



Instructor Development: Instructor's Manual

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CHAPTER 1. Program Overview

Purpose Of Instructor Development

The National Ski Patrol's Instructor Development Program's objectives are to prepare potential instructors to teach NSP courses and provide direction and support to instructor trainees. The Instructor Development Course presents a basic background of instructional skills and terminology. All NSP instructors should have common definitions for key terminology, understand and be able to use a basic lesson plan, and demonstrate effective instructional skills. The Instructor Development Course serves as the beginning point in each instructor's ongoing search to locate useful teaching ideas, to build positive communication skills and to motivate their students. Instructor Development Courses should be models of effective instructional skills. Instructors should "walk their talk." No one expects perfection, but it should be obvious that the instructor understands the material, has spent time in preparing for the course and teaches using a six-pack lesson plan.

The Instructor Development Mentoring Program increases the opportunity for an instructor trainee to gain first-hand knowledge and instructional experience through his or her mentor and coach. It involves learning one-on-one and actual teaching in real course situations while being coached/mentored by an instructor of a specific education discipline. The Mentoring Program is discipline specific and completed through that educational program. What is required for one program may be different for another. While the mentoring process has been developed as a part of the Instructor Development program, mentoring is administered by the specific discipline's education program consistent with the needs and requirements of that discipline.

Program Revisions

Every curriculum needs periodic revisiting and revising to meet changing membership needs. Once the National Instructor Development Committee revised and clarified the program's objectives, the text and instructor's manual were rewritten to reflect those changes. This revision cycle saw the development of a two-track system: the traditional track, and an electronically-based track, called the Hybrid E-course. The former consists of in-class instruction, usually around eight hours, and a presentation by the student of a six-pack lesson. The latter consists of an electronically-delivered portion of the course dealing with the technical aspects of communicating and teaching. The student can complete this portion at his or her own pace, along with an in-person portion in which administrative procedures are reviewed and the student presents a six-pack lesson. Note that students must register for an NSP course in order to complete the Hybrid E-course. It is strongly recommended that students contact an instructor of record (IOR) to be sure that there is a registered NSP course available for them. In the future, students will be required to enroll in NSP courses prior to beginning the online portion of that course.

Curriculum Changes to Instructor Development Course

Changes from the 2002 version to the 2015 version include the following:

- Discusses the new Hybrid E-course approach to Instructor Development.
- Drops the information dealing with educational theory except as an appendix.
- Adds a chapter and appendix on administrative procedures and forms.
- Introduces the six-pack lesson format earlier in the text as a reference for the following chapters.

The Instructor Development Program:

- Reduces even further the in-class time needed to become an instructor through the Hybrid E-course.
- Places a stronger emphasis on instructor trainee mentoring and practice teaching in real situations.
- Includes ideas to help instructors move beyond the traditional classroom setting.
- Emphasizes the proper administrative procedures in order to assure complete and accurate administration and record keeping.

As our members face increasing demands on their time, it becomes more obvious that we need to respond with alternative ways to reach them. We look forward to even more use of web-based instruction, interactive computer programs, off-site instruction, and online instant messaging to deliver our course content.

The National Instructor Development Task Committee hopes that these revisions will help meet our current and future goals.

National Instructor Development Task Committee

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CHAPTER 2. Instructor Development Course Description

The NSP Instructor Development Course provides training in instructional and course management skills. This course builds a strong educational knowledge base and skill set. This generic information is applicable for all potential NSP instructors, regardless of the specialty in which they instruct. Students in the Instructor Development Course learn how to prepare and deliver an effective lesson using the NSP six-pack format. They develop an understanding of the variety of skills required to teach adults successfully.

Criteria

The Instructor Development course only needs to be taken once.

Prerequisites:

- Traditional course: None
- Hybrid E-course: The Hybrid E-course Certificate of Completion (obtained by the student from the online course website) must be presented to the IOR for the NSP-registered in-person portion of the Hybrid E-course.

Time commitment:

- Traditional course: One day
- Hybrid E-course: Varies but approximately six hours of coursework and two hours of in-class time.

Fees:

- Traditional course: National: none; Division: varies; Local: varies
- Hybrid E-course: National: Fee set by e-learning provider; Division: varies; Local: varies

Credential:

- Traditional course: NSP Certificate of Achievement
- Hybrid E-course: Course completion document for the electronic portion plus the NSP Certificate of Achievement

Continuing education/refresher requirement:

- None except as required by each discipline

Instructor of record:

- NSP Instructor Development instructor

Required text:

- Instructor Development: *Training the Adult Learner, 2013 edition*

Senior elective:

- Completion of the Instructor Development Course satisfies one Senior elective.

Course Materials

Instructor Development Instructor's Manual

This manual is designed for instructors of the Instructor Development Course. It is to be used along with the Instructor Development manual. As with most NSP instructor's manuals, this manual provides detailed information about *what* to teach and suggested ideas for instructional strategies. It does not provide complete lesson plans for the ID course, but rather lesson guides, leaving the designing of lesson plans up to each instructor. This format assumes that instructors must teach the *what* of the course while the *how* to accomplish can vary greatly from course to course, instructor to instructor. The appendices provide further information that the instructor may wish to use.

Instructor Development: Training the Adult Learner

This manual is the reference text for the Instructor Development Course. It is a resource, not the NSP-approved curriculum for the Instructor Development Course. It is designed to provide support to a well-delivered course. The chapters contain essential information needed for the course. The appendices contain in-depth discussions, extensions and new topics for instructor trainers that go beyond the scope of the basic course content.

Other Materials

Discipline-specific instructor manuals and texts from other NSP education programs help instructors and instructor trainees prepare their lesson plans.

Online Websites

The NSP website, www.nsp.org, provides information on the organization, education programs, ski safety and a variety of other topics as well as special services for its members/instructors. NSP-certified instructors can access materials through the NSP website (click on the Instructor Resources button on the Member Services page). The NSP website provides a link to the Pearson website, www.mynspkit.com, which provides additional resources for OEC instructors. To access this site, credentials available from division OEC supervisors are required. Note that instructor trainees will NOT be able to access the instructor resource pages until they become certified, so it is up to the instructor of the ID course and the mentor to provide that access.

NSP Policies and Procedures

This manual contains comprehensive policy and procedural guidelines for the national association and is updated annually. It is available for download at no charge to all members through the Member Log-in portion of the NSP website.

The lesson guides found in Chapter 3 of this manual are linked to each chapter topic in the revised edition of *Instructor Development: Training the Adult Learner*. For the traditional course, the instructor will use these guides for lessons presented in class. The electronic portion of the Hybrid E-course also follows these lesson guides, but leaves a course review and six-pack lesson presentation by the student (Chapter 9) and a review of administrative procedures (Chapter 10) to the face-to-face portion of the course. The material in these lessons is presented by the instructor in the face-to-face portion of the Hybrid E-course.

The topics are:

- Chapter 1 – Instructional Responsibilities
- Chapter 2 – How Adults Learn
- Chapter 3 – Human Relations and Communications
- Chapter 4 – Instructional Management
- Chapter 5 – Lesson Planning
- Chapter 6 – Lesson Content and Instructional Resources
- Chapter 7 – Instructional Methods
- Chapter 8 – Monitoring and Evaluation
- Chapter 9 – Course Summary and Instructor Mentoring
- Chapter 10 – Administrative Procedures

Course Schedule Options: Traditional Course

The revised Instructor Development Program reduces the total in-class time needed to become a certified instructor. Nevertheless, dropping an objective from the course because time has run out is *not* an option. The following sample schedules with suggested times are included to assist instructors in planning one-day, two-day, or partial off-site courses. The sample planning schedules are based on recommendations from pilot courses and are not indicative of any required instructional times. The lessons do not divide into equal time allocations; however, instructors may need to adapt the times based on students' needs to spend more or less time on a particular topic. Also note that suggested instructional activities found in lesson guides can be time consuming and may increase time spent on a particular topic.

An Instructor Development Course can be completed in one day. This curriculum makes for a packed day. However, long travel distances, busy schedules and difficulty in classroom scheduling often make a one-day session the only option. It helps if students have had an opportunity to peruse the student text in advance and complete selected assigned readings. Instructors should be aware that a full day of even the best-taught Instructor Development Course generates student-brain overload. Single-day courses require adequate breaks, a variety of student activities and an efficient pace to help keep students focused.

The two-day schedule can be used for a weekend when half the time may be devoted to other activities such as skiing, meetings or other training. This is a desirable format when students must travel from long distances or when a region or division course is planned. Students will feel less overloaded than in the one-day course. However, be aware that students will probably not be able to read their text between sessions and should come prepared as for the one-day course.

In either case, students should be prepared to submit the six-pack lesson plan for their presentation before the class. Providing the instructor with those plans prior to the class is helpful. The sequence of lessons is not rigid. This sequence seems to work best for most instructors, but the instructor can rearrange the course as needed.

In the two-day course, the lesson planning sections are taught first so that students can write their lessons between the sessions. In the partial off-site course, several lessons are presented off site and the lesson planning is mailed to the instructor after the class. Activities can provide excellent learning opportunities.

Therefore, instructors may need to refocus their choice of activities to avoid taking too much time out of the total course schedule.

One-Day Schedule

Approximately eight hours

60 minutes for breaks (lunch and mid-session)

| Schedule | Lesson | Instructor | Average Minutes |
|----------|---|------------|-------------------------------------|
| | 1 – Instructional Responsibilities | | 30 |
| | 2 – How Adults Learn | | 45 |
| | 3 – Human Relations and Communication | | 45 |
| | 4 – Instructional Management | | 45 |
| | 5 – Lesson Planning – The Six Pack | | 30 |
| | 6 – Instructor Resources | | 45 |
| | 7 – Instructional Methods | | 60 |
| | 8 – Monitoring and Evaluation | | 45 |
| | 9 – Course Summary and Instructor Mentoring (including lesson presentation) | | 15 plus 15 per student presentation |
| | 10 – Administrative Procedures | | 45 |

Two-Day Schedule

The order of the lessons is rearranged so students have enough information to write their lesson plan in between the two days.

| Day One Schedule | Lesson | Instructor | Average Minutes |
|------------------|------------------------------------|------------|-----------------|
| | 1 – Instructional Responsibilities | | 30 |
| | 5 – Lesson Planning – The Six Pack | | 30 |
| | 6 – Instructor Resources | | 45 |
| | 7 – Instructional Methods | | 60 |

| Day Two Schedule | Lesson | Instructor | Average Minutes |
|------------------|---|------------|-------------------------------------|
| | 2 – How Adults Learn | | 45 |
| | 3 – Human Relations and Communication | | 45 |
| | 4 – Instructional Management | | 45 |
| | 8 – Monitoring and Evaluation | | 45 |
| | 5 – Lesson Planning – The Six Pack | | 15 |
| | 9 – Course Summary and Instructor Mentoring (including lesson presentation) | | 20 plus 15 per student presentation |
| | 10 – Administrative Procedures | | 45 |

Course Schedule Options: The Hybrid E-course

The electronic portion of the Hybrid E-course provides the bulk of the Instructor Development information. It works well if students are given clear expectations about reading the text and completing the face-to-face portion of the course. The electronic portion also provides a course summary and a final exam. ***Students must present the electronic portion's Certificate of Completion to the IOR before he/she will be allowed to complete the in-class portion of the course.*** The in-class portion of the Hybrid E-course consists of each student presenting a six-pack lesson of his or her choice as long as all the characteristics of a six-pack lesson are included, a discussion of mentoring, a review of the administrative procedures and forms, as well as an optional course review. Distribution of the six-pack lesson planning form prior to the in-class portion is recommended. Other information can be included at the instructor's option. Approximate in-class time is two to two and a half hours depending on the number of students. Lesson plans should be submitted to the instructor no later than at the beginning of the in-class portion; prior submission is always helpful.

| Schedule | Lesson | Instructor | Average Minutes |
|------------|--|------------|-----------------------------|
| (Optional) | Review of Hybrid E-course Material (Course Summary) | | 45 |
| | 5 – Lesson Planning – Presentation and Critique of a Six-Pack Lesson; Instructor Mentoring | | 15 per student presentation |
| | 10 – Administrative Procedures | | 30 |

CHAPTER 3. Instructor Development Course Lesson Guides

Please note: The Instructor Development Course lesson guides do not include instructional times. Like other NSP education programs, instructional times are driven by the number of students and the time it takes to adequately present the material and have students demonstrate completion of the objectives.

The following lesson guides correspond with chapters 1-10 in the NSP's *Instructor Development: Training the Adult Learner* manual. Refer to the Table of Contents on page 2 to locate specific lesson guides.

LESSON GUIDE 1. Overview of Instructional Responsibilities

Instructor Resources

- Instructor Development Instructor's Manual, 2015 edition
- NSP instructor manuals for various disciplines (to show what tools are available for the disciplines students might want to teach in the NSP)
- Instructor Development: *Training the Adult Learner*, 2013 edition

Concluding Objectives

The student will:

- describe the purpose of the Instructor Development Program
- list the content included in the Instructor Development Course

Essential Content

The National Ski Patrol's mission is stated in the Policy and Procedures manual as: "The National Ski Patrol is a member-driven organization of registered ski patrols, patrollers and others, both paid and volunteer. The NSP supports its members through credentialed education and training in leadership, Outdoor Emergency Care, safety, and transportation services, which enable members to serve the community in the safe enjoyment of outdoor recreation."

- ◆ The National Ski Patrol (NSP) mission is accomplished through providing:
 - Exceptional education programs
 - Quality programs that attract and retain quality people
 - Instructors who can deliver those quality programs
 - The NSP Instructor Development Program
 - Instructor Development
- ◆ Strong education knowledge base
 - Generic application to instruction – can be applied in any NSP discipline
 - Mentoring (specific discipline)
 - Instructional skills pertaining to the specialty
 - Application of specific content
 - Lesson plan development and practice teaching or team teaching

- ◆ Overview of Instructor Development Course: Objectives and expectations (by chapter)
 1. Overview of Instructional Responsibilities
 2. How Adults Learn
 3. Human Relations and Communications
 4. Instructional Management
 5. Lesson Planning
 6. Lesson Content and Instructional Resources
 7. Instructional Methods
 8. Monitoring and Evaluation
 9. Course Summary and Instructor Mentoring
 10. Administrative Procedures

Suggested Instructional Activities

Lesson Guide 1 Activity: Positive and Negative Instructor Qualities

Instructional Method: Plus and Minus Table

Procedure:

1. Have students divide a sheet of paper in half (or use the work sheet on the following page). On one side, instruct them to list the positive qualities of past instructors. Ask them to focus on adult learning experiences such as learning a hobby, taking continuing education courses for work, and attending college or job training classes. At the same time, they should list negative or less helpful instructor qualities.
2. Discuss their lists and put their responses on the board or an overhead. Point out that many of the positive and negative qualities line up opposite ends of a continuum. For example, a well-prepared, organized instructor sits at one end of the organizational continuum opposite from an instructor who comes to class unprepared, doesn't have enough materials, and is not sure of the sequence of activities.

Adaptation: Have students work with someone seated next to them to generate the list. Align their responses with the components of the Instructor Development Course. Explain that this course hopes to identify and improve their instructional skills in most of these areas.

Work Sheet for Lesson Guide 1 Activity: Positive and Negative Instructor Qualities**Instructions:**

On the left side of the paper, list positive qualities of past instructors. Focus on adult learning experiences. On the right side of the paper, list negative or less helpful instructor qualities.

INSTRUCTOR QUALITIES – Plus and Minus Table

| + | - |
|---|---|
| | |

Lesson Guide 1 Activity: What Do I Expect To Get Out Of Class?

Instructional Method: Discussion

Procedure: As NSP instructors, we know exactly what the Instructor Development Course is about. We often forget the students' perspective. This activity might allow for some flexibility in the class and give the students a sense of ownership and input into the day's activities.

Ask your students what they want to get out of the Instructor Development Course. Brainstorm five to 10 reasons students are taking this class. This is meant to be a teaser to get students to think about what the day will bring. This should be a relatively short discussion, but the instructor(s) delivering the Instructor Development Course may want to take note when an idea comes up that can be incorporated in the day's lessons and reinforce those that are already built in.

Some guidelines to an effective activity:

- Allow one person to share at a time.
- Make sure you address students' ideas that *will not* be covered immediately during this brainstorming session. If possible, provide guidance on what part of the NSP educational process might address that or where further information can be found.
- Don't get overwhelmed by students' ideas. The Instructor Development Course is designed as an introduction to teaching. It is designed to be a one- or several-session(s) course. Keep that in mind when confronted with a tangential topic request.
- Write the key ideas on a board or presentation easel. Refer to them during the day if you hit on them. This will reinforce the students' input in the course.
- If an instructor makes a promise to send out information on a subject not covered in the day's activities, he or she must note that and make sure to do so.

Adaptations: This activity could be incorporated in the students' process for registering for the course. This would allow the Instructor Development instructor more time to prepare for students' concerns and benefit from their good ideas during course planning. **Lesson Guide 1 Activity: Create a Picture**

Instructional Method: Questioning

Procedure: Recognize that adult learners bring to class different experiences, talents, abilities and expectations.

Provide each student a piece of paper and a few different color crayons or markers. Instruct students to draw a picture consisting of several common elements. Also instruct the students not to look at any other drawing until they are done. Give students about three minutes to draw.

Draw:

- A house
- A road
- A tree
- A path

- A bird
- A fence
- Weather conditions

After three minutes, share pictures and lead discussion towards differences of pictures and how adults bring different *pictures* to class. Discussion questions could consist of: Are all the pictures the same? How different? What accounts for the differences?

Adaptations: Select own picture elements. Use own choice of art materials.

LESSON GUIDE 2. How Adults Learn

Instructor Resources

Instructor Development: Training the Adult Learner, 2013 edition

Concluding Objectives

The student will:

- summarize the characteristics of adult learners
- list learning styles and how these affect teaching

Essential Content

- ◆ Adult learners
 - Learning fundamentals
 - What is learning?
 - To enhance learning (generic)
 - Get visual and auditory attention
 - Reduce distraction – visual, auditory, physical, and cognitive
 - Relate to previously learned information
 - Evoke emotion – make it real
 - Plan enough time; repeat the important points
 - Learning characteristics (adults)
 - Prefer self-directed learning
 - Need to integrate new information with previous knowledge, skills, and experiences
 - Expect information to be immediately useful
 - Respond more to first impressions
 - Are more willing to challenge instructor or seek recognition for skills
 - Have 15- to 20-minute attention span
 - Volunteers
 - Motivated to learn
 - Acquire new knowledge and skills
 - Improve existing skills
 - Activity must meet personal needs to maintain participation

- ◆ Learning styles
 - Visual
 - Prefer to receive information by looking at something: charts, pictures, video, demonstration, flip chart, etc.
 - Expressions: "I see what you mean." "I get the picture."
 - Auditory
 - Prefer to receive information by listening to oral presentation, audiotapes, audio portion of videos, etc.
 - Expressions: "I hear what you are saying." "That sounds good to me." 17
 - Kinesthetic
 - Prefer to receive information by tactile sensations or visceral emotions
 - Expressions: "This feels really good to me." "I need to get a grasp on things."
 - Teaching to include all types of learners

- ◆ Adult Learning Disabilities
 - Difficulty reading
 - Difficulty comprehending written material
 - Difficulty writing
 - Short attention span
 - Test anxiety
 - Language barriers
 - Physical limitations

Suggested Instructional Activities

Lesson Guide 2 Activity: Learning Preference Inventory

Instructional Method: Self-diagnostic tool

Procedure:

(Taken from the "Language System Diagnostic Instrument" as described in Richard Bandler and John Grinder (1982). *Reframing: Neurolinguistic programming and the transformation of meaning*. Moab, UT: Real People Press.

- Administer the following inventory exercise before presenting any theoretical background.
- There are three parts to the test to be completed within five minutes. If any participants do not complete the instrument in the allotted time, allow them to finish.
- Inform the students the exercise is designed to determine their *preferences* among the materials that they will be reading, and that they are not to focus on the *content* of the items. In order to determine their true preferences, they should select items as quickly as possible, generally going with their first response to each item.

- After completing the exercise, the participants should be told that their responses to the items on the instrument reflect whether they tend to respond to the world around them in a primarily *visual* mode, in a primarily *auditory* mode, or in a primarily *kinesthetic* mode.

Adaptations: There are a number of commercial instruments that can be adapted for this activity.

Learning Preference Inventory

The Language System Diagnostic Instrument as developed by Cresencio Torres, (1986), The language system diagnostic instrument (LSDI). In J.W. Pfeiffer & L.D. Goodstein (Eds.), *The 1986 annual: Developing human resources* (pp. 99-110). San Diego, CA: Pfeiffer & Company.

Part One

Instructions: This instrument contains three parts. Part one consists of five sets of three paragraphs each. For each set, select the one paragraph that is easiest for you to read. Do not be concerned with the actual content of the paragraph, merely with how you respond to it compared to the other paragraphs in the set. Read all three paragraphs and then make your selection, but do not deliberate too long; your first response generally is best. Indicate the letter of the paragraph that you have selected on your answer sheet by circling the appropriate letter (A, B or C) for each set.

You have five minutes in which to complete the entire instrument.

- A. The tinkle of the wind chimes tells me that the breeze is still rustling outside. In the distance, I can hear the whistle of the train.
 - B. I can see the rows of flowers in the yard, their colors shining and fading in the sunlight and shadows, their petals waving in the breeze.
 - C. As I ran, I could feel the breeze on my back. My feet pounded along the path. The blood raced through my veins, and I felt very alert.

- A. I like to be warm. On a cold night, I like to relax by a warm fire in a comfortable room with a cup of smooth, warm cocoa, and a fuzzy blanket.
 - B. The child talked into the toy telephone as though he were calling a friend. Listening to the quiet conversation, I could almost hear the echo of another child, long ago.
 - C. The view was magnificent. It was one of the most beautiful things I have ever seen. The panorama of the green countryside stretched out clearly below us in the bright, sparkling sun.

- A. They appeared to be surprised when they noticed that there were other people on the beach. The amazement on their faces turned to eagerness as they looked to see if they knew any of the people on the sand.

- B. I was helped up and supported until I felt my strength coming back. The tingling sensation that ran up and down my legs – especially in my calves– was stronger after I stood up, and my body was extremely warm.
- C. People will express themselves more verbally if they can talk about their interests or assets. You can hear the increased enthusiasm in their conversations, and they usually become more fluent.

4. A. The feedback that the speaker received was an indication that she was communicating more effectively. The people in the audience seemed to be in tune with what she was talking about.
- B. I want to understand how people feel in their inner worlds, to accept them as they are, to create an atmosphere in which they feel free to think and feel and be anything they desire.
- C. Children watch adults. They notice more than we realize. You can see this if you observe them at play. They mimic the behavior of the grownups they see.

5. A. Creative, artistic people have an eye for beauty. They see patterns and forms that other people do not notice. They respond to the colors around them, and their visual surroundings can affect their moods.
- B. They heard the music as if for the first time. Each change of tone and tempo caught their ears. The sounds soared throughout the room, while the rhythms echoed in their heads.
- C. Everybody was stirred by the deep emotions generated by the interaction. Some felt subdued and experienced it quietly. Others were stimulated and excited. They all felt alert to each new sensation.

Part Two

Instructions: This part consists of 10 sets of items. Each item includes three lists (sets) of words. For each item, circle the letter A, B or C of the set of words that is easiest for you to read. Do *not* focus on the *meanings* of the words. Try to work quickly.

- | | | | | | | |
|----|----|------------------------|----|-----------------------------|----|----------------------------|
| 6. | A. | Witness Look See | B. | Interview Listen Hear | C. | Sensation Touch Feel |
|----|----|------------------------|----|-----------------------------|----|----------------------------|

- | | | | | | | |
|----|----|-----------------------------|----|----------------------------|----|-----------------------------|
| 7. | A. | Stir Sensitive Hustle | B. | Watch Scope Pinpoint | C. | Squeal Remark Discuss |
|----|----|-----------------------------|----|----------------------------|----|-----------------------------|

- | | | | | | | |
|----|----|---------------------------------|----|------------------------------|----|-----------------------------|
| 8. | A. | Proclaim Mention Acoustic | B. | Texture Handle Tactile | C. | Exhibit Inspect Vista |
|----|----|---------------------------------|----|------------------------------|----|-----------------------------|

| | | | | | | |
|----|----|--------------------------------|----|-------------------------------|----|-------------------------------|
| 9. | A. | Scrutinize Focused Scene | B. | Articulate Hearken Tone | C. | Exhilarate Support Grip |
|----|----|--------------------------------|----|-------------------------------|----|-------------------------------|

| | | | | | | |
|-----|----|---------------------------------|----|-----------------------------|----|------------------------------|
| 10. | A. | Ringling Hearsay Drumbeat | B. | Movement Heat Rushing | C. | Glitter Mirror Outlook |
|-----|----|---------------------------------|----|-----------------------------|----|------------------------------|

| | | | | | | |
|-----|----|---------------------------|----|------------------------------|----|--------------------------|
| 11. | A. | Dream Glow Illusion | B. | Movement Quiet Silence | C. | Motion Soft Tender |
|-----|----|---------------------------|----|------------------------------|----|--------------------------|

| | | | | | | |
|-----|----|----------------------------|----|--------------------------|----|-----------------------------|
| 12. | A. | Upbeat Listen Record | B. | Firm Hold Concrete | C. | Bright Appear Picture |
|-----|----|----------------------------|----|--------------------------|----|-----------------------------|

| | | | | | | |
|-----|----|-------------------------------|----|-----------------------------|----|----------------------------|
| 13. | A. | Feeling Lukewarm Muscle | B. | Hindsight Purple Book | C. | Hearsay Audible Horn |
|-----|----|-------------------------------|----|-----------------------------|----|----------------------------|

| | | | | | | |
|-----|----|------------------------------|----|------------------------------|----|----------------------------|
| 14. | A. | Show Observant Glimpse | B. | Tempo Articulate Sonar | C. | Move Powerful Reflex |
|-----|----|------------------------------|----|------------------------------|----|----------------------------|

| | | | | | | |
|-----|----|-------------------------------|----|----------------------------|----|--------------------------------------|
| 15. | A. | Purring Overhear Melody | B. | Smooth Grasp Relaxed | C. | Glowing Lookout VisionLearning |
|-----|----|-------------------------------|----|----------------------------|----|--------------------------------------|

Part Three

Instructions: This part consists of ten sets of three short phrases each. In each set, circle the letter A, B or C of the phrase that you find easiest to read. Try to complete this task in the time remaining.

| | | | | | | |
|-----|----|-----------|----|-----------|----|-----------|
| 16. | A. | An eyeful | B. | An earful | C. | A handful |
|-----|----|-----------|----|-----------|----|-----------|

| | | | | | | |
|-----|----|----------------|----|----------------|----|-----------------|
| 17. | A. | Lend me an ear | B. | Give me a hand | C. | Keep an eye out |
|-----|----|----------------|----|----------------|----|-----------------|

| | | | | | | |
|-----|----|--------------|----|------------|----|---------------|
| 18. | A. | Hand in hand | B. | Eye to eye | C. | Word for word |
|-----|----|--------------|----|------------|----|---------------|

| | | | | | | |
|-----|----|-----------------|----|---------------|----|--------------------|
| 19. | A. | Get the picture | B. | Hear the word | C. | Come to grips with |
|-----|----|-----------------|----|---------------|----|--------------------|

-
20. A. The thrill of the B. A flash of lightning C. The roll of thunder chase
-
21. A. Outspoken B. Underhanded C. Short-sighted
-
22. A. I see B. I hear you C. I get it
-
23. A. Hang in there B. Bird's-eye view C. Rings true
-
24. A. Clear as a bell B. Smooth as silk C. Bright as day
-
25. A. Look here B. Listen up C. Catch this

Learning Preference Inventory Scoring and Interpretation Sheet

Name _____

Instructions: Transfer your responses from the exercise to this sheet by circling the letter that you chose for each of the numbered items.

| | | | | |
|-------------|-----|---|---|---|
| Part One: | 1. | A | B | C |
| Paragraphs | 2. | B | C | A |
| | 3. | C | A | B |
| | 4. | A | C | B |
| | 5. | B | A | C |
| Part Two: | 6. | B | A | C |
| Words | 7. | C | B | A |
| | 8. | A | C | B |
| | 9. | B | A | C |
| | 10. | A | C | B |
| | 11. | B | A | C |
| | 12. | A | C | B |
| | 13. | C | B | A |
| | 14. | B | A | C |
| | 15. | A | C | B |
| Part Three: | 16. | B | A | C |
| Phrases | 17. | A | C | B |
| | 18. | C | B | A |
| | 19. | B | A | C |
| | 20. | C | B | A |
| | 21. | A | C | B |
| | 22. | B | A | C |
| | 23. | C | B | A |
| | 24. | A | C | B |
| | 25. | B | A | C |

Totals I _____ II _____ III _____

Instructions: Total the letters circled in each vertical column. Place these three scores from columns I, II and III in the box below. Multiply each of the column scores by 4.

| | | |
|------------------|-------------|----------------|
| Column I _____ | x 4 = _____ | (Actual Score) |
| Column II _____ | x 4 = _____ | (Actual Score) |
| Column III _____ | x 4 = _____ | (Actual Score) |

Instructions: Chart your actual scores on the graph below by coloring in the space that represents your actual score in each of the three columns

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|-----------------------------------|---|----|----|----|----|----|----|----|----|----|-----|
| <i>Column I Auditory</i> | | | | | | | | | | | |
| <i>Column II Visual</i> | | | | | | | | | | | |
| <i>Column III Kinesthetic</i> | | | | | | | | | | | |

Your highest score indicates the primary mode that you use to interpret and communicate with the world around you. You probably use this mode (auditory, visual or kinesthetic) the most, particularly when you are problem solving or in stressful situations.

Your second-highest (middle) score indicates your secondary mode, which you likely use in everyday conversation, in combination with your primary mode.

Your lowest score indicates your tertiary mode, which you may not use as much as the other two or at all in your normal conversation. In fact, it often remains at the unconscious level.

Each individual seems to be more comfortable in using one or two of these systems. Some people believe, however, that if an individual could learn to communicate in all three modes, or systems, he or she could establish more rapport and trust with people whose primary systems differ from his or her own. Increased ability to communicate in all three systems might lead to increased effectiveness in communication.

Lesson Guide 2 Activity: Three Keys to Adult Learning

Instructional Method: Group discussion, example generation

Procedure:

Design a means of using the three keys (adult motivators) to *hook* the students.

1. Divide students into teams and use the “Using the Three Keys to Adult Learning” work sheet (see following page) and a course objective. They should write the objective on the paper. Explain that they are in the beginning or “set” of a lesson.

2. The students should write down the exact wording they would use to build in self-diagnosis, to integrate new information with previously-taught information, and to make the information immediately useful. The most obvious is to build in comments or questions at the beginning of the lesson. If the students design an activity, they must include the words they would use to tie it in together. Share the work.

These steps often blend together and are not sequential. They may even occur at other times in the lesson.

Self-diagnosis:

“Think about what you can do ____.”

“How would you rate yourself?”

“What would be the next step in ____ you would like to master?”

“What are you confident doing?”

Integrate new with previous:

“You learned a related skill when ____.”

“We’ve learned part of this ____.”

“Have you seen this done?”

“When have you ____?”

Information is immediately useful:

“You can use this at work when ____.”

“You’ll need this piece before you can do ____.”

“Have you run into this problem before?”

“We have a lot of need for this up at XYZ area because ____.”

Using The Three Keys To Adult Learning

Objective _____

| ADULT MOTIVATOR | YOUR WORDS |
|---|------------|
| Self-diagnosis | |
| Integrate new information with previously-taught information Information is immediately useful | |

Lesson Guide 2 Activity: Senses and Learning Inventory

Instructional Method: Questionnaire, class discussion

Procedure: Hand out individual copies of the following questionnaire to all students, giving them time to complete before discussing. This is something that can be included in a packet of materials to be done before class, or as people arrive at class, before the official start.

Summarize by stating that we all have differences in the way we learn, and the way we teach. We need to recognize and plan for these to be the best we can.

Senses and Learning Inventory

Instructions: For each item, select A, B or C (the choice you would most prefer). Place an X in the appropriate space.

1. If I were to give someone directions to the High Lonesome lift, I would:
 - A. _____ draw a map.
 - B. _____ tell them.
 - C. _____ write directions.

2. When I visit a new ski area, I am most interested in:
 - A. _____ seeing things.
 - B. _____ meeting people.
 - C. _____ feeling good.

3. When I buy a new car, I look primarily for:
 - A. _____ a car that looks good.
 - B. _____ a car with a quiet ride.
 - C. _____ a car than handles well.

4. When I go to a restaurant, I primarily want:
 - A. _____ attractive surroundings.
 - B. _____ interesting company.
 - C. _____ good food.

5. The first impression I have of people relates to:
 - A. _____ their general appearance.
 - B. _____ how they talk.
 - C. _____ the feelings they convey.

6. I learn best if I can:
- A. _____ watch slides.
 - B. _____ just listen.
 - C. _____ write notes.
7. To instruct someone, I prefer to:
- A. _____ prepare slides.
 - B. _____ plan verbal presentations.
 - C. _____ design activities.
8. I can usually tell if someone's mad at me by:
- A. _____ the look on their face.
 - B. _____ the tone of their voice.
 - C. _____ the way they act.
9. If I had to choose among the following professions, I would become a(n):
- A. _____ architect.
 - B. _____ author.
 - C. _____ sculptor.
10. After seeing a good movie, I enjoy recalling:
- A. _____ the cinematography.
 - B. _____ the sound track.
 - C. _____ the action scenes.
11. I like to be greeted with:
- A. _____ a smile or wave.
 - B. _____ "hi" or "hello."
 - C. _____ a handshake.
12. When given a new task to do, I generally learn most quickly from:
- A. _____ a diagram and/or a picture.
 - B. _____ a verbal description.
 - C. _____ a trial run.
13. When I relax, I enjoy:
- A. _____ movies and/or TV.
 - B. _____ concerts and/or listening to the stereo.
 - C. _____ sports and/or hobbies.
14. When at leisure, I am likely to:
- A. _____ see images in my mind.
 - B. _____ talk silently to myself.
 - C. _____ be aware of how I feel.

15. When studying something new, I generally:
- _____ try to form an image of what I am learning.
 - _____ talk to myself about the subject.
 - _____ try to grasp the important concepts.
16. When I think of someone I knew, I:
- _____ see an image.
 - _____ recall their voice.
 - _____ remember a feeling.

Count the number of responses on the A lines, B lines and C lines.

A. _____ B. _____ C. _____
 Visual Auditory Kinesthetic

Lesson Guide 2 Activity: Methods to Motivate Adults – What Does It Mean to You as the Teacher?

Instructional Method: Classroom discussion

Procedure: Either be the scribe or ask one of the students. On a board or flip chart, start listing all the reasons patrollers are enrolled in this class. (Examples include: improve skills, gain knowledge, fulfill Senior requirement, prerequisite to becoming a toboggan instructor, etc.)

Summarize by pointing out that adults have many different reasons for attending classes and learning new skills. By knowing what the common ones are and planning classes to meet these goals, we can be more effective teachers.

Adaptation: The instructor, at this point, may want to briefly share why he or she has chosen to teach this class and what motivates him or her.

LESSON GUIDE 3. Human Relations and Communications

Instructor Resources

Instructor Development: Training the Adult Learner, 2013 edition

Concluding Objectives

The student will:

- explain the human relations qualities necessary for effective instruction
- identify and explain effective listening skills
- identify types of nonverbal behavior and the messages they convey
- understand and identify the principles of effective feedback techniques

Essential Content

- ◆ Human relations qualities
 - Encourages student participation in decision making
 - Displays a strong knowledge of the subject matter
 - Is fair, consistent and reliable
 - Displays warm, friendly, accepting and empathetic attitudes
 - Demonstrates dynamic, spontaneous, enthusiastic, open and positive approach to teaching and students
 - Has a sense of humor
 - Is confident in own abilities
 - "Practices what they preach"
 - Uses a variety of learning methods
- ◆ Communications
 - Effective listening skills
 - Concentrates, gives individual attention
 - Avoids interrupting
 - Respects right to share views
 - Represses emotional responses
 - Clarifies message
 - Asks questions
 - Paraphrases
 - Searches for the total meaning – don't focus on individual details and miss the message
 - Pays attention to nonverbal messages
 - Interpreting nonverbal communication
 - Types of nonverbal behavior
 - Body motion
 - Physical characteristics
 - Appropriate touching behavior
 - Voice
 - Body position
 - Nonverbal signals
 - Rolling eyes
 - Avoiding eye contact
 - Leaning body forward
 - Fiddling with paper
 - Quizzical looks
 - Excitement in voice
 - Providing constructive, effective feedback (additional information in Appendix A)
 - Discusses principles of effective feedback
 - Has the student perform a measurable behavior

- Provides immediate feedback
- Corrects one error at a time
- Gives specific feedback
 - Determines cause of error
 - Provides precise information for improvement
- Sustaining the feedback
 - Uses technology (email, patrol website, etc.)
 - Keeps in touch with new technology such as instant messaging
- Uses a positive approach
- Checks for student understanding
- Coaching feedback
 - Skill based
- “Mental picture”

Lesson Guide 3 Activity: Giving Feedback

(Additional information in Appendix A)

Instructional Method: Role playing, discussion, storytelling

Procedure: Instructor Development is an introduction to teaching all NSP programs. Discuss some dos and don'ts of giving feedback with concrete examples. Make sure to use an example from different disciplines. Reinforce that by avoiding the discussion of two OEC scenarios, for example. One can easily come up with good scenarios in the topics of Toboggan Transportation, Avalanche, Mountain Travel and Rescue, Nordic, or something outside of the NSP. The objective is to emphasize the importance of positive effective feedback in teaching.

Those new to teaching frequently think that feedback is the challenge of finding everything wrong with the student. Use this activity to emphasize the use of positive feedback and focusing on one corrective measure at a time.

In a group discussion, brainstorm two to three scenarios that students have had in a course, class or lesson where they felt really uncomfortable because of the feedback given by their instructor. Do the same for two to three instances where feedback was good and the students felt the learning was enhanced by good feedback.

Take one of the bad scenarios and lead the class in a discussion of what could have been done better. What are the specific actions by the instructor that might have alienated the student? List the dos and don'ts as they are discussed. After the discussion finishes, give an example of how you might have addressed the lesson at hand to give it a positive spin.

Next use the good example to see how many positive and effective feedback properties might have been used and how that left a lasting positive memory. Note that the students most likely got more out of the

class as a result of the effective feedback. Again add to your “do” list during the discussion of what went well.

An example of role playing is for students to imagine a toboggan class learning to run the tail rope on the toboggan. Picture the student water skiing behind the toboggan. Each time the toboggan makes a turn, he or she gets slung around.

Instructor: STOP! You are sitting back, waterskiing, and out of control. Now let’s try it again.

The toboggan gets going again. After a few turns the person on the tail is all over the place, again water skiing and never directly above the tail of the sled.

Instructor: STOP! You are holding the rope wrong, still sitting back, water skiing and totally out of control.

Discussion: In this scenario, the student was never given any positive feedback. While there is no need to sugarcoat poor skills, there is always some aspect of a skill done correctly that can be reinforced. The feedback given also addressed more than one key issue. This almost always confuses and frustrates a student that already is under pressure because he or she cannot perform the maneuver.

The most difficult part of feedback for new instructors is giving feedback that contains corrective actions. In this scenario the skier might have had everything fall in place if told to stay directly above the tail of the toboggan at all times. This would prevent him or her from being too far ahead of the lead person when he or she changes direction. Another common example is when an instructor tells a skier he or she is leaning back, over and over again. A more effective action would be to tell the student to keep his or her hands up and in front of them. When your hands drop to the side, your weight will tend to go back.

This scenario is often played out in other NSP disciplines. The best learning takes place only when one key issue is addressed at a time. In this case the student might have needed work on skiing and body alignment not being focused down the fall line. His or her weight might have been too far back or the rope handling might have needed some work. Maybe his or her transition turn and sideslip was not good enough to be working on the toboggan at all. Whatever the case may be, one must reinforce the things that he or she is doing well and find one key problem that would most likely lead to improvement.

LESSON GUIDE 4. Instructional Management

Instructor Resources

Instructor Development: Training the Adult Learner , 2013 edition

Concluding Objectives

The student will:

- explain the importance and list specific examples of instructional management tasks as they relate to organization, quality management and safety considerations
- understand the difference between a standard of training and a local protocol

Essential Content

- ◆ Organization
 - Course preparation
 - Scheduling
 - Notification
 - Publicize the course via newsletter, website, email, etc.
 - Registration
 - Online: Education Tools button on the Member Services page
 - Course outline
 - Lesson preparation
 - Assure knowledge of content
 - Use lesson guides to develop a lesson plan
 - Preview videos and films
 - Practice with materials and equipment
 - Be familiar with classroom/outdoor facilities
 - Verify equipment needs and availability
 - On-site preparation
 - Set up area to match activity
 - Consider student needs and movement patterns
 - Verify that equipment is functional
 - Account for environmental considerations
 - Follow-up
 - Clean up
 - Return equipment, key, materials
 - Complete course records
 - Copy course records for personal file
 - Email course records to national office
 - File course schedule and lesson plans
 - Complete and distribute course Certificates of Achievement
 - Send thank-you letters
- ◆ Quality management (additional information in Appendix D)
 - Instructional materials
 - Instructor training
 - Maintain program
- ◆ Safety considerations (See Appendix C for details)
 - Appropriate application of emergency care devices, e.g., splint, backboard, collar
 - Correct lifting techniques
 - Terrain selection appropriate to student skill level
 - Specific and accurate directions for the use of training aids and equipment
 - Practice/evaluation sites that position students, instructors or "patients" in safe areas

Places to avoid:

 - The middle of a crowded ski run/intersection

- Under a ski lift
 - On or below an avalanche path
- ◆ Standard of training vs. local protocol
 - Meet all NSP course objectives. Don't teach beyond or below the standard of training
 - NSP vs. local requirements/procedure
 - NSP programs
 - Avalanche (Rescue)
 - Instructor Development: Training the Adult Learner
 - Mountain Travel and Rescue
 - Outdoor Emergency Care
 - Skills Development (Alpine and Nordic – Basic, Senior, Certified)
 - Toboggan Transportation (fixed heel, free heel, snowboard, nordic)
 - Local requirements or other certification programs
 - Search and rescue
 - Lift evacuation
 - Avalanche (control and management)
 - AED/CPR
 - Other hill requirements
- ◆ Non-traditional classroom
 - Internet capabilities expand possible participation
 - Communications among students and instructors can be enhanced using technology
 - Before the class
 - During the class
 - After the class

Suggested Instructional Activities

Lesson Guide 4 Activity: Show and Tell – Walk the Walk

Instructional Method: Self-experience, group discussion

Procedure: Instruct learners to write a brief description of the current class or a class they are planning to teach, as if it would be posted. It will need to be complete enough to post in the patrol room, website or patrol newsletter.

Ask for a student to share what he or she wrote. Review the planning that has occurred to this point, and use the chapter outline to anticipate further preparations or explain step-by-step the organization and preparations you made for this Instructor Development class.

Time: 10 to 15 minutes

Lesson Guide 4 Activity: Record Keeping

(Additional information in Appendix B)

Instructional Method: Group task/discussion

Procedure: Have each student fill in his or her name and information on the actual course roster on the Course Completion form. You may choose to do this as class begins and refer to it later.

Review and discuss the importance of the Instructor Log Entry (use a screen shot of Instructor Log from the Education Tools button on the Members Resources page of www.nsp.com). Use the Instructor Log Entry to highlight the need for clear and timely records (the entry is the basis for the NSP Education Office to monitor the instructor recertification teaching requirement).

Mention that discipline-specific record keeping will be learned when being mentored.

Time: Five to 10 minutes based on enrollment

Lesson Guide 4 Activity: Risk Management Scenarios

(Additional information in Appendix C)

Instructional Method: Small or large group discussion

Procedure: Hand out written scenarios to small groups of students for discussion among themselves. Have each group select a spokesperson to prepare to answer each of the questions below in front of the entire group.

- What are anticipated problems?
- How can they be prevented?
- Where do responsibilities for correction lie?

Scenario 1: You have planned to lead some realistic Senior-level emergency care problems as part of a Senior emergency management clinic. On the day of the clinic, it is 15 degrees outside with steady winds of 15 mph where you had planned to locate the scenarios. One of the candidates is already complaining of the cold and another only has lightweight gloves for hand protection.

Scenario 2: You had planned a regional toboggan clinic. The day arrives and it's glare ice everywhere that hasn't been groomed. You know you have a mix of abilities and see at least two patrollers with double-upright knee braces.

Scenario 3: You are helping to plan the yearly OEC refresher. Another instructor is an athletic trainer and wants to teach everyone how to evaluate knee ligaments.

LESSON GUIDE 5. Lesson Planning

Instructor Resources

Instructor Development: Training the Adult Learner , 2013 edition

Concluding Objectives

The student will:

- identify, plan and explain the importance of lesson planning
- develop a lesson plan using the six-pack format

Essential Content

◆ The six pack – the beginning

○ Set

▸ Purpose

- Focuses student attention
- Motivates student
- Makes learning more concrete and personal
- Provides a mental reference point

▸ Characteristics

- Provides a transition to new learning by hooking into previous student learning and experiences
- Involves the students
- Is completed in a short period of time
- When to use
 - At the beginning of a lesson
 - At the beginning of a new section within a lesson
 - At the end of a lesson to bridge to the next lesson

○ Objectives

- Based on the concluding objective
- Restate to students to let them know outcome of lesson
- Should also be visible – visual aids

◆ The six pack – the heart

○ Content delivery

▸ Purpose

- Presentation of the content
- To give students the new information needed to master the objective

○ Characteristics

- Follows topical outline from lesson guide
- Match methods to:
 - Concluding objective
 - Type of learning (skills or concept/information lesson)
 - Resources
 - Instructor talent

- Student needs
- Learning activity (guided and independent practice)
 - Purpose
 - Allow students a chance to practice new skills or process new information and concepts under the guidance of an instructor
 - Allow instructors a chance to give immediate and specific feedback to students
- Characteristics
 - Select methods to have student practice the learning matching the lesson type to an activity
 - Skills – require practice session
 - Information – need questions and drill activities
 - Concepts – do best with students explaining concepts
 - Done with the monitoring and feedback of instructors
- ◆ The six pack – the ending
 - Summary
 - Purpose
 - Allows students closure on the lesson
 - Refocuses student attention on the main components of the lesson
 - Characteristics
 - Matches concluding objectives
 - Involves the students – instructor doesn't do the summary
 - Provides visual clues if necessary
 - Is short in length
 - May include a set for the next learning
 - Monitoring and evaluation (Lesson Guide 8)
 - Ongoing monitoring
 - Evaluation

Suggested Instructional Activities

Lesson Guide 5 Activity: Develop a Lesson Plan

Instructional Method: Six-pack lesson plan

Procedure: Each student has been asked to prepare a six-pack lesson plan for presentation prior to the course. Select a simple lesson topic and have the class discuss the possible approaches/methods to develop a six-pack plan.

Some examples might be tying a square knot, changing a diaper, preparing a rice dish, making a peanut butter sandwich, using chopsticks, etc.

LESSON GUIDE 6. Lesson Content and Instructional Resources

Instructor Resources

Instructor Development: Training the Adult Learner, 2013 edition

Concluding Objectives

The student will:

- describe the differences between the *what* and the *how* of teaching
- identify the parts of a concluding objective and explain how an objective guides lesson planning
- identify the parts of a lesson guide and list other instructional materials needed for planning a lesson

Essential Content

- ◆ Lesson planning – the *what* to teach vs. the *how* of teaching
 - What
 - The subject and content
 - Indicated by concluding objectives and essential content
 - NSP curriculum committees determine required content that is approved by the NSP Board of Directors
 - How
 - The methods the instructor uses to present the new information and have students interact with the information
 - Must match the desired objectives
 - Based on teacher decision
- ◆ Lesson guide format
 - Purpose
 - Provide the *what* of a lesson
 - Serve as a reference for resources and materials
 - Components
 - Lesson title
 - Recommended prerequisites
 - Instructor and Student Resources
 - Concluding objectives
 - Identify what the student is expected to accomplish
 - Key verb
 - Content
 - Essential content
 - Activities for problem solving, summary and evaluation
- ◆ Website references
 - NSP instructor and education resources page (accessed from the Member Resources page of www.nsp.org)

Suggested Instructional Activities

Lesson Guide 6 Activity: Lesson Guide Model Comparisons

Instructional Method: Comparison

Procedure: Distribute lesson guides from different NSP content areas. An ideal set would be one from OEC, one from Toboggan Transportation, and one from Avalanche or Mountain Travel and Rescue. Distribute the lesson guides to student groups (two or three people per team).

Ask the students to:

- Underline the concluding objectives
- Circle the key verbs
- Compare the lesson guides for prerequisites, organization, key verbs and resources
- Count how many concluding objectives are included in each lesson guide
- Determine if the lessons are based on a physical skill, concept or knowledge, or a combination of both
- Explain how the activities support the concluding objectives

It is important that the students become familiar with the various parts of the lesson guides and comfortable with the format.

Lesson Guide 6 Activity: Using the NSP Website and the Instructor's Page

Instructional Method: Visual aid

Procedure: During a class, give the students some examples of what can be found on the NSP website, www.nsp.org. The ideal way to do this is to have a computer projection system and a live hookup to the web. Since this is not always possible, the next best option is to project saved web pages. Another fallback is to have paper copies of screen shots.

LESSON GUIDE 7. Instructional Methods

Instructor Resources

Instructor Development: Training the Adult Learner , 2013 edition

Concluding Objectives

The student will:

- explain that methods include both instructor presentation and student practice
- compare and contrast various instructional methods

Essential Content

- ◆ Information delivery

- Accomplish the objective through appropriate methods
- Selecting the right method(s)
 - Selecting methods for the set, heart and student summary
- Identifying teacher and student behavior to promote the teaching/learning process
 - Teacher behavior: The means by which the teacher presents the essential content to the students
 - Student behavior: The way in which students practice or interact with the teacher behavior and content
- Learning new methods
 - Content needs
 - Learner needs
 - Limitations of time, equipment, space
 - Instructor style
- ◆ Types of instructional methods (partial list)
 - Lecture: a well-designed talk or presentation where no hands-on skills are involved
 - Demonstration: instructor or other individual proficient with the skill performs the skill correctly in front of the students
 - Model: a realistic prototype of an object or system
 - Audio and visual aids: using videos, overheads, flip charts, films, slides, etc., to present information, or actual objects (additional information in Appendix F)
 - Reading: students reading or reviewing printed materials
 - Scenarios: students act out pre-assigned roles to a realistic situation
 - Questioning and group discussion: instructor's questions involving student discussion that increase learners' interest and knowledge in a particular subject
 - Skill stations: students performing specific tasks as directed by the instructor
 - Role playing: students spontaneously responding to a specific situation
 - Analogies: comparing similar characteristics of two dissimilar objects or ideas
 - Problem *solving*: students seeking solutions to a situation fixed within a framework set by an instructor
 - Video feedback: students videoed during a skill performance with assessment provided by instructor or students
 - Multi-media product: students demonstrating their knowledge by putting the material into a media product: video, slide show, computer program, etc.
 - Skit: a student- or instructor-developed play
 - Categorization/sorting: students sorting or organizing information into related groups
 - Games: using board, TV or card game formats with students for reviewing information (an interactive way of demonstrating knowledge)
- ◆ Creating learning activities
 - Learning activity (guided practice)
 - Immediately after learning a skill
 - Instructor is present to coach and provide feedback
 - Immediate feedback

- Specific feedback
- Independent practice
 - Once student errors are eliminated
 - Need to practice for speed, efficiency, or form
 - Instructor is not present to provide feedback
- Non-traditional learning
 - Explain various methods and provide examples of how to teach in a non-traditional setting
 - Discuss advantages and disadvantages of non-traditional learning
- Students with disabilities
 - Provide structure in your lessons
 - Provide assistance for students who have difficulty reading
 - Provide alternative means to demonstrate learning – avoid relying only on paper/pencil tests
 - Minimize distractions
 - Emphasize successes and redirect problem areas; some students may have negative feelings toward “school”
 - Focus students on what they do well; find ways to approach a difficult skill in a different manner
 - Focus on self-image

Suggested Instructional Activities

Guide 7 Activity: Which Method

Instructional Method: Positive and negative comparison

Procedure: There is no one best instructional strategy. Different methods work best with different content or skill areas. Some instructors demonstrate great finesse in using certain strategies and have less success with others. Time, equipment or facilities may suggest or eliminate strategies. Students also dictate the use of some methods to match their interest or learning styles.

This activity can help Instructor Development students focus on the strengths and weaknesses of different methods. The instructor should select one or two methods and model the activity before the students work independently.

- Select one or more strategies. Construct a simple positive and negative chart (See the example below).
- Have the students work in teams.
- After constructing the chart, have the students give an objective and/or strategy for which the method would be appropriate. Share their charts by discussion or posting. You might also want to specify that students pick one strategy that is typically an instructor activity and one that focuses more on a student activity. *(See example on following page.)*

Adaptation: Build these charts as an entire class with the instructor or a student writing the information for all to see. This takes less time and still gets the concept across.

Example Chart
Method: Board Game (Trivial Pursuit, Monopoly, etc.)

Student Activity

| + Positive | – Negative |
|---|--|
| <ul style="list-style-type: none"> • Good for review of information-level learning • Fun, humorous, adds excitement to learning • Most people know format so it is easy to explain "rules" <p>Appropriate uses:</p> <ul style="list-style-type: none"> • Review of physiology and anatomy terms • Review of knowledge-based questions for Avalanche or Mountain Travel and Rescue | <ul style="list-style-type: none"> • Takes instructor time to prepare questions, especially if multiple boards are required • Not good for large group • Only a few answers • Questions can be noisy if multiple games are going on • Doesn't push thinking to comprehension and higher thinking • Students can get so focused on competition that they don't really focus on the learning • Can take more time than needs to be spent on the learning <p>Inappropriate Uses:</p> <ul style="list-style-type: none"> • Physical skill (toboggan skills, transceiver search, etc.) • Selecting an appropriate action that requires more than a quick description (route selection in avalanche terrain while looking at pictures, emergency care response based on multiple pieces of information) • Comprehension or application level skills |

Lesson Guide 7 Activity: Applying Methods

Instructional Method: Questioning and discussion

Procedure: Explain that methods include both what the instructor does to present materials and how the students will practice the concept or skill.

- Use the questions in Chapter 7 (Instructional Methods) of the text in the section entitled “Identifying Appropriate Teacher and Student Behavior (page 51). In larger classes, it would be helpful to have groups of five to seven discuss the questions first and then have the groups share their summaries with the entire class.
- Be sure to emphasize that an instructor selects a method for each part of a lesson: the set, the heart of the lesson (input/output), and the student summary.

Adaptations:

1. Divide the class into four groups. Each group looks for only one criteria:

- Input
- Output
- Teacher behaviors
- Student behaviors

2. Students list their work on a large sheet of paper. The four lists are then brought to the front of the room. Start the questioning by asking which strategies overlap. Identify those by making new lists or highlighting the student lists. Proceed with the rest of the questioning.

Lesson Guide 7 Activity: Strategy Lottery

(Note: Time intensive)

Instructional Method: Categorizing, sorting and group discussion

Procedure: This activity can be done as a group activity or individually.

1. Prepare a list of appropriate topics for the class, e.g., refresher topics, lesson guide subjects, simple lesson. Ask each group or individual to select one topic.
2. Prepares a large list of instructional strategies/methods. The list is divided into smaller lists, e.g., three or four methods per list. Print each small list on paper for a second drawing. Methods needs to be varied enough to allow flexibility of teaching strategies for subjects selected. Tools must be available to accomplish the methods.
3. Each group or individual has a specified amount of time to develop a new activity for the selected topic using a strategy/method that is used infrequently or is the least familiar to the group or individual. The method to teach this topic must be on the list that was drawn. Each group or individual will have a specified amount of time to teach this topic to the rest of the class using the new activity. The “class” will be the students and also the evaluators. 49 Instructor Development Instructor’s Manual September, 2013
4. Give all other appropriate directions based on the information you want the students to express relative to the design of the new strategy (for example, the activity must be one in which each individual can demonstrate the required skills or knowledge).

Adaptation: Give the same topic to each group or individual, but assign a specific, different strategy to each group person. Compare the effectiveness of the various strategies when all strategies have been demonstrated.

LESSON GUIDE 8. Monitoring and Evaluation

Instructor Resources

Instructor Development: Training the Adult Learner , 2013 edition

Concluding Objectives

The student will:

- define the purpose and characteristics of monitoring students on an ongoing basis
- define the purpose and characteristics of evaluating students at the conclusion of a course
- distinguish between knowledge and performance evaluations

Essential Content

- ◆ General considerations
 - Know students' capabilities
 - Avoid personal values
- ◆ Ongoing monitoring
 - Purpose
 - Check if students are mastering small, incremental steps toward the concluding objectives
 - Immediate information aids short-term planning
 - Make immediate instructional decisions
 - Adjust subsequent lesson(s)
 - Characteristics
 - Occur frequently during instruction
 - Check attainment of small steps with quick review
 - Steps
 - Obtain an observable behavior
 - Observe the behavior and check carefully for accuracy
 - Adjust instruction
 - Move ahead
 - Re-teach
 - Provide for additional practice
 - "Abandon ship"
- ◆ Concluding evaluation
 - Purpose
 - Determines if learning has occurred. Has student behavior changed?
 - Determines satisfactory completion of knowledge and skills
 - Provides information for program feedback

- Provides information for instructional feedback
- Characteristics
 - Occurs at the end of a major section of instruction
 - End of a lesson
 - End of a group of related lessons
 - End of a course
 - Tests major learning steps (concluding objectives)
 - Tends to be a more formalized assessment process
- ◆ Evaluation types
 - Knowledge/concept based (with scoring guides)
 - Objective
 - Subjective
 - Performance-based (subjective) with and without scoring guides
 - Rote skills
 - Skill drills with critical performance indicators (CPIs)
 - Application skills
 - Multiple evaluators
 - Evaluation Design
 - What
 - Why
 - When
 - Who
 - How

Suggested Instructional Activities

Lesson Guide 8 Activity: Content and Knowledge Assessment Analysis

(Can be used in both traditional and non-traditional settings)

Instructional Method: Questioning, categorization

Procedure: Define the purpose and characteristics of concluding evaluations.

1. Have individual or team copies of the OEC Refresher Study Guide scenario discussion forum (do not provide the Skill Performance Guidelines in the Refresher guide for this activity).
2. Ask your students develop a set of questions to be used as assessment tools for this scenario. Have them include common knowledge and content questions formats such as:
 - Matching
 - Listing
 - Describing
 - Fill in the blank

- Selection of prescribed option or multiple-choice questions (best choice, incorrect answer, true answer, false answer, combination of items, etc.)
- Labeling
- Explaining in the student's own words.

3. Provide students with the questions associated with the scenario. Have students identify the type of question format. They may write directly on the study guide or make a chart.

4. Ask for other observations about the questions.

Adaptation: If time permits, the students could adapt this activity by writing a paper and pencil assessment item for a particular NSP education discipline. They should select an objective and then write their questions. They should be able to identify the format of their question.

LESSON GUIDE 9. Course Summary and Instructor Mentoring

Instructor Resources

Instructor Development: Training the Adult Learner , 2013 edition

Guide to Mentoring New Instructors, 2015 edition

NSP Policies and Procedures

NSP Mentoring Completion Form

Concluding Objectives

The student will:

- be able to review the purpose and content of the Instructor Development Course
- present a six-pack lesson plan
- understand the role of the NSP Instructor Mentoring Program in the Instructor Development process

Essential Content

- ◆ Course summary
 - Adult learning characteristics
 - Characteristics
 - Experience
 - Immediately useful
 - Challenge the instructor
 - Self-directed leaning
 - Need changes
 - Types
 - Auditory
 - Visual
 - Kinesthetic
 - Communications
 - Human relations
 - Feedback

- Course implementation
 - Preparation, scheduling and notification
 - Safety
 - Lesson preparation and lesson guides
 - Six-pack lesson plans
 - Resources
 - Methods
 - Monitoring and evaluation
- Presentation of lesson plan (See Appendix E, Forms for a lesson plan format)
 - Presentation of lesson to class
 - Discussion and review of lesson(s) presented
- Mentoring
 - What is mentoring

NSP steps in mentoring process

Suggested Instructional Activity

Lesson Guide 9 Activity: Course Summary and Six-Pack Lesson Presentation

Instructional Method: Practice and reflection

Procedure:

1. Students present a six-pack lesson plan

- Students present copy of lesson plan to instructor.
- Students make presentation of lesson to other students.
- Students and instructor participate in an evaluation of the plan and presentation.

2. Write some or all of the following headings on a student handout or on a chart or overhead:

- I think the three most important principles taught in this class are _____

- I learned or I now understand _____

- I am comfortable in my skill (s) to _____

- I need practice on _____

- I gained additional knowledge about _____

- I still have questions about _____

- My next steps in becoming an instructor are _____

- The supervisor for my program area is _____
- The instructor trainer for my program area is _____

Have the students complete the above sentences. After the students have spent some time responding, you may have them share some of their comments. Suggest the students share and discuss these answers with their mentor.

Adaptation: A variety of reflection starters can be used for this activity. Feel free to adjust this list to fit your needs.

LESSON GUIDE 10. Administrative Procedures

Instructor Resources

Instructor Development: Training the Adult Learner, 2013 edition

Guide to Mentoring New Instructors, 2015 edition

NSP Policies and Procedures

NSP Instructor Application Form (two for each student)

NSP Course Completion Form

NSP Mentoring Completion Form

Instructor Log page on www.nsp.org

Concluding Objectives

The student will:

- identify the forms and procedures necessary to become an instructor
- identify the forms and procedures to be followed by certified NSP instructors

Essential Content

- ◆ Review procedure to become an instructor
 - Complete Instructor Development Course
 - Complete Instructor Mentoring Program
 - Submit instructor application to division program supervisor
- ◆ Review forms for courses (Appendix E)
 - Course completion forms
 - Course evaluation forms
 - Instructor activity log
 - Optional checklists and planning forms

Suggested Instructional Activity

Lesson Guide 10 Activity: Form Completion

Procedure:

1. Have students complete two copies of the NSP Instructor Application Form – one to submit and one to retain for their records.
2. Have students available to help complete the NSP Course Completion Form for this course.
3. Have students complete the Instructor Development Course Evaluation Form.

APPENDIX A. Feedback

Essential Content

- ◆ General information
 - Didactic, sustaining and coaching are three types of feedback frequently used in most classes.
 - Whenever an instructor provides feedback to adults, it is important to keep in mind the general characteristics of adult learners as well as individual styles.
 - Particular attention should be given to correcting mistakes in front of other adults; no one wants to look incompetent in front of their peers.
 - Feedback should always be specific and constructive.
- ◆ Didactic feedback
 - Occurs most typically in class settings with question-and-answer type responses. It is important to allow sufficient wait time for student response. Correct answers should not be over-praised. When responding to incorrect answers, the instructor should dignify what the student does know and allow him or her a chance to formulate the correct answer.
 - Situation: Concept/knowledge attainment
 - Question/answer
 - Strategies: Allow sufficient wait time
 - Call on student after posing question
 - Acknowledge correct response
 - Dignify incorrect response
 - "Jeopardy:" a correct response to an incorrect answer
 - Sustain the feedback
 - Stay with the student
 - Probe for a correct response
- ◆ Sustaining feedback helps students arrive at the correct answer.
 - To sustain feedback an instructor does not simply tell the learner that he or she is wrong, immediately provide the correct answer, or ask another student for the answer. The instructor stays with the student, giving helpful information and hints, so the student can be successful. When working with adult learners, ample wait time of four to six seconds must be given for a response or performance before helping the student.
 - Providing sustaining feedback requires practice for proficiency. The use of sustaining feedback helps make adult learners feel successful and maintains their dignity.
 - A "Jeopardy" technique can be useful for sustaining feedback practice. When a student gives an incorrect response, there are two errors.
 - The student does not know the answer to the question.
 - The student does not know the correct question for his response.

In this technique, the instructor dignifies the student response by supplying the correct question for the incorrect response, i.e., jeopardy, and then asks the original question to the same student.

Example: "Jeopardy" technique:

Instructor: How do you load a patient with a flail chest into a toboggan? (Instructor waits three to five seconds.)

Instructor: Cheryl?

Student: Okay, the head goes down hill so that means you'd put the head toward the handles. (Gives a partially correct answer.)

Instructor: Yes, in almost all situations you want the head toward the handles. (Supplies correct answer to student's incorrect response.) However, this patient needs to have his or her injured side supported. What else do you need to do besides have the head going down the hill? (Restates question to same student.)

Student: Oh, that's right, put her on the injured side. (Student gets an opportunity to supply correct response.)

Instructor: (Instructor confirms correct answer.) Right, that will help support the injured side. (Supplies specific information about response.)

◆ Coaching feedback

- Coaching occurs most frequently when observing the practice of a skill or role-play situation.
- The instructor may be coaching the students as he or she performs the skill or waits to provide an analysis at the end of the task.
- When possible, the learner is guided through a self-analysis of successful performance and errors.
- Mistakes should be corrected by providing specific information.
- When coaching, an instructor's ability to see (photographic eye) and hold a mental picture of a toboggan or skiing run or during a scenario at any given moment is essential to giving positive and constructive feedback.
 - Having a trained eye will enable an instructor to remember his or her students' performance long enough to analyze and make corrections.
 - Instructors attain this unique skill through practice and experience.
- Situation:
 - Skill attainment
 - Skill practice sessions
 - Interactive activities
- Strategies:
 - Coach during practice of skill
 - Coach after skill is completed
 - Allow for self-diagnosis

- Develop a photographic eye
 - Pick one skill—do not overload
 - Give specific information
 - Give justifications
- ◆ Specific, constructive feedback is a critical key in promoting learning. The practice of giving immediate constructive feedback to adult learners helps students identify what they know and how to improve weaker areas.
- Be positive, not negative
 - Be specific and objective
 - Correct one error at a time

APPENDIX B. NSP Education Course Documentation

Introduction

Why should we focus on training documentation?

- Correct and timely course registration procedures ensure that training materials arrive on time, students know about the course in time to attend, instructor trainers (ITs) are assigned for quality assurance (QA) purposes, and instructors have time to prepare.
- It is very important for course completion records to be turned in as soon as the course is finished. Anxiety occurs if a student does not receive confirmation that he or she has successfully completed the course.
- In the interest of risk management, training documentation provides one piece of QA and can help protect the patrol and patroller.
- Training documentation can be effective in communicating with students and other instructors.

Instructor's manuals: Each instructor should obtain the most recent edition of the appropriate instructor's manual. Out-of-date instructor's manuals should not be used, as they may contain erroneous, outdated and/or or incomplete information. Note that the *NSP Policies and Procedures* as amended constitutes the approved national policies of the National Ski Patrol System, Inc. All other publications are educational documents and may or may not reflect current NSP policies.

ITs may wish to have on hand additional copies of various instructors' manuals for those who forget to bring theirs. In addition, have on hand additional copies of the most recent forms related to training. **Reference to course forms are found in Appendix E. Instructors should check the appropriate instructor's manual for any additional forms that pertain to individual disciplines.**

Specific course information that should be kept by the instructor for NSP training programs is the Course Completion Record including:

- Training dates
- Instructor of record
- Student list with indication of completion status (pass/incomplete/fail)
- Instructor evaluations
- Instructor Activity Log (entered on the NSP website)
- Event waiver form
- ◆ Other training forms may be kept at the local patrol level, as deemed necessary. The "Top Ten" most common problems in record keeping
 - Failure to register a course
 - Illegible information 61 Instructor Development Instructor's Manual September, 2013

- Incomplete information
- Misspelled names or use of nicknames
- Incorrect member ID numbers
- Duplicate course registrations (caused by too many people being involved in the process or using multiple methods of registering the same course)
- Untimely or lack of submission of course records to the national office (or required others)
- Use of out-of-date forms
- Failure to maintain personal teaching activity log
- Failure to properly notify national office (or required others) of change in instructor status

Possible Instructional Activity: NSP Education Course Documentation

Instructional Method: Discussion and T-chart

Procedure: Discuss the possible consequences of the “Top Ten” list. Create a T-chart.

Example of T-chart

| Top Ten Problems | Possible Consequences |
|------------------|-----------------------|
| | |

Possible Instructional Activity: Consequences of Incomplete Skill Documentation

Instructional Method: Small group

Procedure:

- Break students into instructor disciplines.
- Have them create a list of specific objectives:
 - that require documentation (such as Skill Performance Guidelines for OEC and OEC refreshers)
 - that should be documented to track student progress and achievement (some of these are suggested by checklists in instructor’s manuals and some will be the decision of the instructor or patrol)

Use this list to have students create a T-chart listing incomplete or incorrect skills and possible consequences.

Consequences of Incomplete Skill Documentation

| Incomplete or Incorrect Skill or Knowledge | Possible Consequence |
|--|---|
| <ul style="list-style-type: none"> - Avalanche: Incorrect use of transceiver | <ul style="list-style-type: none"> - Might put team at danger - Puts self in danger - Won't be able to find victim - Possible risk of liability |
| <ul style="list-style-type: none"> - Nordic Toboggan: Not able to set up a toboggan belay | <ul style="list-style-type: none"> - Not able to perform a necessary skill in an emergency |

Adaptation:

Systems for patrol record keeping vary widely. There is no one perfect way, but rather good ideas that can be shared and modified.

Consider the following:

- Who determines what records should be kept?
- How long do you keep some records?
- Who has the job keeping records current?
- How are computers used?
- What type of database is used?
- How are records passed when people change patrol jobs?
- Where are the records kept? Someone's house? Patrol room? Other?
- Who is the person responsible for contact with the national office?

Possible Instructional Activity: Forms and documentation procedures

Instructional Method: Discussion, game

Procedure: Review course registration, skill documentation, attendance and course completion procedures. Complete a mock or actual Course Completion Record. After presentation of forms and procedures, divide class into two parts. Each group is to write five questions about forms and documentation procedures that they think the other group cannot answer. They then take turns asking these questions. For fun, have a prize (like a piece of candy) for the team that stumps the other team.

APPENDIX C. Training, Safety and Risk Management

Standard of Training vs. Local Protocols

It is critical that ITs, instructors and students understand the difference between a standard of training and a local protocol (sometimes termed “standard of care”). This distinction needs to be made so that there are no misunderstandings or misrepresentations during instruction.

NSP education programs are developed with sequenced, competency-based objectives rather than a series of timed modules. NSP education programs are **training** standards and guidelines, and **not** patrol or ski area operational standards. The standard of training is a tool to facilitate training patrollers to operate in a variety of situations, using an assortment of equipment or approved techniques. The local protocol or standard of care is what the specific ski area chooses to use as its methods.

When NSP members wish to become patrollers with local patrols, they bring their training standards to qualify them. Once acting as an area patroller, they must follow the local procedures or standard of care determined by ski area managers, area patrol directors and area medical advisors.

Standards vs. Standardization

A *standard* is a measure of quality.

Standardization calls for everyone to do something the same way. While it leads to continuity, standardization is not necessarily a guarantee of high quality, especially if more importance is placed on the format – standardization – than in the standard itself.

NSP members receive knowledge and skills tailored for the outdoors in their roles as patrollers. To achieve a standard of training, skill drills emphasize skill principles or fundamentals and accepted procedure rather than techniques that must be used in any particular situation. Training emphasis should be on basic principles and performance objectives, while local protocols recognize differences of techniques and equipment variations. Instructor trainees need to demonstrate the correct application of basic principles, selecting from the spectrum of protocols learned during training. The diversity of techniques helps instructor trainees make logical decisions about appropriate techniques during integrated, workable scenarios.

Flexibility

Flexibility in the delivery of NSP education programs is extremely important, although the essential course content is fixed. Flexibility in course delivery – meeting the needs of the area and the individuals, instructor trainee participation and teaching techniques – is necessary for the continuation of a quality program. Education programs must be implemented to meet the needs of the local ski area, the instructors and the instructor trainees while maintaining the essential content identified by the NSP.

Specialized Equipment and New Techniques

It is obvious that every technique for using every piece of specialized equipment throughout the country cannot be incorporated into the respective NSP training manuals. Techniques not specifically addressed in an NSP manual may be incorporated into training *if* they are consistent with the essential content of a standard training program and follow the NSP-accepted performance objectives. To greatly reduce personal risk and the risk of instructor trainees, the instructor must use common sense and follow manufacturer’s instructions, practice with the equipment, and be cognizant of personal limitations. New developments in

equipment and new techniques that may apply to an NSP curriculum must be approved by the appropriate national program director before incorporating them into an NSP training program.

Safety and Risk Management

Risk management is not a new concept and comprises three parts:

1. identification
2. evaluation
3. mitigation

First, you have to be able to identify, recognize, and anticipate problems or potential risks. Then you have to evaluate the risks by looking at all the angles and strategies that could lessen the risks. Can the risks be avoided? No matter what, the goal is to mitigate the risk. This should be an instructor's primary concern. To do this, each instructor must eliminate unsafe procedures or scenarios and stay within your own ability and expertise.

Risk is exposure to the chance of injury or loss; a hazard or dangerous chance, according to the *Random House Dictionary of the English Language*. Risks may be considered voluntary or involuntary. Generally, voluntary risk takers are seeking benefit or gain, and are aware of the risks involved. Involuntary risk takers do not have the knowledge or experience to assess the result of their actions. The distinction becomes important when considering the acceptability of the risk.

Risk management is the process by which we identify risk in our education programs and determine the probability of harm and the acceptability of the risk. We then analyze and select the techniques that are most appropriate to deal with that risk, implement those techniques and monitor the results. In the litigious atmosphere that exists today, risk management becomes most important for the NSP and for the instructor. As laws and lawsuits continue to shape organizations, risk management and promoting safety will continue to change. NSP must be dynamic and change with it.

The National Ski Patrol involves the national education program directors in reviewing all aspects of their programs, individually and as a joint committee. The NSP Executive Committee acts as the NSP Risk Management Commission. The committee has rule-making authority with respect to the management of risk created by the NSP's educational and member services programs. The committee has the authority to enforce NSP policies and committee rulings throughout the NSP organization. The committee reports its action(s), if any, to the NSP Board of Directors at the annual board meeting.

Safety Planning

Instructors should take a few moments during lesson planning and during actual teaching to answer the following question:

Five years from now, will I be able to justify to a group of 12 people who do not know me or this NSP program, that my activities involved reasonable and prudent action?

With every program and every activity, risks must be evaluated and every reasonable effort made to anticipate and eliminate unsafe procedures, situations and locations. Instructor trainees place their trust in their instructors and their ability to recognize hazardous circumstances and avoid them.

In all cases, instructors must continually ask:

- What are we doing?
- Why are we doing it?
- Who wants it done?

These are questions that instructors cannot consider enough before, during or after any education program. Under all circumstances, remember that, as a program supervisor, instructor trainer, and instructor, it is your responsibility to ensure the safety of all activities and participants.

- Think ahead
- Consider the possibilities
- Monitor all aspects of the event

Risks

The safety and risk management of activities must be the primary concern of every program supervisor, every instructor trainer, and every instructor. The safety of instructor trainees, instructors, “patients” and area guests cannot be over-emphasized in course planning, class management and course delivery.

Do not let peer pressure, egos or the mindset of “We’ve always done it this way” impede your decision-making responsibilities as an instructor or your instructor trainees’ choices to participate in a particular activity. Negligence on the part of an instructor is not covered by NSP liability insurance.

Risks within any NSP program can be viewed on a continuum from low to high. No programs are without some level of risk.

NSP’s education programs or sessions that are classroom-based, such as Instructor Development, are of low risk. The risk increases as inexperienced instructors practice teach, or scenarios are moved into the outdoor environment. Toboggan Transportation training and Senior clinics are probably somewhere in the middle of the risk scale. The Avalanche and Mountain Travel and Rescue programs are viewed as more risky because of the environment in which these courses are taught.

The National Ski Patrol uses disclaimers to encourage students and instructors to be cognizant of personal risk. Access to the current release statement and form can be found in Appendix E. Other release and disclaimer forms may be used for various NSP training events and activities.

With thought and pre-planning, an instructor can ensure a safe and rewarding experience for everyone involved. Some questions and actions to reduce risk may include, but are not limited to:

- Degree of risk: Do the lessons, drills, activities and exercises focus on specific skills required to perform patrol duties?
- Benefit derived: What risks are involved in performing the exercises? What could happen?
- Is the risk manageable?
- Is the risk acceptable? Are there other options?
- What interaction is necessary with area management, the area patrol and area guests?

What if something occurs? What procedures will be required?

Managing Program Risks

Often, many NSP programs will involve fieldwork in alpine winter environments and conditions. Instructor trainees and instructors will encounter inherent risks and dangers of traveling over mountainous terrain, as

well as the additional risks of skiing and working by themselves or in a group on difficult terrain and under potentially adverse weather conditions. All generic safety precautions should be observed. All instructors should be properly clothed for the expected weather, and have the necessary equipment, food and water for the duration of the training session. The instructor trainees should possess the skiing and personal skills to travel safely to the training site and handle the snow conditions and terrain at the selected location.

The instructor of record or group leader should evaluate the skills and preparedness of the instructor trainees and allow only those who meet the requirements to participate. Problems usually occur because of a lack of emphasis on safety. We can have a great time in our training and still mitigate the risk. It's a matter of balance between safety, fun and effectiveness. Instructors should establish an attitude of safety with all courses and insist that the instructors and instructor trainees follow "the rules" of safe training.

General Safety Provisions

- Be aware of which events represent NSP functions (Senior training, for example) as opposed to area management functions such as lift evacuation training, and how insurance coverage differs.
- Be considerate of area management and area guests when organizing and implementing NSP education programs, whether indoors or outdoors. Communicate the content, format and special needs of the program to the participants.
- Choose safe practice and evaluation sites for instructor trainees, instructors and "patients."
- Make sure the equipment is in good shape and that permission has been given to use it.
- Communicate with the area guests by using training-in-progress signs at ticket counters and on slopes.
- Follow the planned schedule and keep your instructor trainee group organized.
- When working outdoors, choose appropriate terrain to suit the instructor trainees' skiing abilities.
- Mitigate problems and use common sense.
- Identify instructor roles.
- Insist that instructors stay current with NSP policies and curriculum.
- Inform participants of what will be done during the training session.
- Inform participants of possible risks they expose themselves to by participating.
- Determine if participants have any physical limitations that could increase risk.
- Direct participants to make a personal decision to participate.

NSP Liability Insurance

The NSP has excellent insurance. NSP's insurer is one of the three major providers in the ski industry and includes the NSP in its pool of more than 180 skiing-related insured organizations and/or activities. The NSP's insurance has remained basically unchanged since its last overhaul in 1984. The NSP's general liability insurance covers the content of its educational programs and will support its instructors and its members in training. Local protocols and general patrolling are, however, the responsibility of the ski area. It is important to understand that the NSP insurance described here is liability insurance. This insurance is not intended to provide for personal injury to the member. In the case of paid patrollers, as part of a ski area's paid staff, the patroller is covered for work-related injury by workers' compensation. Patrollers who provide their services voluntarily are often specifically excluded from workers' compensation by state statute. Thus, members should practice good personal risk management by carrying appropriate medical insurance in case of personal injury.

Your greatest exposure to liability risk as a patroller would occur if you were providing services for an area that was inappropriately insured. This instance should prompt you to carry personal liability insurance. It should be reasonable, prudent and acceptable for a patroller to inquire about the liability coverage provided by the ski area when performing as a patroller on the area's behalf.

Instructor/Instructor Trainee Expectations

Instructors must make their instructor trainees aware of the course curriculum, training objectives and expectations for course completion.

These instructor expectations might include, but are not limited to:

- Attendance
- Behavior
- Course outline and concluding objectives
- Expectations for exams (written and practical)
- Physical requirements

The NSP requires that a standard release form be completed for every participant, including instructors, of an NSP-registered course. The enforceability of this and other release forms varies widely from state to state and in some states may be invalid. The instructor should consult with legal counsel for that geographic area. All forms should be retained on file. Keep in mind that release forms may not protect you from claims of negligence.

Post-Incident Procedures

Any accidents that occur during a course must be recorded and documented using a formal incident report form used at the area where the incident occurred. It should be filled in completely and a copy retained with course registration materials. Make certain that you are aware of area policy regarding reporting incident procedures.

Instructional Responsibilities

Careful planning is the key to a good, safe and fun course. This is the responsibility of all instructors and particularly the chief instructor or instructor of record.

The following list identifies many instructor responsibilities, but may not be inclusive or may contain items that do not apply to a specific NSP course:

- Plan lessons and evaluations to achieve program objectives, while ensuring instructor trainee and instructor safety.
- Obtain any needed permits or permission from area management for the locations where the courses are to be held.
- Check temperature, weather and snow conditions when planning outdoor events and plan accordingly. Reschedule if conditions are not favorable or present a risk. (This can either be in terms of frigid temperatures, high winds, rain or heavy snow. These conditions can make travel either by vehicle to the course location or travel during the course more perilous.)
- Make certain all instructor trainee preparation (prerequisites, skill check-offs, recommendations, prep clinics, and ongoing evaluations) has been completed satisfactorily.
- Prepare sign-in sheets and obtain names of people to notify in emergencies.

- Develop an evacuation plan, and the phone numbers of nearby rescue personnel in case they are needed.
- Remove participants from the course if they become disruptive.
- Inform the participants about the specific details of the course, what is expected, time frames and potential risks prior to the actual course. This allows the instructor trainees the choice of whether to participate.
- Model exemplary risk management, instructor qualities and teaching strategies.
- Be knowledgeable about the techniques and how to handle the training equipment.
- Follow established procedures when teaching a particular skill or demonstrating a technique.
- Evaluate what is done and actively supervise the lessons.
- Document any incidents that happen throughout the course. Follow area policy on incident management.
- Complete and maintain training activity records for the patrol and submit course records to the national office.
- Many of our techniques are not learned in one lesson and can be quickly forgotten if not used. Encourage the instructor trainees to practice, practice, practice as needed.

Location

Courses need to be convenient. Because time is an important concern of our members, consider bringing the course to the participants rather than having the participants come to a central location. Quality teaching time is more important than traveling distances.

Courses should be on appropriate slopes and/or should be close to maintained roads and shelter in case support is needed or an emergency occurs.

Review ski traffic patterns and conduct exercises out of the public's way. Do not conduct exercises on crowded runs, trails, intersections or areas of low visibility. A training sign should be posted so guests don't rush off to get help.

The location needs to fit the objectives of the course and the ability of the participants. Instructors need to be familiar with the location and the area in general. Plan escape routes for all exercises. Select options for each activity. The terrain should be suitable with low angles and good run-outs. Lift locations, uploading equipment, and snow machine routes are additional considerations. Suitable snow and weather conditions are critical to program delivery.

Some winter environments are not conducive to learning. If bad weather is predicted, consider postponing the course. Instructors must always make sure that people have the correct equipment, clothing, water, food, avalanche transceivers, probes, shovels, etc., for the exercise and the location.

Each program discipline has specific risk management and safety elements designed for its instructors and courses. During the mentoring phase and continuing education sessions of instructor training, these elements should be reviewed and discussed. Every instructor trainer who observes another instructor should consider these elements and provide appropriate feedback to the instructor.

Managing Risk

- Stress the importance of safety and risk management, standards of training, and quality instruction.
- Follow the risk management guidelines for the specific discipline, e.g., Avalanche, MTR, Toboggan, OEC.
- Do not involve participants in the lesson who do not have the training or the equipment to safely be part of the activity. (For example, do not have a nordic patroller in lightweight gear be an instructor trainee in a lesson on running the tail rope of an alpine toboggan; or do not have instructor trainees participate in an outside lesson unless they come prepared to be outside.)
- Make sure instructor trainees are using the correct equipment and know how to use it properly
- Mentor participants in selecting teaching lessons suitable for a variety of instructor trainees and skills likely to be present in the class. It is not necessary to have an advanced level or highly technical lesson presented to assess teaching skills.

APPENDIX D. Quality Management

The Quality Management System for the NSP is as follows, taken from Appendix B of the current *National Ski Patrol Policies and Procedures, 2013 edition*.

Section 1 – Purpose of the Quality Management System

A Quality Management System (QMS) has been established to protect the interests of the National Ski Patrol by creating a quality control process that ensures programs and services are being delivered consistently and in accordance with national standards that embody best practices.

The system also creates a quality assurance process that is designed to audit the programs being delivered by the membership, and creates a feedback loop to the national office and divisions necessary to foster continuous improvement and maintain the reputation and integrity of the National Ski Patrol as the premier provider of training and education programs for the outdoor recreation community.

NSP Mission

The National Ski Patrol is a member-driven organization of registered ski patrols, patrollers, and others, both paid and volunteer. The NSP supports its members through credentialed education and training in leadership, Outdoor Emergency Care, safety, and transportation services, which enables members to serve the community in the safe enjoyment of outdoor recreation.

Core Values

- Excellence
- Service
- Camaraderie
- Leadership
- Integrity
- Responsiveness

NSP Quality Policy

The National Ski Patrol is the premier provider of training and education programs for emergency rescuers serving the outdoor recreation community. The QMS sets quality guidelines that ensure that the process of delivering NSP educational programs follows national standards. It also ensures that they are being taught by accredited instructors, are monitored through independent auditing, and bettered via continuous improvement measures.

Section 2 – Management Responsibility and Organization Structure

The NSP is required to carry out its mission as described in its federal charter, state articles of incorporation, NSP bylaws, and *NSP Policies and Procedures*. The educational and credentialing functions are provided by the:

- National officers
- National volunteer staff and program directors
- National office staff
- Division officers
- Division, region, section and patrol staff (paid/pro or volunteer)

The services to the ultimate customer, the outdoor recreation community, are provided by the individual patrol members, organized in patrols under the direction and full responsibility of resort area management.

The *NSP Policies and Procedures* describe the responsibilities of the NSP Board of Directors (BOD), and assigns responsibility for delivery and quality of the NSP programs to the division directors. The *NSP Policies and Procedures* assigns responsibility for development, promotion and administration of the discipline programs to the national volunteer staff (NVS), and responsibility for the development and coordination of the QMS to the Education Committee.

Several levels of learners and instructors are established to deliver NSP's educational programs:

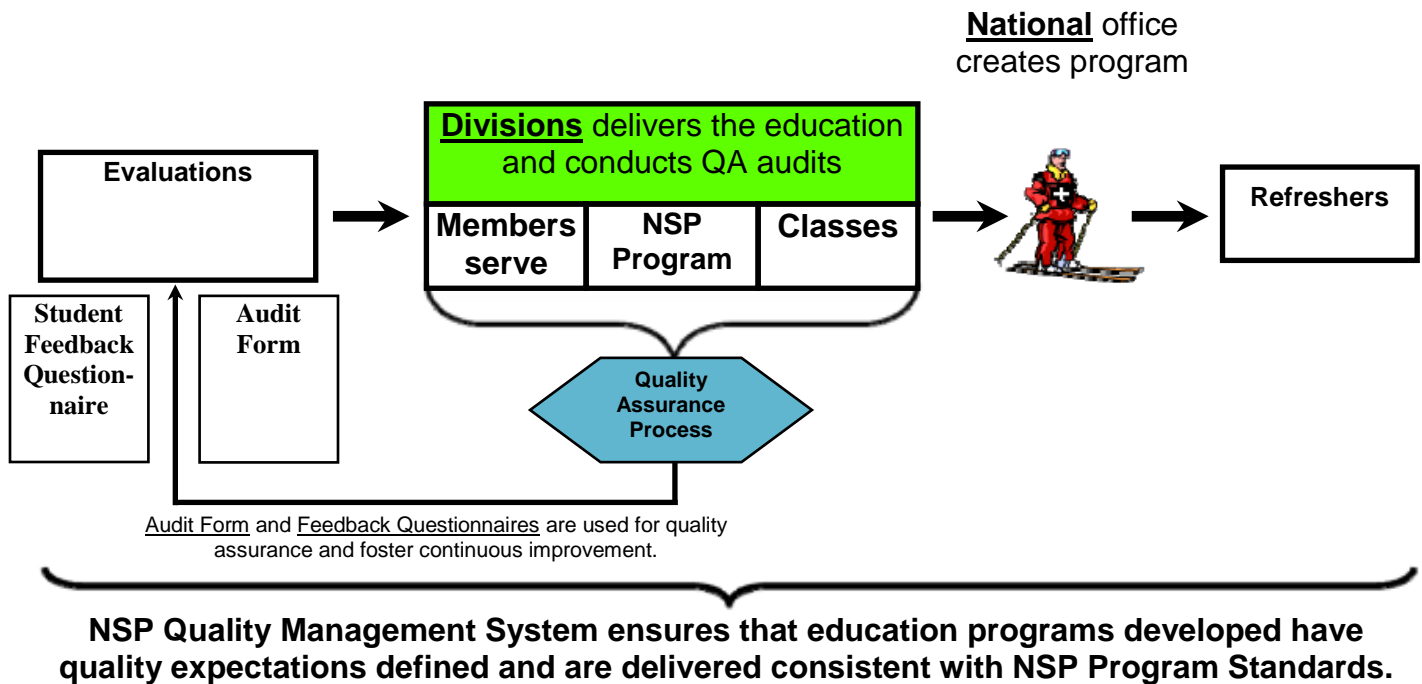
- Candidates – enrolled in basic courses
- Patrollers – enrolled in courses for continued education and Senior electives
- Instructor Trainees (Mentees) – training to be instructors
- Instructors – members who deliver NSP educational courses to members and other stakeholders
- Mentors – experienced instructors who train instructor trainees;
- Instructor trainers – certify credentialing and ensure quality control
- Regional, division and national program leaders

Section 3 – Quality Management Process Overview

The *NSP Policies and Procedures* establishes the environment for the delivery of the educational programs in the outdoor recreation community.

The Quality Management System of the National Ski Patrol is built on the two basic elements of quality: quality control and quality assurance. The quality control section defines the national standard for educational program delivery. The quality assurance section defines the auditing process necessary to ensure that programs are being delivered at the level prescribed by the national standard.

Overview of Quality @NSP

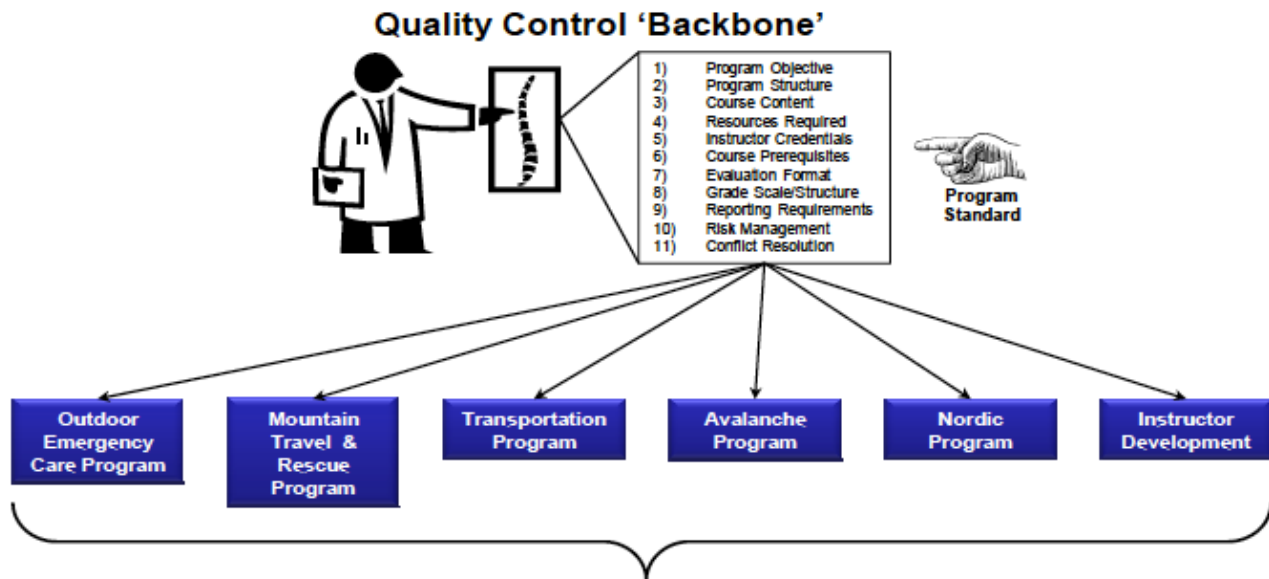


Section 4 – Quality Control Within the NSP

Quality control is the process employed by the NSP to ensure that prescribed parameters are defined for every education program, and that the delivery of these educational programs is consistent with the prescribed parameters. These parameters are referred to as "Program Standards." The key products of the NSP are the education programs, and the main effort of quality control is focused on ensuring that the delivery of the programs is consistent across all venues of the NSP.

NSP Program Standards

The NSP Program Standards contain 11 elements that each educational program defines for their courses, events or services. To ensure a consistent delivery of educational programs, these standards will be documented using a common template. Defining these elements across all NSP educational programs forms the backbone of the NSP Quality Management System. National program directors are responsible for ensuring that their specific program documentation defines and contains these Program Standards.



The NSP 'Program Standard' has 11 key elements that each Educational Program defines in their documentation to help ensure the education is being delivered in a uniform and consistent basis. Applying these elements across all NSP educational products forms the 'Backbone' of the NSP Quality Management System.

11/29/2009

Quality Management System Proposal for NSP: J. Cripps1

The 11 Elements of the National Program Standard:

- 1) **Program objective** – Defines objective(s) of program and how they will be delivered.
- 2) **Program structure** – Defines program requirements, such as where, when and how the class is held (i.e. classroom, outside, on-snow, what time of year) to best achieve the program objective.
 - a. **Venue** – Classroom, outside, on-snow, etc.
 - b. **Class size** – Minimum and maximum number of students, as appropriate.
 - c. **Instructor/student ratio** – For training effectiveness.
- 2) **Audit Frequency** – How often the event should be audited.
- 3) **Course content** – Defines what educational material is being taught and the level of detail that the students are expected to learn.
- 4) **Resources required** – What is necessary to deliver a program.
 - a. **Instructors** – How many trainers are needed?
 - b. **Helpers** – How many helpers are needed, trained and untrained assistants?
 - c. **Equipment** – Defines what equipment is needed by the trainers and what is required of the students to bring to class.
 - d. **Educational Materials** – Defines material required by the student and trainer.
- 5) **Instructor Credentials** – Defines what instructor credentials are required for those delivering the educational program.
- 6) **Course Prerequisites** – Defines what other courses or credentials the student needs prior to attending this program.

- 7) **Evaluation format** – Defines the type of format of the evaluation (i.e. written test, practical test, ski-along test, oral test, check sheet, etc.).
- 8) **Grade scale/structure** – Defines the grade structure and what constitutes passing and failing.
- 9) **Reporting requirements** – Defines the administration process/paperwork required.
 - a. **Class registration** – Defines how to register the course with the NSP.
 - b. **Course completion report** – Defines process/paperwork necessary to close out a course.
 - c. **Course feedback** – Defines what feedback mechanisms are employed by program participants, (i.e. instructors, helpers, students).
- 10) **Risk management considerations** – Details risk management considerations for all phases of program, (i.e. training, evaluation, refreshers).
- 11) **Conflict resolution** – Defines process to follow in the event of issues/complaints from any program participant, who to take complaint to, what process to follow.

Section 5 – Quality Assurance Within the NSP

Quality assurance involves monitoring/evaluating the delivery of NSP programs and services. Audit frequency is defined in the program’s documentation. Quality assurance is a process to audit courses and events being delivered to ensure that it is done in accordance with the program’s standards. It ensures that the Program Standards are being consistently applied across all programs and divisions in the NSP. The QA function is performed by instructor trainers (ITs), and monitored by division program supervisors.

Purpose of the NSP Quality Assurance Process

- Audit the program delivery process to ensure it meets the national standards.
- Provide continuous improvement feedback at the region, division and national level.

ITs Provide Evaluation and Oversight Function

Instructor trainers (ITs) are experienced evaluators in their respective discipline(s) and are responsible for completing evaluations and program oversight. Experience in the evaluation and administration of the program is important for an understanding of the flow and procedure of the program being delivered. Other ITs from outside the discipline can serve as evaluators if an IT from that specific discipline is not available, and this other IT is specifically assigned to that event by the discipline-specific region administrator or division program supervisor for the program of the course in question. They will be able to QA the course teaching/presentation, not course content. A critical trait of the QA auditor is the ability to communicate, both by listening and providing feedback. The individual must be confident without being confrontational.

Per the *Policies and Procedures* (see 6.5.9) the ITs responsible for program oversight (auditing/evaluating) of an event are assigned by the division program supervisor. Per division policies and needs, the IT assignment may be made by the region program administrator. ITs should develop their auditing skills by shadowing a competent and experienced IT. The assigned IT must be familiar with the Program Standards of the program regarding content and evaluation criteria. One intent of the QA program is for the IT to provide information and documentation to the region administrator and division program supervisor.

Evaluation Process of an Educational Event

An educational event may be a course, clinic, workshop or testing event in which knowledge or skills are acquired, practiced or evaluated. A course is a body of prescribed study whereby knowledge or skills are initially taught; it may extend for more than one session. When credentialing is involved, such as in OEC or Avalanche Level 1, the assigned IT must attend enough classes and the final evaluation to ascertain that the national standard has been met consistently for that course. Furthermore, the IT shall evaluate the instructional performance of each instructor participating in the course, such evaluations being required for instructor certification and recertification.

Region program administrators and division supervisors review the submitted evaluation forms to ascertain that the national standards are being met across their region and division. Similarly, the IT must be present at a credentialing event like an OEC refresher, an OEC final evaluation, a Senior Alpine Toboggan evaluation, etc. The auditing IT will observe, certify and only intervene in the event when activity occurs (or does not occur) that falls well outside the national standards of the program.

Following the evaluation, the assigned IT will meet with the instructor of record and any helping instructors for the event to review the completed QA form and, if needed, provide any additional suggestions to improve the event. If appropriate, the patrol director should be included in this process, especially if deficits were found. Copies of the evaluations will be sent to the region program administrator and the division program supervisor. This step in the process is not just an “evaluation of the evaluation,” but a means to give feedback toward improving the quality of the program or event or individual instructor(s) performance.

Quality Assessment/Evaluation Form

Each national program director shall design a course assessment/evaluation form that is consistent with that program’s quality standards. The IT uses that form to provide an independent assessment of an event to determine if it was delivered in accordance with the Program Standards. The IT provides a copy of the assessment to the instructor of record (IOR), the cognizant region administrator, and the division program supervisor.

Similarly, the national program director shall design an instructor performance evaluation form consistent with that program’s instructional quality standard. The IT uses that form to provide an independent assessment of each participating instructor’s performance in lesson planning and delivery. The IT provides a copy of the instructor’s performance evaluation to the evaluated instructor, the cognizant region administrator, and the division program supervisor.

NSP Student Feedback Questionnaire

To complete the quality assessment of an event, it is necessary to gain feedback from the participants after they complete the course/program. This is accomplished by using the NSP Feedback Questionnaire. This feedback helps gauge how satisfied the participants were and helps identify any areas for improvement. This standard program feedback questionnaire will be used at all educational events/courses, across all divisions.

The IT responsible for oversight of the educational event will be responsible for circulating the NSP Feedback Questionnaire at the conclusion of the event and collecting the responses. Once collected/or reported, the

completed Feedback Questionnaires will be sent to the region program administrator for review and tabulating the results.

Division level: Copies of completed Audit Forms and Feedback Questionnaires are to be sent to the region program administrator and division supervisor for review and follow up, if necessary.

Quality Reporting Frequency

Division level: Program oversight, minimum frequency, and event type (classroom session and final evaluation) is determined by the national program director and outlined in each program's standards documentation.

Student Feedback Questionnaires are to be utilized at all NSP educational events/courses.

Section 6 – Instructor Development and Mentoring

Education is critical to NSP satisfying its federal charter and articles of incorporation as a public service organization. The application of effective teaching methods is therefore most important, and necessary throughout all of its programs. These effective teaching skills are taught in the NSP Instructor Development Course (ID), which focuses on principles of adult education and the associated Mentoring Program. The ID Program also includes teaching the NSP education programs' administrative policies and procedures (paperwork). Recognition of the importance of these educational basics to NSP is demonstrated by the fact that no instructor is allowed to manage or teach ANY course until he or she has satisfactorily completed the ID course and has been adequately mentored for a specific discipline.

Instructor Development

The ID course covers the various areas of instruction and how instructors can apply them to create a positive learning experience for students, and helps build a strong foundation of educational knowledge for use when planning and delivering lessons.

The essentials for being an effective instructor are taught in lessons (chapters) of the *Instructor Development: Training the Adult Learner* manual, including the "six pack." This is the QM standard for how NSP programs are to be taught.

Instructor Mentoring Program

The second component of the Instructor Development Program is the Instructor Mentoring Program. In this phase, the potential instructor practices teaching under the observation and guidance of a credentialed instructor, called a mentor. The instructor trainee learns additional skills from the mentor via interactive sessions and by practice teaching real students. The Mentoring Program focuses on the practical application of teaching and assessment skills and the NSP or division-specific administrative policies for a specific program.

Guide to Mentoring New Instructors is the manual that describes the mentoring process. It is found under Instructor Development on the NSP website at www.nsp.org. **Instructor Continuing Education**

NSP instructor certification is valid for a period of three years, at which time it expires. In order to maintain, update and improve instructional quality, participation in at least one instructor continuing education (CE)

activity during this period is required for renewal of certification. Suitable CE events are specified within each national program standard. Region administrators and division supervisors use evaluation data to help determine or develop appropriate CE content to improve the quality of program delivery.

Section 7 – Measurement and Analysis

These forms are available from the NSP instructor's web page and can be accessed only by instructors.

QA Evaluation Forms

The IT is responsible for completion of the program's course evaluation form, and for making suggestions for course and program improvement. Similarly, the IT is responsible for completing individual instructor performance evaluations, and for making suggestions for improving instructional quality. Finally, the IT is responsible for distributing copies of all evaluation forms to the IOR, cognizant region program administrator, and division program supervisor, as appropriate. Each recipient will use these evaluations to guide program improvements at their respective levels.

NSP Feedback Questionnaire

Student Feedback Questionnaire results are to be reported to the region program administrator and division program supervisor at the end of each course. This will allow for reviewing and implementing suggestions in a timely manner.

The questionnaire results should contain the following categories:

- Number of events where the questionnaire forms were collected, by program type.
- Average score for each of the 10 questions.
- Report any variance of responses
- Any other relevant comments and/or issues identified in the surveys.
- Continuous improvement suggestions.

Possible Instructional Activity

Instructional Method: T-chart

Procedure: Have the group create a T-chart in which they have brainstormed national and local documentation requirements vs. quality management actions. Discuss the various ideas.

Example:

| Documentation | Quality Management |
|--|--------------------|
| Course registration National Local | |
| General skill training checklists or skill drills National Local | |
| Course completion record National Local | |
| Refresher completion record National Local | |

Adaptation: What might a supervisor want to check?

APPENDIX E. Education Support Materials

Support Material

NSP Website

The national office staff maintains a website at www.nsp.org. The site provides information to members and non-members on the organization, education programs, ski safety and a variety of other topics. NSP members are provided special services via the NSP Member Log-in section of the website. These services include the ability to make address changes, view their own member data, shop the catalog and closeouts, participate in the Member Forum, download *NSP Policies and Procedures* and a variety of forms, plus other services as deemed necessary and appropriate.

Various national and division staff are accorded special access to member data and education information to aid in completing their job responsibilities. This access is maintained and controlled by the national office staff.

National Publications

Ski Patrol Magazine

This magazine is published four times a year and is bulk mailed to all members. The summer issue is an Outdoor Emergency Care special issue and contains the *Refresher Study Guide*.

NSP Policies and Procedures

This manual contains comprehensive policy and procedural guidelines for the national association. It includes the NSP bylaws and a summary of national board meeting minutes. Each year the manual is revised with the latest policy changes and bulk mailed to NSP's patrol officer's bulletins (POBs) list that includes division program supervisors. It is available for download at no charge to all members through the Member Log-in portion of the NSP website.

The Ski Patroller's Manual

This text outlines the NSP's historical development, organizational structure and education programs. It is designed for the general membership.

NSP Catalog

The catalog contains items that patrollers can purchase through the NSP. At the end of the catalog is a listing of all credentialed NSP education courses. It provides a brief review of the course objectives, prerequisites, time commitment, fees, credential continuing education/refresher requirements, instructor of record, required and recommended texts, including those texts available for downloading, and visual aids references. This same information can be found on the NSP website at www.nsp.org in the online catalog and under educational courses.

National Office Information

| National Office Business Hours | National Office Warehouse Hours |
|--|---|
| Monday through Friday 8 a.m. to 5 p.m. Mountain Time | Monday through Friday 8:30 a.m. to 4:30 p.m. Mountain Time |
| Employees have flex hours so their working time in the office may be earlier or later than established business hours. | At the close of each month and the end of each fiscal year, the warehouse closes for inventory control and audit. Orders are not processed or shipped during this time. |

The NSP national office does not have a line designated for phone orders. The way to place an order is to e-shop on the Internet at www.nsp.org.

The national office has the capability of communicating with NSP national officers, board members, volunteer staff, instructors and members with its electronic mail features. Contacting the national office by email can be direct by department or employee's first initial and last name @nsp.org or nsp@nsp.org and education@nsp.org.

Forms

The following forms are available from the NSP's instructor's web page:

- Course Completion Record
- Instructor Application
- NSP Instructor Mentoring Completion Form
- Quality Assurance Course/Event Evaluation Form (for ITs)
- NSP Feedback Form (Student Course Evaluation Form)
- Release Form
- Six-Pack Planning Form

Other useful information for instructors is found below:

Course Planning Responsibilities Checklist

(Begin at least eight weeks in advance)

Course Preparation – Scheduling

- Establish course dates
- Coordinate dates with patrol, region, section, and/or division calendars, supervisors and line officers
- Arrange for facilities/sites that match planned activities
- Arrange for equipment and training aids from division/region
- Determine class size and learner/instructor ratio
- Announce course (locally, section/region, adjacent sections/regions); initiate accepting student registrations
- Confirm staff (instructors and evaluators)

Course Preparation – Registration

- Register students and collect appropriate fees
- Prepare class lists and attendance sheets (mail course schedules to enrollees, registration forms, pre- assignments, practice clinic dates, etc.)

I. Lesson Preparation

- Use lesson guides to complete lesson plans
- Coordinate instructors for specific teaching topic presentations
- Order appropriate materials from the national office
- Prepare handouts and instructional aids
- Prepare student roster (handle late enrollments as appropriate)

II. Physical Setting

- Set up teaching area to match the planned activities
- Make sure the students:
 - ▶ can see and hear the instructor
 - ▶ can be seen and heard by the instructor
 - ▶ have enough space for themselves and their personal gear
 - ▶ have enough space to move about comfortably
- Check to make sure all equipment and teaching aids are available and obtain them
- Have enough equipment, e.g., probes, transceivers, so that all learners will have the opportunity to practice
- Environmental considerations
 - ▶ Learners' physical comfort and safety
 - ▶ Safe teaching location

Post-Course Responsibilities Checklist

Instructor Accountability – Immediate

- Complete and distribute education certificates of achievement
- Clean up the facility/area
- Return equipment, material, keys
- Evaluate course instruction, program integrity and student outcomes

Instructor Accountability – Within one week

- Complete course completion records
- Send original course completion record to national office (email preferred)
- Depending on division procedures, send additional course completion record copies and instructor/course evaluations to (division) (region) (patrol)
- File personal copy of course records, course schedule and lesson plans; document student failures or students who are incomplete
- Send thank-you letters as needed
- Post teaching record on NSP Activity Log on the NSP website

National Office Responsibilities

- Update member education records
 - ▶ Members can verify course credit has been given by checking their personal page on the NSP member log-in at www.nsp.org.
 - ▶ Patroller membership cards will show updated course completion information each year

Maintain division supervisor web access so supervisors can view current course registrations and instructor rosters

APPENDIX F. Visual Aid Tips

The following information is cited from *Gary Chapman, LBJ School of Public Affairs* (http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm). These tips are aimed at power point presentations, but apply equally well to flip charts, slides, and other forms of visual aids.

Tips

- A slide is a guide for your presentation, not the presentation itself.
- Be sure your background and message contrast sufficiently to allow clear reading.
- Use only a few (less than six) lines per slide.
- Use fonts in excess of 30 point (40 is better).
- Use animation sparingly if at all.

Discussion

Showing things to an audience during a speech is as old as public speaking. In nearly all cases, showing an audience a physical thing, an actual object, is the best way to engage an audience's attention. But when this isn't possible, presentation software like PowerPoint (or Apple's Keynote software) allows the modern public speaker to show things to an audience on a large screen. What has been turned upside-down over the past decade's spread of PowerPoint, for most PowerPoint users, is that the "speech" is now mostly what's on the screen, rather than what is spoken. In other words, the proper relation of the illustration tool to the speech has been reversed. In the opinion of many people, this has tragically damaged the art of public speaking. No one can imagine Abraham Lincoln or Martin Luther King, Jr., needing PowerPoint. But today many people who give oral presentations cannot imagine doing so without PowerPoint.

In the interest of restoring some balance to the use of PowerPoint without rejecting its use altogether, here are some suggestions for how to use PowerPoint effectively.

Ten Thoughts About How to Use PowerPoint Effectively

1. PowerPoint, when displayed via a projector, is a useful tool for showing audiences things that enhance what the speaker is saying. It is a useful tool for illustrating the content of a speech, such as by showing photos, graphs, charts, maps, etc., or by highlighting certain text from a speech, such as quotations or major ideas. It should not be used as a slide-show outline of what the speaker is telling the audience.
2. Slides used in a presentation should be spare, in terms of how much information is on each slide, as well as how many slides are used. A rule of thumb is to put no more than eight lines of text on a slide, and with no more than eight to 10 words per line. In most cases, less is more, so four lines of text is probably better. Don't display charts or graphs with a lot of information – if it's useful for the audience to see such things, pass them out as hand outs.
3. Unless you're an experienced designer, don't use the transition and animation "tricks" that are built into PowerPoint, such as bouncing or flying text. By now, most people roll their eyes when they see these things, and these tricks add nothing of value to a presentation.

4. Above all, use high-contrast color schemes so that whatever is on your slides is readable. Unless you are a talented graphic designer, use the templates that come with PowerPoint or Keynote, and keep it simple – high concept design in a slide presentation doesn't help in most circumstances. If you use graphics or photos, try to use the highest quality you can find or afford – clip art and low-resolution graphics blown up on a screen usually detract from a presentation.
5. Rehearse your PowerPoint presentation and not just once. Don't let PowerPoint get in the way of your oral presentation, and make sure you know how it works, what sequence the slides are in, how to get through it using someone else's computer, etc. Make sure that you can deliver your presentation if PowerPoint is completely unavailable; in other words, make sure you can give your speech without your PowerPoint presentation.
6. Get used to using black slides. There are few speeches that need something displayed on the screen all the time. If you include a black slide in your presentation, your audience will refocus on you, rather than on the screen, and you can direct them back to the screen when you have something else to show them. Put a black screen at the end of your presentation, so that when you're done, the PowerPoint presentation is finished and off the screen.
7. Concentrate on keeping the audience focused on you, not on the screen. You can do this by using slides sparingly, standing in front of the audience in a way that makes them look at you, and, if possible, going to the screen and using your hand or arm to point out things on a slide. If you expect to be using PowerPoint a lot, invest in a remote clicker that lets you get away from the computer and still drive your presentation. If you don't have one of those, it's better to ask someone to run the presentation than to be behind a screen and keyboard while you talk.
8. If you show something on a computer that requires moving the cursor around, flipping from one screen to another, or some other technique that requires interaction with the computer itself, remember that people in the audience will see things very differently on the projection screen than you see them on the computer screen. Keep motion on the screen to a minimum, unless you're showing a movie or a video. It's better to show a static screenshot of a web page embedded on a slide, than to call up the web page in a browser on a computer. If you want to point out something on a web page, go to the screen and point at it – don't jiggle the cursor around what you want people to look at.
9. Don't "cue" the audience that listening to your speech means getting through your PowerPoint presentation. If the audience sees that your PowerPoint presentation is the structure of your speech, they'll start wondering how many slides are left. Slides should be used asynchronously within your speech, and only to highlight or illustrate things. Audiences are bored with oral presentations that go from one slide to the next until the end. Engage the audience, and use slides only when they are useful.
10. Learn how to give a good speech without PowerPoint. This takes practice, which means giving speeches without PowerPoint. Believe it or not, public speaking existed before PowerPoint, and many people remember it as being a lot better than it is now. A few people use presentation software in extremely effective ways. Al Gore's use of Keynote in the documentary "An Inconvenient Truth" was a good model. But this doesn't look at all like the way most people use PowerPoint. Avoiding bad PowerPoint habits means, first and foremost, becoming a good public speaker.

The 10 Sins of PowerPoint

Microsoft PowerPoint is a powerful and nearly ubiquitous software tool that is commonly misused, and frequently in ways that detract from the quality and effectiveness of oral presentations.

Nearly everyone has experienced a mediocre or bad PowerPoint presentation, but few people understand how to use PowerPoint effectively. Some critics of PowerPoint argue that it enforces a shallow, "pipeline" style of thinking and speaking, and a few (unfortunately common) techniques appear to dull the attention of audiences. Nevertheless, PowerPoint is almost certainly here to stay, but its use could be improved.

1. PowerPoint is now used frequently as a speaker's "crutch," especially when the speaker is repeating or simply following what's displayed on a PowerPoint slide. This has been shown to diminish a listener's attention, and at the very least it shifts attention from the speaker to the screen, which detracts from the speaker's ability to engage with his or her audience. Speakers who simply recite what is on their PowerPoint slides are notoriously dull public speakers.
2. PowerPoint users routinely put more information on a slide than slides should display. PowerPoint is best used as a tool of illustration – to show audiences things that supplement and enhance what the speaker is saying. Unfortunately, many PowerPoint users put so much information on a single slide that the typical audience member can't read it easily, or doesn't even try. (Such slides are humorously known as "eye charts.")
3. PowerPoint contains "tricks" of slide transition or text and graphics animation that are almost all unnecessary, distracting and too "cute." Tricks such as text that bounces into the screen, or shoots into the slide from the side margins, or flips upside-down, etc., add nothing to the presentation and usually detract from its professionalism.
4. Everyone has seen a PowerPoint presentation that exhibits an awful, sometimes even embarrassing lack of design sense, especially when the presentation is displayed in low-contrast colors that make it difficult to read. Nothing destroys a presentation's effectiveness more thoroughly than when the audience is straining to see what's on the screen.
5. PowerPoint routinely does something that trips up a speaker and suddenly the speech is stalled, or it becomes a series of mutterings about what has gone wrong with PowerPoint. When PowerPoint's behavior gets in the way of delivering a speech, the speech has gone wrong.
6. Many speakers today assume that when they use PowerPoint they should have a slide on the screen during the entire presentation. Or they simply leave a slide on the screen. A common result is that the audience is forced to stare at a PowerPoint slide that has lost any connection to what is being said.
7. Because speakers who use PowerPoint often assume that their audience will be, and should be, looking at the projector screen, they put little or no effort into their own visual engagement with the audience.

8. Speakers who use a projector attached to a computer routinely forget that the sizes of the computer screen and that of the projection screen are vastly different – the latter is a multiple of the former. This means that when a speaker whips a cursor around on the computer’s screen, audience members get whiplash trying to follow the cursor around on the projection screen. Plus, what seems “normal” to do on a computer screen often looks like an incomprehensible psychedelic light show on a projection screen. Speakers who orate while simultaneously operating a computer are almost certain to lose their audience.
9. Audiences sense when a speaker is dependent on PowerPoint and they quickly grasp that the content of the speech is tied to the length of the PowerPoint presentation. This shifts the audience’s attention to how many slides there are, or, if the slides are delivered as handouts, how many slides are left to go and they no longer listen to the speech.
10. People who use PowerPoint often think that preparing an oral presentation means preparing a PowerPoint presentation, and then delivering that, with accompanying oral commentary. Needless to say, the art of preparing a good speech is lost, or may never be developed in the first place. What PowerPoint can do should not be the starting point of an effective oral presentation.

APPENDIX G. Instructor Mentoring

The mentoring portion of the Instructor Development process involves the instructor trainee actually teaching portions of a real course while being coached/mentored by an instructor/mentor of a specific education discipline.

The Mentoring Program focuses on the practical application of teaching and assessment skills for a specific discipline. Potential instructors are teamed with experienced instructors for individual training and guidance. The purpose of the Mentoring Program is to create a positive learning experience for all new instructor trainees that provides focus and nurturing as well as the flexibility to adapt to busy schedules and geographic limitations. It is hoped to improve the quality of instructors who will serve the NSP membership and the entire outdoor recreation industry in the future.

Criteria

Prerequisite: Instructor Development: Training the Adult Learner Course

Time commitment: Varies

Fees: National, division, local: none

Credential: NSP Instructor Development Course Certificate of Achievement

Continuing education/refresher requirement: None

Instructor of record: Discipline-specific instructor trainer or instructor (Instructor trainer must do final evaluation)

Required texts (all available on-line):

- Instructor Development: Training the Adult Learner, 2013 edition
- Discipline-specific instructor's manual and other resources defined by discipline
- NSP *Guide to Mentoring New Instructors*. This material and program updates also can be found on the NSP website

The student will:

Instructional Materials

- list and describe the organization of national and local resources available for discipline-specific courses
- use the lesson guides to prepare a lesson plan
- review and select appropriate resources and activities

Administrative/Record keeping

- correctly complete all national and local forms and follow procedures necessary for conducting a course
- follow the appropriate course planning checklist

Instructor Approval and Recertification

- complete the instructor application

Quality Management

- follow the NSP quality management program

Safety and Risk Management

- be aware of national risk management concerns within all levels of the organization
- follow the safety guidelines for the discipline-specific program

Lesson Planning and Practice Teaching

- prepare a lesson(s) based on principles taught in the Instructor Development: Training the Adult Learner Course
- teach lessons
- demonstrate the ability to adjust teaching techniques based on feedback

Human Relations

- demonstrate the qualities of human relations necessary for effective instruction
- demonstrate effective listening skills
- demonstrate effective use of nonverbal communication
- demonstrate positive feedback techniques

Mentoring Guidelines

The recommended chronology for the mentoring process is the same for all NSP programs. The mentoring form contains each of these steps, along with signature blocks for the mentor, the student and the observing IT.

- The following steps provide guidelines for an orderly, effective mentoring relationship.
- Mentor assignment
- Meeting with the instructor trainee
- Observing an experienced instructor
- The pre-observation conference
- The instructor trainee observation
- The post-observation conference
- The decision point
- Final observation
- Instructor certification
- Ongoing mentoring

Golden Rules of Mentoring

- The individual who has the best practices of instructing and teaching (instructor or IT) should be the mentor.
- The mentor is a resource broker. He or she does not have to be the expert for all the information.
- The mentor and the certifying instructor trainer cannot be the same person.
- The certifying instructor trainer can be from a different education discipline. He or she must evaluate education skill sets, not discipline-specific information.
- No division, region or local requirements or fees (“hoops”) may be added to the Mentoring Program.

More detailed information may be found in the *NSP Guide to Mentoring New Instructors*, used by all mentors.

APPENDIX H. Training the Adult Learner – Continuing Education

The Instructor Development text, *Instructor Development: Training the Adult Learner*, is the cornerstone of effective delivery of all NSP education programs. It is essential that every instructor continually strive to improve his or her instructional methods and creative teaching techniques when teaching NSP courses in order to fulfill the commitment to be a quality instructor. It also is extremely important that every instructor keeps up to date on all changes in NSP curriculum for the specific disciplines and in NSP educational philosophy and practices.

Since each NSP education discipline has continuing education requirements for its instructors to maintain their instructor status within each three-year certification period, the purpose of continuing education is for all NSP instructor trainers and instructors to complete in-service, educational, continuing training modules when participating in local or division instructor clinics.

Criteria

Prerequisite: Current NSP instructor credential

Time commitment: Varies by discipline and division

Fees: National: none; division and local: varies

Credential: Satisfies one criterion for renewal of NSP instructor certification

Continuing education/refresher requirement: See instructor job description in discipline-specific instructor's manual or in *NSP Policies and Procedures*

Instructor of Record: Division program supervisor (or delegated instructor trainer or region administrator)

Required text: None

Continuing Education Objectives

All instructor clinics should deliver up-to-date educational and training materials as well as new instructional methods to NSP instructors and instructor trainers in all NSP disciplines.

Optional CE modules will be developed periodically or made available to all national program directors, division program supervisors and instructor trainers.