**Tacoma Mountaineers Field Trip Leader Meeting 2020**

**Changes:**

Essential and Critical Skill Evaluation

To give instructors latitude and to better identify those students that might require help, a three point rating scale for essential skills and a two point rating scale for critical skills– has been adopted. The following performance standards should guide you in evaluating each student’s performance.

### Scale for demonstrating/practicing skills

**S** **Safe** – After instruction is given, the student is able to demonstrate the skill with minimal or no prompting from the instructor.

**NS** **Not Safe** – After instruction is given, the student is not able to demonstrate the skill, even with major prompting from instructor.

A grade of **NS** on the three-point skill evaluation scale does not prevent student from continuing in the course. It means that the student needs additional practice, self-study, and/or should contact their mentor for additional instruction if needed.

### Scale for TESTING critical and essential skills

**S** **Safe** – a student is able to demonstrate the skill with **minimal or no prompting** from the instructor.

**NS** **Not Safe** – The student is not able to demonstrate the skill without prompting from the instructor.

A student receiving a grade of **NS** on a skills testcannot participate in any further field trips or climbs which requires that skill. The student must contact the Critical Skills Coordinator for the course and his/her mentor to make a plan for corrective action, which will include a requirement for the student to be able to demonstrate the skill with a **Safe** evaluation before continuing in the course.

Tacoma BACC Critical Skills Assessment

Self-assessment form for a critical skill marked "QS" or "NS" during testing.

Link: <https://docs.google.com/forms/d/e/1FAIpQLSe7qNY9yN-HG5Tj67h2VMkxKAxCmH2GUlYB7310fcO5_Ya6sQ/viewform>

**Instructor Manual:**

The instructor manual is a great resource for you and for your instructors. We are looking at only going digital this year. No PRINT OUTS.

**Permits:**

If you are leading a Field Trip that requires a permit, please make sure you have your permit with you. Make sure you talk with me about your permit. I most likely already have it.

**Instructors:**

You are responsible for finding your instructors. You will be provided a list of potential instructors that may be contacted for assistance at your field trip. You will need to maintain the instructor sign-in sheet (some instructors will need credit). Email all of your instructors with a meeting time and place before the FT to ensure everyone is on the same page.

**Student Sign Up:**

All students will sign up on the website. This will be completed for them at the lecture by the lecture coordinator. This will allow you to see how many students will be attending your field trip. This should also allow you to communicate with students (or at least get their email addresses) before the field trip.

**Assistant:**

Please try to find someone who can be a FT Leader Assistant. This person should help you organize and plan the field trip and will be the primary contact for leading the FT in the following year.

**Food/Drink:**

You will be reimbursed up to $50 for food and drinks for your instructors. There is a reimbursement form on the Mountaineers website. It will need to be submitted to the Basic Committee Chair, Natalia and myself. Please retain your receipts.

**Lecture:**

You will be asked to attend the lecture prior to your FT. This will allow you to talk directly to the students to give instructions and a summary of the FT.

**Field Trip Books:**

Coordinate with committee to obtain students’ books prior to your FT. You will need to return the student books to clubhouse (In equipment Closet) by the Wednesday following the Field Trip.

**Ropes & Equipment:**

Coordinate with Sarah Holt or myself to obtain ropes and other equipment needed for FT. Please return ropes after they have been cleaned and dried.

**Duties at FT**

Assign one person to be the SAFETY. That is that person only job. Try and assign that duty to someone with a vast and competent knowledge base of all things relevant to the Field Trip you are leading.

You will want to use care when assigning instructors. It is always beneficial to pair a newer instructor with a seasoned instructor.

You will need to assign a WFA leader. Can not be the Safety.

You will need to have a discussion with instructors about techniques and what is expected. Also provide guidance on what to do if a student is struggling.

You will need to be prepared to render judgment if an instructor asks you to make a call. Make sure you stress to your instructors what is QS and NS.

Do not stay at one station. Float around and help where needed. If you have additional instructors, assign one to be an additional float.

Communicate to students that it is their responsibility to ensure their field trip has been signed by their instructor.

Communicate directly with the student if they fail the field trip. They must be given explicit instructions to contact the Critical Skills contact, Alyssa Opland

Have a pre field trip talk with all the students and instructors. Level out your expectation in meeting the standards of the Field Trip.

Hold a debrief meeting with the entire group (students and instructors).

 1. What was the Field Trip?

 2. What actually happened?

 3. What can we approve on or take away?

 4. Anything for “good of the whole”.

Hold post field trip meeting with instructors (what went well, what needs changing, NS students, broken club equipment, questions, etc).

**Field Trip Leader Report:**

You will need to write a field trip report. Examples are in your packet. Please return your completed FT report to Scott Schissel by the Wednesday following your trip. This is how the basic committee will know what is going on at the FT’s. This is where you will document which students need extra instruction or failed the FT.

Contact: Scott Schissel: scott.schissel@yahoo.com

**Key Points for Field Trip Leaders and Instructors**

**-Give crystal clear expectations.** Tell the students what you expect. Don’t assume they already know.

-**Give students a chance to demonstrate what they already know**. Students who have spent time practicing appreciate being recognized for that. Knowledgeable students can help others and be an asset to your instructional group. This also helps you not waste time demonstrating something your students are already proficient at.

 *Example: “Ok, let’s all try to tie a Rewoven Figure-8. Show me what you know, and we’ll go from there.”*

 *“Awesome, looks like everyone already can do a girth hitch, let’s move on to the clove hitch.”*

-**Don’t talk and demonstrate the whole time**. Students need to work through the skills by *doing* them.

-**Make your feedback accurate, specific, and frequent**. Don’t leave students guessing about what they did right or wrong.

 *Example: “No - remember you have to thread the rope through both tie-in points - not the belay loop.” “Close, but you need one more twist. Watch, and do it with me.”  “Ok, you got it - now let’s practice doing it faster.”*

-**Bring skills back into context** - why are we learning this and how will we use it?

 *Example: “You’ve all mastered the munter hitch - great job. Who can tell me a situation where you would use this hitch?”*

-**Be honest about what you know,** **and what you don’t.** If a student asks you a question you don’t know the answer to, or you’re having trouble demonstrating a skill - *ask for help from your fellow instructors!* Your students won’t hold this against you - they will appreciate that you’re taking their education seriously and not making up bullshit answers.

-**Dealing with mismatched abilities in your group**?

 Ways to challenge highly-skilled students while you work with less-skilled students:

 -Practice with your opposite hand

 -Try doing the skills faster

 -Try doing the skills with gloves on, wearing a pack, etc

 -Employ your skilled students as your helpers.

-**Don’t waste your down time.**There is probably always something you can be teaching, even if you’re in between stations. Go through 10Es and gear. Talk about how everyone’s conditioning plan is going. Give them tips for the upcoming tests and field trips. Tell them about the climbs you’ve been on - this is what they really want to know! Students want your knowledge - that’s why they are here. Don’t forget it!

-**From time to time you will deal with people who are scared, frustrated, and struggling.** Remember that it is always possible to be compassionate and encouraging - even when you are failing someone. Explain that we will work with them and they will receive extra help. It happens and doesn’t have to be a source of shame or a reason to quit.

Some people may be way outside their comfort zone. It doesn’t mean that they can’t learn and one day become great climbers. Someone’s first rappel may be the scariest moment of their life - *your coaching can make the difference between a proud accomplishment or quitting the class and never climbing again.*

**-If someone has not demonstrated competency in a skill**:

1.) You have to tell them that they did not pass

2.) You have to tell them *why* they did not pass

3.) Tell them the process for getting help and re-testing (their mentor and Critical Skills Chair will contact them, set up some practice time, and re-test when they feel they are ready.)

4.)Report it to the field trip leader at the end of the field trip.

Helpful phrases for you to use:

“*I’d like you to get some more practice with this skill before the next field trip.”*

*“I am going to have you work with your mentor more on this skill.”*

*“You’re not quite ready to take this skill into the mountains. We will get you some more practice first and then re-test.”*

**-KNOW THE SKILLS, and have a plan for teaching them**

Review and practice the skills beforehand. Read the instructor manual, and bring it with you for reference. Practice on your significant other. Think about what tips helped make things “stick” for you when you were learning. Anticipate where students will struggle.

**-Encourage students to take Intermediate next year!** We would love for every instructor to talk to students about Intermediate at every field trip. It is the logical next step for students who want to actually be self-sufficient in the mountains. It is also how we build our club, community, and leadership base!