



## TRANSPORTATION PROGRAM

### INSTRUCTOR INFORMATION

#### **Instructor Development**

- Introduction
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- Job Descriptions

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- Sample Eval Ski\_Snowboard (in two formats)
- Sample Eval Toboggan Indiv (in two formats)
- Sample Eval Skiing and Tob
- Sample Eval 1-5 ratings
- Sample Eval ski and toboggan 10 point scale
- Sample Eval Nordic

**(Sample Evaluation Forms can be found online at [www.nsp.org](http://www.nsp.org), click on Education Programs, then on Instructor Resources, then on Transportation Program)**

#### **Training Resources**

- Sample Training Outline
- Sample Quick Checklist
- Sample Toboggan Skills Inventory

#### **Administrative Forms**

- Instructor application
- Instructor activity log
- Course registration form
- Course planning checklist
- Course completion record
- Course evaluation form

**(Most also can be found online at [www.nsp.org](http://www.nsp.org), click on Member Services, then on My Bookshelf, then on Downloads)**

## **INSTRUCTOR DEVELOPMENT PROGRAM FOR NSP TOBOGGAN INSTRUCTORS**

There are two instructor development components that must be completed to become certified as a Toboggan instructor. The first part is the completion of the Instructor Development course. This course is organized and taught by NSP instructors certified in Instructor Development. The second component is instructor mentoring which is a flexible process coordinated within the Toboggan Program by the division Toboggan Program supervisor (or designee), designated toboggan instructor trainers, and mentors.

The purpose of the mentoring program for toboggan instructor trainees is to prepare them to become well-rounded, capable NSP instructors who can teach NSP Toboggan Program courses. The program introduces new instructor trainees to the most current toboggan curriculum content, course objectives, administration, and specific toboggan instructional strategies. During this flexible mentoring period, toboggan instructor trainees will gain teaching experience with guidance from their mentors.

### **Prerequisites**

- Current NSP member
- Registered as an alpine or nordic patroller, senior, or certified
- Instructor Development course completion
- Successful completion of instructor mentoring program

### **Time Commitment**

The time commitment for instructor trainees is flexible depending upon the experience and needs of the instructor candidate. Specific minimum teaching requirements are outlined below.

### **Continuing Education**

The mentoring process does not end once the trainee is certified at the desired level. A less formal mentoring process is always in place for all NSP instructors.

### **Credential**

Upon completion of the mentoring period, the evaluating IT, region administrator, or division supervisor will notify the national office. The national office will post the change to the database and provide a new instructor's card indicating the certification.

### **Required Texts**

***Outdoor Emergency Transportation: Principles of Toboggan Handling***

### **Suggested Texts and References**

*The Ski Patrollers Manual*  
*NSP Policies and Procedures*

## **MENTORING**

### **THE NSP MENTORING PROCESS TOBOGGAN-HANDLING DISCIPLINE**

#### **INTRODUCTION**

The purpose of the toboggan instructor trainee-mentoring program is to develop a strong toboggan instructor cadre, to improve the presentation and administration of ski and toboggan education programs, and to suggest creative strategies for teaching these courses. It is an application of the principles presented in the Instructor Development Program to toboggan-handling education.

The *NSP Guide to Mentoring New Instructors* will be the primary support tool. The guide includes a description of the process, how to get it accomplished most effectively, a chronology of events, a mentor's checklist, and even how to troubleshoot difficult situations. The guide is available from the Instructor Resource section of the NSP website for download. Initial details were outlined in *Pointers*, Volume 7, Issue 1, Fall 2001.

In addition to the mentoring guide, mentors will use resource materials from their specific discipline. These include the *Outdoor Emergency Transportation: Principles of Toboggan Handling* manual, outlines for the Toboggan Enhancement Seminar, Ski Enhancement Seminar, and Ski Trainer's Workshop (all three available in the Continuing Education section of the Transportation page of the instructor resource section of the NSP website); and numerous PSIA training manuals.

#### **THE TOBOGGAN INSTRUCTOR TRAINEE MENTORING PROGRAM**

##### **Mentor Assignment**

The method for assigning a mentor to an instructor trainee may vary from division to division and between programs. Availability of personnel, resources, and travel distance will all contribute to how the process is enacted and matures. It is the responsibility of division supervisors to establish the most effective means within that division. Ultimately the person who assigns the mentor could be a region administrator or a local instructor trainer.

The importance of this phase of the process is very critical. Matching the right mentor to the right instructor trainee can have a significant impact on the success of the new instructor. For instance, a mentor with a highly animated personality might not be the best choice if the instructor trainee is very laid back and deliberate in his or her actions. The instructor trainee might take months trying to emulate a teaching style that will never work with his or her personality. If an assigned mentor ever feels there is a significant mismatch, a change needs to be made. The supervisor, or person responsible for the assignment, should be notified immediately.

Assignment is formalized on the instructor application form, a copy of which is sent to the instructor trainer and the trainee. Considerations will include geographic proximity, experience level, and personal relationships. Although program-planning documents are not required, it is sometimes useful to prepare a written plan outlining schedules and expectations.

## Meeting with the Instructor Trainee

When developing a dialog between mentor and instructor trainee, a favorable environment goes a long way. Goals and expectations need to be clearly defined, and making this a mutual process will help to eliminate misunderstanding and disappointment later. Formulating a plan is also a mutual effort. The plan should be concise and answer the when, where, and how questions. Discuss experience level, technical knowledge, curriculum guidelines, Instructor Development Program feedback, and personal schedule. Introduce the instructor trainee to some of the tools needed to be an NSP instructor. Explain the administrative process:

- How do you register a course?
- Is it necessary to register a clinic?
- What is a course completion record?
- Who needs to be notified?
- If fees are collected, who gets them?
- What is an expense report form?

Even though some of these questions may need to be reviewed when they are applicable, they should be introduced at this point.

The NSP course materials should be introduced at this meeting. Textbooks, workbooks, instructor manuals, and the current *NSP Policies and Procedures* manual should be available for discussion, and, if possible, demonstrate the use of the NSP instructor website. Show the instructor trainee where to find information from these sources and how to use the information. In addition to NSP materials, any outside sources that the mentor has found useful can be explained.

Allow some room for flexibility but make every effort to stick to the original plan. Work out alternative means to “meet.” Telephone meetings, email contact, division courses, etc., are just a few suggestions for satisfying the mentoring responsibilities.

## Observing an Experienced Instructor

Observing an experienced instructor can be one of the most valuable parts of the mentoring process. Quite often the armchair quarterback can see what the actual quarterback cannot. For this observation to be most effective, both the instructor trainee and the mentor should view the presentation as a team. Allow the critique that follows to be a free-flowing discussion that addresses both positive and negative. A good critique at this point will make it far easier when it is time to assess the instructor trainee’s presentation.

Explore different methods that could have been used and figure out which would be the most effective. A few typical questions that might emerge from these critiques are:

- Were the students getting it? How do you know?
- What did you think of the learning environment?
- How did the instructor motivate the students? How would you have done it?
- What is the one thing you remember most about the presentation?

Different situations will inspire different questions and, hopefully, many more in number. The important thing to remember is that the mentor's job is to guide the instructor trainee to the correct answers, not just give the correct answers. Encourage the instructor trainee to ask questions as well. Again, whenever possible, guide the instructor trainee to the answers.

### **Observing the Instructor Trainee**

Trainees should be required to assist with the presentation of at least two courses at the level for which they seek certification. The mentor must ensure the trainee instructs several parts of each course and doesn't simply return to a topic of comfort. Instructor trainees must also include instructing during the field sessions. Also, participation should not be limited to instruction. Trainees must also participate in the planning and administration of the courses.

There will be occasions when the instructor trainee will come into the program with previous experience in adult education. There may be no need for as many observations by the mentor.

During practice teaching, the mentor will solicit evaluations from other experienced instructors and integrate these into the feedback provided to the trainee.

### *The Pre-Observation Conference*

Before the instructor trainee makes his or her first presentation, the mentor must ensure that he or she has the best chance for survival. This begins with a generic needs assessment, including:

- Curriculum (course content)
  - Does the material adhere to NSP guidelines?
- Lesson Planning
  - Is there a written lesson guide?
  - Are objectives clearly stated?
  - Is it adaptable to a change in student needs?
  - Is there an effective means for student assessment?
  - Is time an issue?
- Instructional Methods
  - Are they appropriate to the material being taught?
- Environmental Management
  - Is the physical space suited to facilitate learning?
  - Are visual aids and/or other resources available?
  - Is there a "plan B" or "plan C" if necessary?
  - What are the risk management considerations?

The individual needs will be better assessed after the observation, when more information is available; however, it is important for the mentor to encourage and motivate the instructor trainee before the presentation. Positive reinforcement is a great confidence builder at this point.

The timing of the pre-observation conference should be such that it allows ample time for the instructor trainee to make any changes or modifications deemed necessary. Obviously, this conference is best held face to face but, if available time or travel is an issue, the initial lesson guide can be sent to the mentor and discussed by phone. Then, perhaps an hour before the

observation, a short meeting can be used to tie up loose ends and be a final confidence builder. It is also a good idea to make sure the instructor trainee has provided a break in the presentation to allow for intervention if necessary.

### **The Observation**

For the most part, the mentor should be as inconspicuous as possible. Sit in the back of the room or stand off to the side if it is an outdoor presentation. Some observers are intent on giving hand signals and other forms of non-verbal communication, to the point where there appears to be a mime in the back of the room. In most cases this poses a major distraction for the instructor trainee. Simply attend and take notes as any other student would. By all means, do take notes for future reference. This is the mentor's opportunity to find out what the instructor trainee does or doesn't know and what he or she can or can't do. Observe the students as well. Look for signs of comprehension. Are the students bored or restless? If the presentation is going sour or if there is an error in content, wait until the break to provide help or correction. If it is a toboggan class or other outdoor presentation, use the lift ride or student practice time for this purpose.

### **The Post-Observation Conference**

This conference should be held immediately following the presentation, when the visual picture of the presentation is still fresh in the minds of the mentor and the instructor trainee. Now is the time to review the generic needs outlined before the observation and to take a closer look at the individual needs of the instructor trainee. Make it a positive experience.

When reviewing generic needs remember, you are a mentor, not an evaluator. Correct by suggestion, not by command, and always give a detailed explanation of why a correction is needed. Target one area at a time and be specific. Prompt the instructor trainee for questions that lead to your comments. Be sure all questions are answered by the conclusion of the meeting and skills are coached when necessary. It is important not to try to do all of your mentoring at this one conference. This is only a part of the entire process. Take your time and prioritize the issues.

### **Inappropriate Comments**

- Your demonstration of key skills was really ineffective.
- The field demonstration of slide slip was weak.
- I don't ever want to see you teaching something that's not in the *OET* manual.
- Your students weren't getting it but you kept on going.

### **Better Solutions**

- Getting this activity is tough. I'll show you a couple of methods that work for me. You decide which is best.
- You covered the basic principles in this demonstration, but I can show you how to make a session like this even stronger.
- You met your stated objective but stay more in line with the Toboggan content as outlined in the lesson guide. The *Patroller Response and Evacuation Manual* is the reference material you will always have and should use. Using other material could also result in a liability issue later.
- Other than what you had in your lesson guide, what are some other methods for assessing your students' comprehension?

Individual needs are more abstract and far less quantifiable than generic needs. Putting content aside, ask the instructor trainee how he or she felt about the presentation. In addition to questions, look for clues. Be empathetic and use your past experiences to guide the instructor trainee. Concentrate on instilling confidence, self-assurance, and motivation.

### **Decision Point**

In most cases, several mentor observations will be necessary. If information is being given to the instructor trainee in digestible chunks, it will take time to assimilate. Don't feel pressure to complete the process in one or two observations. *The goal is to make a good instructor, not to make an average instructor quickly.*

Each observation should be easier than the one that preceded it. As the mentor and the instructor trainee become more comfortable with each other, things get easier. As instruction methods become more refined, conferences become less formal and shorter in length. Each observation cycle will always include a pre-observation conference, an observation, and a post-observation conference, and repeating the observation of an experienced instructor if the mentor or the instructor trainee feels it necessary. At the completion of each cycle comes the decision point. When the instructor trainee is ready the mentor requests a final observation.

### **Final Observation**

Help prepare the instructor trainee for the final observation in much the same way as the first observation. Give helpful reminders, check the lesson guide, and give plenty of encouragement. By all means, be present at the observation. In the presence of the instructor trainer, the mentor is the new instructor trainee's advocate. If the IT has questions during the observation, the mentor has the answers. This is the final step in the formal mentoring process, and if you did your job well, congratulations will be in order.

## **Post-Program Responsibilities**

### *Instructor Certification*

A formal evaluation of the instructor trainee for a toboggan instructor appointment, plus written comments addressing motivation, and organizational and administrative abilities should accompany the instructor application when it is returned to the appropriate designee (region administrator, division supervisor, or national program director) The instructor trainee should be provided a copy of this evaluation and it should be discussed in person with the instructor trainer and mentor.

At the completion of a successful observation, the instructor trainer will forward a standard course completion form to the national office, as well as the division supervisor. (The most recent course completion form can be found on the download section of the NSP website in the Downloads section which is accessed via each member's Bookshelf.) An instructor trainer (this IT could be the division supervisor) other than the mentor must make this submission, even if the mentor holds those credentials. Upon verification, the new instructor will be added to the NSP instructor roster.

## **Ongoing Mentoring**

Any mentoring that follows is usually very informal in nature. The instructor may want to draw on your experience to address a difficult situation or may just have questions regarding a form. These types of things can normally be handled by phone, e-mail, or a ride on the chair lift.

Every NSP toboggan instructor will have an instructor trainer assigned as an ongoing mentor. Generally, no instructor trainer will be the mentor for more than 10 toboggan instructors. Assignment will be made with consideration of geographic proximity and region affiliation. Mentors serve as a ready resource to instructors, answering both administrative and technical questions. He or she must be the most experienced instructor available.

The mentor/instructor trainer plays an important role in the recertification process. To fulfill this responsibility, the instructor trainer must attend courses to observe the performance of the instructors for whom he or she is responsible. Likewise, he or she must provide constructive feedback to instructors to ensure the fidelity and quality of our courses.



## LESSON GUIDE: ESSENTIAL CONTENT FOR INSTRUCTOR TRAINEE MENTORING

- A. Initial interview
  - 1. Introductions
  - 2. Purpose and objectives
    - a. To develop a strong ski & toboggan instructor cadre
    - b. To improve the presentation and administration of toboggan-handling education courses
    - c. To suggest creative strategies for teaching these courses.
  - 3. Program content review
  - 4. Scheduling of meetings and course participation
  
- B. NSP Toboggan Program
  - 1. Toboggan Basics and Fundamentals (*Introduction to Ski Patrolling, Outdoor Emergency Transportation: Principles of Toboggan Handling*)
    - a. Program description
    - b. Objectives
    - c. Curriculum review
    - d. Instructional materials and administration
  - 2. Senior Ski and Toboggan (*Ski Patroller's Manual*, 14<sup>th</sup> edition, Chapter 18)
    - a. Program description
    - b. Objectives
    - c. Curriculum review
    - d. Instructional materials and administration
  - 3. Certified Ski and Toboggan (*Ski Patroller's Manual*, 14<sup>th</sup> edition, Chapter 12)
    - a. Program description
    - b. Objectives
    - c. Curriculum review
    - d. Instructional materials and administration
  - 4. Annual toboggan-handling refreshers
    - a. Description
    - b. Area management responsibility
    - c. NSP role
  - 5. Enhancement and workshop courses
    - a. Division-implemented programs
    - b. Locally-implemented programs
    - c. Varied curriculums
  
- C. Instructor mentoring program
  - 1. Trainee program overview
  - 2. Ongoing programs overview
  
- D. Safety
  - 1. Equipment
  - 2. Slope selection
  - 3. Coordination
  - 4. Candidate ability
  
- E. Administration
  - 1. Course administration
  - 2. Instructor certification process

- F. Student teaching and mentoring
  - 1. Course schedule
  - 2. Teaching assignments
  - 3. Lesson planning
  - 4. Observations and feedback

- G. Course Planning

**NOTE: The final teaching observation and evaluation will be done by an instructor trainer (not the mentor).**

## **Alpine Toboggan Instructor Recertification Requirements**

Instructor Recertification (verified and approved by an IT or division supervisor)

- I. Attendance at an official division or national clinic at least once every three years
  - A. Acceptable alternatives
    1. Teaching and skill certification by region administrator
    2. Continuing education activity
      - a) Ski Trainer's Workshop
      - b) Skiing Enhancement Seminar
      - c) PSIA instructor certification levels
- II. Annual instructor activity documented through local training and evaluation, on-the-hill refresher training, senior training, and evaluation
- III. Follow NSP *Outdoor Emergency Transportation: Principles of Toboggan Handling* manual.

## **JOB DESCRIPTIONS**

### **National Education Committee**

- A. Committee Members
  - 1. This committee consists of the national and assistant national program directors in the following program disciplines: Avalanche, Instructor Development, Mountain Travel and Rescue, Outdoor Emergency Care, and Transportation.
  - 2. Additional participants at the committee meetings generally include the national chair, national education director and national education assistant.
- B. Responsibilities
  - 1. Evaluates, develops, and improves consistency of education programs and materials.
  - 2. Evaluates, develops, and improves instructor development programs.
  - 3. Evaluates, develops, and updates standardized quality management program for all programs.
  - 4. Evaluates and updates the delivery of educational services for all programs.
  - 5. Evaluates and updates standardized administrative policies for all programs.
  - 6. Reviews education documentation submitted for continuing education electives and affiliate organizations education applications.
  - 7. Addresses issues presented by the NSP Board of Directors.

### **National Transportation Program Committee**

- A. Committee members
  - 1. National discipline-specific program director
  - 2. Assistant national discipline-specific program director(s)
  - 3. Division discipline-specific program supervisors
- B. Responsibilities
  - 1. Develops and reviews curriculum for discipline-specific program.
  - 2. Develops and reviews all written materials for consistency with discipline-specific objectives.
  - 3. Develops and updates discipline-specific training aids.
  - 4. Reviews discipline-specific policies for program administration.

### **National Transportation Program Director**

- A. Qualifications
  - 1. Is a current NSP member.
  - 2. Is an active specialist in the field of which he or she is to be the national program director.
  - 3. Is a program instructor trainer or qualified to be one.
  - 4. Exhibits higher-than-usual interest and performance in the skills of teaching and quality management.
  - 5. Has demonstrated a positive administrative track record including written and communication skills.
  - 6. Resigns any division positions upon acceptance of national program director.
  - 7. Must meet any additional qualifications as required by the national board of directors. Program committee chairs and subcommittee members may be expected to meet additional requirements.
  - 8. Instructor and IT certification will be maintained without satisfying recertification

requirements during term of service.

B. Selection

1. Is appointed by the national chair.
2. Is confirmed by the national board of directors.
3. Appointment coincides with the term of the national chair.
4. Serves at the prerogative of the national chair.

C. Responsibilities

1. Education program representation
  - a. Is an active member of the National Education Committee.
  - b. Chairs the national program committee for his or her education discipline.
  - c. Directs or participates in task committees and in training programs as assigned.
  - d. Develops and maintains a communication network with the national education department, national program directors, division supervisors, instructional staff, geographic line officers, and all others as necessary.
  - e. Works closely with the education and communications departments at the national office on program design, content, and production. Coordinates committee meetings and production of publications in conjunction with the national schedule, according to established board priorities.
  - f. Advises the national chair, the board of directors, and the membership on matters relating to the program. Suggests policy through motions to the national board, but has no policy-making powers.
  - g. Represents the national level of the NSP program discipline on other committees, with affiliated associations, and at division functions at the request of the division director and as per national guidelines.
2. Education program promotion and delivery
  - a. Promotes NSP education programs (courses, refreshers, and continuing education) within the divisions to maintain the integrity of NSP training standards.
  - b. Directs the division supervisors and is knowledgeable about the program in each division to assist when called upon.
  - c. Implements quality management program for instructors.
  - d. Reviews all training materials for consistency with program objectives (AM-00-15).
  - e. Submits articles, or suggests authors, for *Ski Patrol Magazine*, *Pointers*, and other publications of the NSP communication and education departments
3. Education program administration
  - a. Reviews administration for effectiveness and efficiency (AM-00-15).
  - b. Submits an annual written report of the program's activities, program director's goals, objectives, plans, and expenditures to the national board of directors at its annual meeting. Is invited to attend (or may request to attend) the annual meeting or the midwinter meeting when activity in the program justifies attendance.
  - c. Prepares an annual budget request for the coming fiscal year for the national treasurer's review.
  - d. Maintains records on instructors, courses, and equipment during program director tenure and transfers these materials to the successor.
  - e. Approves, or delegates responsibility for, instructor trainer and instructor appointments and forwards confirmations to the national office.

## **Division Transportation Program Supervisors**

### **A. Qualifications**

1. Is a current NSP member.
2. Must have a commitment and the capability to implement and deliver NSP programs to members, associates, affiliate organizations, and non-members.
3. Demonstrates technical expertise and broad experience in all phases of the program's knowledge and skills performance.
4. Demonstrates a proven administrative track record including written and communication skills.
5. Is a program instructor trainer or qualified to be one.
6. Instructor and IT certification will be maintained without recertification requirements during term of service.

### **B. Selection**

1. The division director shall consult with the outgoing division education program supervisor and the national education program director to determine the needs of the program in the division and to solicit names of suggested replacements.
2. The division director will make a determination on his or her preference and inform the national education program director when the process is complete, but before the new appointment is made.
3. Following steps 1 and 2, the appointment is made by the division director according to division bylaws.

### **C. Responsibilities**

1. Program delivery
  - a. Implements and maintains the NSP program within the division according to national goals, objectives, policies, and procedures as established by the NSP Board of Directors, and by working closely with the national program director.
    - 1) Promotes NSP programs in cooperation with division officers, instructor trainers, and instructors.
    - 2) Develops performance-driven instructional staff.
    - 3) Facilitates ongoing continuing education, refreshers, and use of training aids.
  - b. Identifies and provides solutions to issues and problems that could negatively affect the program or its delivery to the membership.
2. Communication
  - a. Participates actively on the respective national program committee.
    - 1) Assists in the development of the discipline's national program content.
    - 2) Provides member input on programs.
    - 3) Evaluates how well the existing program is meeting member needs.
    - 4) Attends committee meetings as scheduled.
  - b. Communicates with the national office, national program director, division supervisors and line officers, instructor trainers and instructors, and others.
    - 1) Creates mutual understanding of program objectives and performance standards.
    - 2) In collaboration with the division director and the national program director, develops and reviews an annual "Supervisor Planning and Feedback Tool."
    - 3) Establishes and distributes training schedules of courses in collaboration with division and region staff to meet the needs of instructors and members.
3. Quality management

- a. Administers a quality management program to ensure the consistency and quality of instruction, content of the program and materials, competency of trainees or members, and overall effectiveness of the courses within the division.
  - 1) Maintains integrity and standards of NSP programs.
  - 2) Trains, appoints, mentors, and supervises instructor trainers in the division.
  - 3) Provides programs, with the assistance of the instructor trainers, which meet instructor recertification requirements.
  - 4) Performs all record keeping and reporting requirements in a timely fashion and in the proper format.

### **Region, Section, or NSP Patrol Transportation Program Administrator or Advisor**

- A. Qualifications
  1. Is a current NSP member.
  2. Demonstrates an interest in education program administration and quality.
  3. Has the ability to organize programs and to work with others.
  4. Is a program instructor or qualified to be one.
- B. Selection
  1. Is appointed according to division, region, section, or local NSP registration unit guidelines.
- C. Responsibilities
  1. Communication
    - a. Works with division program supervisor, instructor trainers, and instructors in developing, recruiting, training, and evaluating instructors and establishing a quality management program.
    - b. Develops a network of communication with the division, region, section, and local NSP registration unit officers, program instructional staff, and others in the area to help with program implementation and delivery.
    - c. Establishes a distribution method of course and refresher schedules, if applicable.
  2. Administrative
    - a. Implements training programs and ensures that an adequate number are available in the area of responsibility based on need, population, and geography.
    - b. Handles other NSP duties as may be assigned.
    - c. Maintains such records as required by division, region, section, or NSP registration unit.

### **Instructor Trainers**

Instructor trainers are appointed based on *need* and reviewed by the program supervisor *annually*. It is a job, not an award. The national ratio recommendation is at least one instructor trainer to 10 instructors.

- A. Qualifications
  1. Is a current NSP member.
  2. Is a certified discipline-specific instructor. Demonstrates expertise in the areas of teaching techniques and supervising a quality management program.
  3. Displays excellent knowledge and performance competence in all areas of the

- education program.
- 4. Completes all prescribed training and evaluation programs.
- 5. Demonstrates effective organization, administration, communication, observation, and evaluation skills.
- B. Selection
  - 1. Is appointed annually on an as-needed basis by the division program supervisor.
- C. Responsibilities
  - 1. Training and quality management
    - a. Trains, certifies, evaluates, and recommends recertification of program instructors.
    - b. Participates in Instructor Development mentoring program as needed.
    - c. Establishes mentoring relationships with individual instructors.
    - d. Works with the division supervisor and region program administrator to implement a program of quality management to monitor the consistency and quality of instruction.
    - e. Provides evaluation of individual instructors observed in teaching programs, their use of instructional techniques, and their individual skill proficiency as required for instructor recertification.
    - f. Maintains instructor credential by participating in division or national instructor training seminars/clinics. (Instructor recertification teaching requirements are waived for the duration of the appointment as instructor trainer.)
  - 2. Program delivery
    - a. Communicates with division program supervisor, NSP patrol representatives, region administrators, section chiefs, and region directors regarding scheduling, problems, needs, and concerns.
    - b. Ensures adequate number of program courses available in area of responsibility based on need, population, and geography.
    - c. Together with the division supervisor and region administrator, coordinates and participates in instructor's refresher programs to allow program instructors to meet NSP membership requirements and/or update all instructors on new content and teaching methods for annual refreshers.
    - d. Functions as an instructor or instructor of record as needed.
  - 3. Administration
    - a. Completes all duties and paperwork in accordance with applicable national and division guidelines.

## **Mentors**

- A. Qualifications
  - 1. Is a current NSP member.
  - 2. Is a certified discipline-specific instructor.
  - 3. Possesses exceptional abilities in needs assessment and communication.
- B. Selection
  - 1. Is appointed on an as-needed basis by the division supervisor, region administrator, or instructor trainer, depending on local protocol.
- C. Responsibilities
  - 1. Mentoring and coaching
    - a. Establishes mentoring relationships with assigned instructor trainees.
    - b. Provides assessment and determines instructor trainee's readiness to teach in a specific discipline.
  - 2. Administration



- a. Maintains records of meetings and observation assessments.
- b. Recommends instructor trainee for instructor trainer observation and certification.

## **Instructors**

- A. Qualifications
  - 1. Is a current NSP member.
  - 2. Successfully completes the program's course(s).
  - 3. Successfully completes the Instructor Development course.
  - 4. Successfully completes the appropriate Instructor Development mentoring program.
- B. Selection
  - 1. Initial appointment process
    - a. Submits an instructor application to the appropriate program supervisor or administrator.
    - b. Assists in teaching two or more courses under the supervision of the appointed mentor.
    - c. Appointed by division program supervisor, or delegated individual for a three-year period.
  - 2. Instructor recertification (see specific details in discipline's instructor manual)
    - a. Teaching requirements (vary slightly with each discipline).
    - b. Attends a national, division, or region instructor clinic/seminar once every three years.
    - c. Completes program's annual refresher requirements.
- C. Responsibilities
  - 1. Teaching
    - a. Actively teaches program's courses.
    - b. Actively teaches program's continuing education/refreshers.
    - c. Maintains cooperative relationship with assigned instructor trainer.
  - 2. Quality assurance
    - a. Maintains personal competency in all knowledge and skill areas.
    - b. Responsible for student competency validation.
    - c. Certifies students' successful completion of course.
    - d. May be appointed to act as a mentor for an instructor trainee.
  - 3. Administration
    - a. As the instructor of record:
      - 1) Establishes course and dates through division per division guidelines
      - 2) Preregisters all NSP courses with MIST at the national office.
      - 3) Orders required texts in timely manner.
      - 4) Organizes and plans courses.
      - 5) Facilitates the mentoring relationship with individual instructors and their assigned trainees
      - 6) Distributes education certificates to students who successfully complete the course.
      - 7) Collates course and instructor evaluations and forwards them to the division supervisor.
      - 8) Completes course records and mails to national office within two weeks of course completion.
    - b. Maintains personal teaching and continuing education record.

## **MANAGING PROGRAM RISKS**

Find below a comprehensive list of risk topics to review and incorporate into your program delivery. These should be reviewed by all involved in the training and evaluation process, including area management. Managing risks is the first item to be considered prior to compiling your training agenda.

### **Safety Planning**

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

### **Risk Management Awareness**

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

### **Techniques of Risk Management**

- Degree of risk
- Benefit derived
- Manageability
- Acceptability

### **Supervisor Responsibilities**

- Model exemplary risk management
- Communicate risks to instructors
- Communicate responsibilities to instructors
- Monitor instructor performance

### **Instructor Responsibilities**

- Model exemplary risk management habits
- Communicate risks to students
- Communicate responsibilities to students
- Monitor student performance

### **Student Preparation**

- Prerequisites
- Skill check-off
- Recommendations
- Exam prep clinics
- On-going evaluation

### **Class Handling**

- Location
- Skier traffic
- Lift location
- Snow *machine routes*

### **Terrain selection**

- *Surface* selection

## **Student monitoring**

### **Instructional Techniques**

#### **Conditioning**

- Warm up
- Cool down

#### **Progression**

- Ask questions
- Drills/Exercises
  - Do they focus on specific skills required to do patrol duties?
  - What risks are involved in performing the drill? What could happen?
  - What benefit do we derive from the drill?
  - Is the risk manageable?
  - Is the risk acceptable?
  - Are there other options?

#### **Equipment**

- Is it in good shape?
  - Sleds
  - Ropes
  - Belay device

#### **Uploading devices/methods**

- Carriers
- Tow machines
- Whose equipment is it?
- Do you have permission to use it?
  - From whom?

#### **Hill Environment**

#### **Communicate with Area Management**

- Content
- Format
- Participants
- Special needs

#### **Communicate with Skier Public**

- Training in progress signs at ticket counter
- Training in progress signs on slope
- Regular schedule
- Organized groups
  
- Why the public?

### **Pre Event Survey**

- Appropriate slopes
- Options
- Escape Routes
- Skier Traffic Patterns
- Uploading

### **Monitor/Evaluate**

- Weather conditions
- Snow conditions
- Trainee conditions
  - Physical and mental
    - Pre event
    - During event
    - Post event
- Ongoing Process

### **Plan for Interaction**

- Area management
- Area patrol
- Area guests
- What if?

### **Post Incident Procedures**

- Area policy!
- Might include
  - Notifications
  - Documentation
    - What happened?
    - Witness statements
    - Environmental condition
  - Action to be taken
  - Recording action taken

### **Specific Safety Procedures**

- 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
- Provide comfortable options and bale-out opportunities
- Do warm up and cool down exercises prior to and after training sessions
- Do not fix a tail rope to an operator
- In training situations, position riders in supine position on back with feet downhill
- In training situations, balance load to the trainee and environment
- Do not chew gum while skiing
- During training situations, riders in sleds must be NSP members.

## **EVALUATION**

**A variety of sample evaluation forms for your Transportation Program training have been posted to the NSP Instructor Resources section of the NSP website. They include:**

- **Sample Eval Simple Scoring Ski and Toboggan**
- **Sample Eval Ski\_Snowboard (in two formats)**
- **Sample Eval Toboggan Indiv (in two formats)**
- **Sample Eval Skiing and Tob**
- **Sample Eval 1-5 ratings**
- **Sample Eval ski and toboggan 10 point scale**
- **Sample Eval Nordic**

## PLANNING RESOURCES

Sample Training Outline  
Sample Quick Checklist  
Sample Toboggan Skills Inventory

### Sample Toboggan Training Outline

Instructor References:

*Outdoor Emergency Transportation: Principles of Toboggan Handling*  
*Instructor Development: Training the Adult Learner*

Use appropriate warm-ups, skill enhancement and isolation drills, and effective training techniques for all toboggan training sessions.

#### Week 1

- sled types, sled parts, check-out, handle locking.
- fundamental concepts of safe and easy operation.
- demonstration of unloaded operation, accident site approach, patient loading, accident site departure, loaded operation front and back.
- demonstration of loading on a chair lift.
- practice fall line skiing skills;  
side slip, falling leaf, quick steps, stem transitions.

#### Week 2

- review prior week's highlights.
- practice unloaded sled operation;  
safety issues, speed, arrival at scene.
- learn to transport an empty sled on a surface lift.
- practice basic fall-line operation of the front of a loaded sled;  
intermediate terrain, with patroller on tail rope for safety.  
proper speed, communications, and route.
- demonstration of unloading on a chair lift.
- begin having candidates load and unload sleds from chair lift.

#### Week 3

- review prior week's highlights.
- practice skiing skills for tail rope;  
dynamic belay position, coils, rope-a-goat, snow removal techniques
- learn basic fall line operation of the rear of a loaded sled.
- build skills for fall line operation of the front of a loaded sled.
- demonstrate and practice static direction changes front and rear (kick turns).
- demonstrate and practice position changes between front and rear.
- practice moving direction changes in the fall line while skiing;  
stem transitions, changing hands with coils, facing direction.
- demonstrate and practice moving direction changes in fall line using a loaded sled.

#### Week 4

- review prior week's highlights.
- practice skiing skills for turns and traverses;  
stem turns, body position, angle of descent.
- demonstrate and practice turns and traverses;  
speed control during turns, timing for rear operator.
- practice and reinforce all fundamental skills.

### **Week 5-8**

The following lessons should be assigned to the next 4 weeks based on available snow conditions and equipment building on the fundamentals learned during the first 4 weeks.

- 4 handle sled operation.
- operation in heavy snow conditions (powder or deep crud) using GS technique.
- coordinated operation in large moguls.
- perfection of fundamental skills.

## SAMPLE QUICK CHECK LIST FOR TOBOGGAN INSTRUCTION

### *SKILL PRESENTATION SEQUENCE*

#### **INDOORS STANCE AND BALANCE DRILL & PULL OFFS**

##### **SKI DRILLS (sensory feed back and reflex training)**

(all done with ski poles held at mid shaft)

- Balance and stance (perceived platform)
- Shuffle ski exercise (scissors)
- Spread or split skis
- Stance exercises.
- (movement of head, arm, shoulder, hips)
- Twist, power edge, and pivot turn
- "Upendownen", move head & look to turn
- Boot top (radical traverse exercise)
- Hands on knees skiing exercise)
- Penguin & praying m pivot antis exercises
- The pump (edge set & turn in corridor)
- Pole top turn
- Kayak drill & pole pump drill
- Mogul sideslip drills (nose picking w/ scissors)
- Maneuver training 1 - 9 w/twist (see list)
- Follow the leader, power edge, maneuver drills

(Terrain reading and route finding skills are to be taught during all phases of toboggan training.)

##### **Phantom Sled Drills w/Rope and Bamboo Poles**

- Static Rope a Goat \ Power Stance
  - Static pull off: hand, ski pole, rope
- Chop Stix Sled With Bamboo Poles
  - (be careful, this is not a game)
- Rope a Goat Tail Rope Practice. 4 Positions
  - (1 -15 ft to 30 ft. rope per pair)

##### **Follow The Leader Power Edge Drills**

- How slow can you go?
- Do this with any moving ski or sled drill.
- Formation skiing is a fun variation.

##### **Empty Sled Drills: All Done With "Twist"**

- All terrain and snow conditions
- Show sled control surfaces
- Traverse w/twist & radical twist
- Kick turn on and off the fall line
- Fall line side slip



- Falling leaf w/twist
- Wedge moving direction change & transition
- Stem moving dir. change & transition
- Parallel moving direction change & transition
- Terrain drop (hands up, over drop, land w/twist)
- Fin set reflex drills (fixed or locked handles).
  - side slide
  - hula hoop
- Emergency maneuvers
  - cut under
  - power stop
  - wheel barrow & rear run

### **LOADED SLED SINGLE OPERATOR intermediate terrain**

- Traverse
- Kick turn on and off fall line
- Fall line side slip
- Falling leaf side slip
- Transitions (wedge, stem, & parallel)
- Moving Direction Change (wedge, stem & parallel)
- Power stop & park
- Terrain drop.
- Chain applications
  - feathering for speed control
  - Chain & fin set drills—feathering the chain (lift sled handle to set wt. on fins & skis and pressure or wt. on sled handle to set chain & unweight ski and toboggan fins)

### **REAR OPERATOR SKILLS single operator, empty and loaded, low intermediate groomed terrain**

- Tail rope, 4 positions, sling shot, power roping
- Rear handle position and operation w/squeeze & lift` (flat land walk drill)
- Rear run drills, tail rope or rear handles only, both unloaded and loaded toboggan. (up to intermediate terrain with appropriate safety man)

### **LOADED SLED W/TWO OPERATORS.WITH TAIL ROPE OR REAR HANDLES team work training (train first with unloaded toboggan then loaded toboggan)**

- Teamwork of toboggan handling (passing the weight and partner positioning )
- Advanced terrain route finding with terrain & snow condition reading
- Maneuvers list
  - Kick turn.
  - Travel maneuvers.
    - Fall line side slip
    - Traverse
    - Falling leaf side slip
  - Moving direction changes and transitions
    - Wedge
    - Stem
    - Parallel

- Other maneuvers
  - Terrain drop and moguls
  - Emergency maneuvers—cut under, wheelbarrow, power stop and park
- Toboggan incident site preparation and sled blocking
- Other techniques
  - Unlocked handles, loaded for high angle terrain
  - Back bar (for locking handle toboggans)
  - Outside handles
  - Mid-chain & double chain (for dbl. diamond terrain)
  - Long line or fixed point belay

**FINAL CHECK for new Candidates and on-hill refreshers**

- Empty sled difficult terrain run
- Loaded sled, single handler, intermediate terrain, school maneuvers
- Loaded Sled, double handler difficult terrain, ungroomed, any snow condition with route finding and team work

## SAMPLE TOBOGGAN SKILLS INVENTORY

Alpine Toboggan Candidate \_\_\_\_\_

|                                     |                            |  |
|-------------------------------------|----------------------------|--|
| Alpine Toboggan                     | Types/construction         |  |
|                                     | Rescue packs               |  |
|                                     | Storage                    |  |
|                                     | Checkouts                  |  |
| Skiing Manuevers                    | Wedge                      |  |
|                                     | Wedge turn                 |  |
|                                     | Stem turn                  |  |
|                                     | Sideslip/Falling leaf      |  |
|                                     | Moving direction changes   |  |
|                                     | Skating                    |  |
|                                     | Pivot/Parallels            |  |
|                                     | Traversing fall line       |  |
|                                     | Herringbone                |  |
|                                     | Kick turn                  |  |
|                                     | Sidestep/up-down           |  |
| Unloaded Toboggan                   | Quick check/set up         |  |
|                                     | Route selection            |  |
|                                     | Traversing                 |  |
|                                     | Descent                    |  |
|                                     | Moving direction changes   |  |
|                                     | Static direction           |  |
| Incident Site Management            | Approach/Securing toboggan |  |
|                                     | Loading patient            |  |
| Loaded Toboggan<br>(front operator) | Route selection            |  |
|                                     | Traversing                 |  |

|                                    |                              |  |
|------------------------------------|------------------------------|--|
|                                    | Packed                       |  |
|                                    | Moguls                       |  |
|                                    | Other                        |  |
|                                    | Moving direction changes     |  |
|                                    | Turns, wedge, step, parallel |  |
|                                    | Falling leaf side slip       |  |
|                                    | Static direction changes     |  |
| Loaded toboggan<br>(rear operator) | Descending and traversing    |  |
|                                    | Packed                       |  |
|                                    | Moguls                       |  |
|                                    | Other                        |  |
|                                    | Moving direction changes     |  |
|                                    | Sideslip to wedge            |  |
|                                    | Falling leaf                 |  |
|                                    | Diagonal fall line           |  |
|                                    | Static Belay                 |  |
| Uphill Transportation              | Unloaded                     |  |
|                                    | Loaded                       |  |

## **ADMINISTRATIVE FORMS**

Most forms needed for instructors can be found in the Downloads section of My Bookshelf which is linked from each member's personal page on the NSP Website. Course registration is available online for instructors via the Education Tools link on each instructor's member page. An online instructor activity log is also available under Education Tools. Every NSP member and instructor is encouraged to activate and use their Member page and its accompanying features. Just go to [www.nsp.org](http://www.nsp.org), click on Member Services and log in. If you've not already established your account, just follow the instructions, using your six-digit member ID number and choosing your own password.

For those not being able to access these online features, copies of some forms are included here.

- Instructor application
- Instructor activity log
- Course registration form
- Course planning checklist
- Course completion record
- Course evaluation form

**NSP EDUCATION PROGRAMS  
INSTRUCTOR APPLICATION**

| <b>Personal Data</b>               |               |
|------------------------------------|---------------|
| Name                               | NSP ID #      |
| Address (street, city, state, zip) | Phone (Home)  |
|                                    | Phone (Work)  |
| Patrol                             | Email address |
| Division                           | Region        |

**Instructor Education Discipline**

- |   |   |
|---|---|
| <input type="checkbox"/> Instructor Development | <input type="checkbox"/> Mountain Travel and Rescue   |
| <input type="checkbox"/> Outdoor Emergency Care | <input type="checkbox"/> Level I Avalanche (Basic)    |
| <input type="checkbox"/> Alpine Toboggan        | <input type="checkbox"/> Level II Avalanche           |
| <input type="checkbox"/> Nordic Toboggan        | <input type="checkbox"/> Patroller Enrichment Seminar |
|   | <input type="checkbox"/> Other                        |

| <b>Initial Instructor Training and Prerequisites</b> | <b>Instructor/Mentor/IT<br/>(Please print name)</b> | <b>Completion<br/>Date</b> |
|--|---|----------------------------|
| Instructor Development                               |   |                            |
| Mentor Assigned                                      |   |                            |
| IT Evaluation Completed                              |   |                            |
| Instructor Status Granted                            |   |                            |
| Instructor Experience—Discipline                     |   | Year(s)                    |
| Notes  |   |                            |

Division program supervisor keeps instructor application following division procedures. Division program supervisor or designated instructor trainer submits Course Completion Record to national office for instructor data entry and generation of instructor cards.

Education Department  
National Ski Patrol  
133 South Van Gordon Street, Suite 100  
Lakewood, CO 80228  
FAX 1-800-222-4754 or 303-988-3005  
Email: [education@nsp.org](mailto:education@nsp.org)



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A record to be maintained and kept on file by the instructor for recertification purposes.





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**NSP Education Course Registration  
(For Instructor Use Only)**

|  |
|--|
| <p><b>Email:</b> mist@nsp.org</p> <p><b>Fax</b> 800-222-4754 or 303-988-3005</p> <p><b>Phone</b> Member Services 303-988-1111</p> <p><b>Mail</b> registration to<br/>National Ski Patrol<br/>133 South Van Gordon Street, Suite 100<br/>Lakewood, CO 80228</p> |
|--|

|  |  |
|--|--|
| Course Name  |  |
| Course Date(s)   |  |
| Course Location  |  |
| Instructor of Record<br>Name, NSP ID #<br>Address<br>Phone (Day, Evening, Fax) |  |
| E-mail address   |  |
| Projected Enrollment   |  |
| Division   |  |
| Region   |  |
| Patrol   |  |
| Ski Area Management or<br>Other Organization<br>Name, Address                  |  |

For National Office use only

Course information entered in computer \_\_\_\_\_  
Certificates of Achievement sent \_\_\_\_\_

Course records received \_\_\_\_\_  
Postcard sent to instructor \_\_\_\_\_

## PRE-COURSE PLANNING RESPONSIBILITIES CHECKLIST

(Begin at least eight weeks in advance)

### Course Preparation—Scheduling

- Establish course dates
- Coordinate dates with patrol, region, or division calendars, line officers, and supervisors
- Arrange for facilities/sites that match planned activities
- Arrange for equipment and training aids and equipment from division/region
- Determine class size and student/instructor ratio

### Course Preparation—Notification

- Register course with Member Services at the national office (Online at [www.nsp.org](http://www.nsp.org) Member Services section; call: 303-988-1111; FAX: 303-988-3005 or 1-800-222-4754; email: [mist@nsp.org](mailto:mist@nsp.org) or mail: National Ski Patrol, 133 S. Van Gordon, Suite 100, Lakewood, CO 80228-1706 (Instructor of record information, start and end dates of course, location, and estimated enrollment needed)  
*Instructor of record will receive by return email the course completion record and course number. Certificates of Achievement will be mailed to the IOR.*
- Advertise course (via email, newsletter, website, etc.); initiate accepting student registrations
- Confirm staff (instructors and evaluators)

### Course Preparation—Registration (in advance of scheduled class)

- Register students (instructor trainees) and collect appropriate fees
- Prepare class lists and attendance sheets (mail to enrollees the course schedule, registration form, pre-assignments, practice clinics dates, etc.)
- Confirm applicants' prerequisites or skill verification (if applicable)

### Lesson Preparation

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

### Physical Setting

- Set up safe teaching area to match the planned activities and enrollment
- Confer with local patrol director; establish exercise areas, times on lifts, and other support
- Consider environmental considerations (participants' physical comfort)
- Check to make sure all equipment and teaching aids are available

## POST-COURSE RESPONSIBILITIES CHECKLIST

### Instructor Accountability—Immediate

- Complete and distribute education Certificates of Achievement
- Complete, discuss, and give instructor evaluations to candidates with feedback as needed
- Set up mentor program with instructors trainees
- Clean up the facility/area
- Return equipment, material, keys
- Evaluate course instruction, program integrity, student outcomes, exit survey

### Instructor Accountability—Within two weeks

- Complete course completion records (use most current version)
- Email or mail original course completion record to national office
- 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 incompletes
- Send thank you letters as needed

### National Office Responsibilities

- Send email to instructor of record when course records are received in national office for processing
- Update member education records

**NATIONAL SKI PATROL EDUCATION PROGRAMS  
COURSE COMPLETION RECORD**

*Check one box per record form*

- Instr. Development
  - Instructor Appointment Type
- 

- OEC Course or Challenge
- OEC Refresher Year \_\_\_\_ Cycle
- OEC Enhance. Sem.
- Outdoor First Care
- Intro to Ski Patrolling
- PES
- Mtn & Aval Awareness

- MTR Fundamentals
- MTR 1
- MTR 2
- Avalanche Fund. & Rescue
- Level I Avalanche
- Level II Avalanche
- Skiing Enhancement Sem.
- Toboggan Enhancement
- Ski Trainers Workshop

- OEC ES Module

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- Senior Module

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- Certified Module

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- Other Course Title

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|   |  |
|---|--|
| Instructor of Record (please type or print) | NSP ID Number                              |
| Address (street, city, state, zip)          | Email:<br>Daytime Phone:<br>Evening Phone: |

| National Course # | Start Date | End Date | Total Passed | Total Enrolled |
|-------------------|------------|----------|--------------|----------------|
|-------------------|------------|----------|--------------|----------------|

Course Location  
Special Instructions or Comments for National Office Processing

| Member Type (see key) | NSP ID NUMBER (and/or social security number) | Pass | Inc | Fail | Inst r App t. Y/N | STUDENTS (type or print, last name first) | ADDRESS (Street, city, state, zip) |
|-----------------------|---|------|-----|------|-------------------|---|------------------------------------|
|                       |   |      |     |      |                   |   |                                    |
|                       |   |      |     |      |                   |   |                                    |
|                       |   |      |     |      |                   |   |                                    |

**Member type key: M=NSP Member; A=Associate; AF=Affiliate Organization; N=Non Member**

|  |                 |                      |
|--|-----------------|----------------------|
| <b>I certify that this NSP education program was conducted in accordance with National Ski Patrol training standards and that the students have satisfied all knowledge and skills objectives and assessments.</b> |                 |                      |
| <b>Instructor of Record (please print)</b>   |                 | <b>NSP ID Number</b> |
| <b>Instructor signature</b>  | <b>Division</b> | <b>Patrol</b>        |

**Mail original course completion record to: National Ski Patrol, 133 South Van Gordon, Suite 100, Lakewood, CO 80228. Records also may be faxed to the Education Department at 1.800.222.4754 or emailed to [education@nsp.org](mailto:education@nsp.org). (Instructors: Please keep a copy of course records, and follow division guidelines and instructor manual for division distribution of course records.)**







**NATIONAL SKI PATROL EDUCATION PROGRAMS  
(ONLY for DIVISION use)**

|                                |                 |   |
|--------------------------------|-----------------|---|
| <b>Course:</b><br><b>Date:</b> | <b>Location</b> | <b>Instructor of Record:</b><br><b>Phone:</b> |
|--------------------------------|-----------------|---|

| <b>Course Instructors</b> | <b>NSP ID Number</b> | <b>Topic(s)/Unit(s) Taught</b> | <b>Instr. Exp. Date or *Instr. Trainee</b> |
|---------------------------|----------------------|--------------------------------|--|
|                           |                      |                                |  |
|                           |                      |                                |  |
|                           |                      |                                |  |
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|                           |                      |                                |  |
|                           |                      |                                |  |
|                           |                      |                                |  |

Please attach this sheet to the course records before forwarding to the appropriate DIVISION advisor.

| <b>Starting Date</b> | <b>Completion Date</b> | <b>Total Enrollment</b> | <b>Total Passed</b> | <b># of Hours</b> |
|----------------------|------------------------|-------------------------|---------------------|-------------------|
|                      |                        |                         |                     |                   |

|                 |               |               |
|-----------------|---------------|---------------|
| <b>Division</b> | <b>Region</b> | <b>Patrol</b> |
|-----------------|---------------|---------------|

**Follow division distribution of course records per division policy and instructor manual.**

## COURSE EVALUATION

|                             |                      |
|-----------------------------|----------------------|
| <b>Course Title</b>         | <b>Date</b>          |
| <b>Instructor of Record</b> | <b>Course Number</b> |
| <b>Course Location</b>      |                      |

1. The course met my expectations.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
2. The course was well organized.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
3. The material was easy to understand.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
4. The skills development sessions were valuable.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
5. The instructor(s) clarified material when trainees appeared not to understand.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
6. The instructor(s) adapted explanations, concepts, and applications to my specific needs.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
7. The course was taught in a relaxed, positive manner.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
8. I am confident in applying the skills taught in this course in a rescue/patrolling environment.  

|                |       |         |          |                   |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------|-------|---------|----------|-------------------|
9. Overall, I would rate this course:  

|           |           |      |                   |
|-----------|-----------|------|-------------------|
| Excellent | Very Good | Good | Needs Improvement |
|-----------|-----------|------|-------------------|
10. We welcome your comments and suggestions for improving the NSP education programs. It is helpful if you are as specific as possible. Please use another sheet of paper if needed.

What are the strengths of the program?

What could be improved in the program?

I'd like my instructors to do a better job of:

My instructors did an excellent job of:

Other comments?