in a nighttime live fire exercise and demonstrate a survival shooting course of fire.

In this lesson, we will cover:

- Practicum overview
- Live-fire practicum
- Line instructor practicum

Materials and Resources

- *Florida Basic Recruit Training Program: High Liability, Firearms for Criminal Justice Officers, Instructor Guide*
- All attachments from Lessons 7 and 8
- Form CJSTC-4 – Handgun Performance Evaluation
- Attachment 9-1: Peer Review Form
- Attachment 9-2: Instructor Feedback Form

Instructor Note:

Provide each instructor student with one copy of form CJSTC-4 and the instructor feedback form and enough copies of the peer review form to provide feedback to all of their fellow students. So, if there are 12 students in the class, each student should have 11 copies of the peer review form.

Practicum Overview

9.1. Demonstrate the responsibilities of a firearms instructor on the range

When you are serving as an instructor, be prepared to do the following:

- Observe all shooters within your student-to-instructor ratio on the firing line.
- Recognize potential safety violations.
- Recognize weapons and ammunition malfunctions.
- Provide clear, concise instructions.
- Observe and respond to any unusual circumstances.
- Diagnose any shooter deficiencies.

Remember that range safety is everyone's responsibility.

Lesson 9: Student Teaching Exercise

Instructor Note:

Make it clear to instructor students that a line instructor should avoid focusing on one shooter for too long, since the other five shooters in their student-to-instructor ratio may also need help.

Live-Fire Practicum

9.2. Demonstrate teaching one stage of the Daylight and Lowlight Qualification courses of fire, plus one of the proficiency evaluations from the Criminal Justice Firearms course

Each instructor student will teach at least one stage of fire for the Daylight Qualification, plus at least one of the following proficiency evaluations:

- Phase I Malfunction Clearance Evaluation
- Phase II Malfunction Clearance Evaluation
- Recoil Management Evaluation
- Hip Shooting Evaluation
- One-Hand Shooting Evaluation
- Cover and Concealment Evaluation

Each instructor student will serve as range-master, line instructor, and student. You will be given various string(s) of fire to call. At the conclusion of the course of fire, each instructor student serving as line instructor shall score the targets and document the student's performance on the CJSTC-4 form.

Due to time constraints, one instructor student will not be required to call an entire course of fire for the Daylight Qualification because it consists of several stages.

Instructor Note:

Tell each instructor which evaluation(s) they will teach and call. Make sure that at the end of the rotations, all students have had an opportunity to score targets and document performance on the CJSTC-4 form.

9.3. Demonstrate teaching survival shooting from the Criminal Justice Firearms course

Each instructor student shall complete the following:

- Teach how to draw with their support hand only, and reload with one hand only.
- Teach a discretionary shooting evaluation of their choice.
- Serve in all instructor roles in at least one of the mandatory Active Threat/Shooter courses of fire.

Instructor Note:

Have instructor students take turns teaching how to draw with their support hand only, and reload with one hand only.

For discretionary shooting, use any desired course as long as it allows for the observation of the required measurables and any additional skills you want the instructor students to observe.

Line Instructor Practicum

9.4. Demonstrate the ability to observe, diagnose, and coach shooting deficiencies when acting as a line instructor

Each instructor student will have the opportunity to serve as a line instructor, where they will diagnose shooting errors as they occur and coach shooters on the firing line to remedy those errors.

Instructor Note:

Designate shooting errors to random instructor students on the firing line and observe whether and how instructor students serving as line instructors diagnose and coach the shooter through those errors.

For example: Before approaching the firing line, tell shooter 1 to anticipate recoil, shooter 3 to milk the grip, and shooter 6 to have a limp wrist. Then, watch to see if the line instructors are paying attention.

Make sure to remind each instructor student what their responsibilities are when serving as line instructors beforehand.

ⓘ Attention Instructor Students:

You are not automatically certified as a firearms instructor upon completion of this course. Please re-read the Instructor Certification section on page iv of the front material of this course for instructions on how to complete the instructor certification process.

ATTACHMENT 9-1 PEER REVIEW FORM

Instructor Student Name: _____ Date: _____

Life Fire Exercises: _____

Place a check by the areas that the instructor student completed during the presentation. If the area was not applicable, place N/A in the blank.

- _____ The instructor student clearly articulated the techniques being taught using professional communication skills and enthusiasm.
- _____ The instructor student created a positive learning environment.
- _____ The instructor student was free of distracting habits and mannerisms.
- _____ The instructor student delivered the live fire exercises within the time allotted.
- _____ The instructor student followed the live fire exercises for the portion of the assigned curriculum.
- _____ The instructor student used instructional tools or aids correctly and effectively.
- _____ The instructor student answered correctly any questions asked by other instructor students.
- _____ The instructor student conducted group activities in a controlled manner.
- _____ The instructor student corrected misinformation or improper skill techniques.
- _____ The instructor student clearly articulated the steps of each assigned technique and demonstrated the technique correctly.

Comments: _____

ATTACHMENT 9-2 INSTRUCTOR FEEDBACK FORM

Instructor Student Name: _____ Date: _____

Live Fire Exercises: _____

Place a check by the areas that the instructor student completed during the presentation. If the area was not applicable, place N/A in the blank.

- _____ The instructor student clearly articulated the techniques being taught using professional communication skills and enthusiasm.
- _____ The instructor student created a positive learning environment.
- _____ The instructor student was free of distracting habits and mannerisms.
- _____ The instructor student delivered the live fire exercises within the time allotted.
- _____ The instructor student followed the live fire exercises for the portion of the assigned curriculum.
- _____ The instructor student used instructional tools or aids correctly and effectively.
- _____ The instructor student answered correctly any questions asked by other instructor students.
- _____ The instructor student conducted group activities in a controlled manner.
- _____ The instructor student corrected misinformation or improper skill techniques.
- _____ The instructor student clearly articulated the steps of each assigned technique and demonstrated the technique correctly.

Comments: _____

Instructor Student Name: _____ Instructor Name: _____

Instructor Student Signature: _____ Instructor Signature: _____