

	
Effective Date:	General Rescuer Instructor Program Policy
4/1/2010	

Purpose

Instructor Qualifications are an integral part of an educational program. The RESET Rope Curriculum Committee, with representatives from participating agencies, have identified Instructor Qualifications in an effort to try and ensure high quality, consistent Rope Rescue Level I and II Courses.

Scope

This policy only applies to the General Rescuer Instructor Program, which qualifies someone to teach in the RESET General Rescuer courses. It is important to note that we do NOT certify Instructors. We only verify their Instructor credentials and allow them to work through our qualification process to advance from one level to the next.

Policy

There are three levels of instructor identified by RESET: Provisional Instructor, Instructor, and Lead Instructor. Below are the requirements and an overview of rolls for each level. There is an associated Instructor Task Book that will serve as the documentation and verification tool for Instructor advancement.

- Provisional Instructor
 - Must have previously attended a GR Course or passed the GR Skills Challenge.
 - 3 years experience within a special operations/technical rescue team or organization
 - Letter from sponsoring agency supporting you in this process
 - Have his or her Instructor Task Book completed and filled out through the Provisional Instructor Level.

Overview of rolls:

- Entry level that will have minimal responsibilities
- Will always be working under the watchful eye of an instructor or Lead Instructor
- Can serve as a “Skills Examiner” only with an Instructor or Lead Instructor present.

- Instructor
 - Must have met all of the Provisional Instructor requirements
 - Have an instructor certification from a reputable organization (TDH, TCFP, NCRC, ROCO, etc)
 - Have taught in at least one GR Course as a Provisional Instructor
 - Have worked under a Lead Instructor during GR Skills Testing and received training on how to skills test
 - Must obtain a letter of recommendation from a Lead Instructor Recommending his/her advancement to Instructor
 - Have his or her Instructor Task Book completed and filled out through the Instructor Level.
 - Receive approval from the Rope Curriculum Committee

Overview of rolls:

 - Will work for a Lead Instructor in the delivery of GR courses
 - Can work independently but in coordination with a Lead Instructor
 - Can serve as a “Skills Examiner”
 - Will have some supervisory/evaluation responsibilities for Provisional Instructors

- Lead Instructor
 - Must have met all of the Instructor requirements
 - Must have served as an Instructor for at least two GR Courses
 - Must have served as a Skills Examiner for at least two Skills evaluations
 - Must have taught a minimum of 160 hours in technical rescue related courses
 - Must have a minimum of 40 hours as a student or instructor in a technical rescue related course from/for an outside agency
 - Must obtain a letter of recommendation from a Lead Instructor Recommending his/her advancement to Lead Instructor
 - Receive approval from the Rope Curriculum Committee
 - Must receive approval from the RESET Technical Rescue Advisory Board
 - Have his or her Instructor Task Book completed and filled out through the Lead Instructor Level.

Overview of Rolls:

 - Will serve as the leader during the delivery of a GR Course
 - Will report to the RESET committee
 - Responsible for all activities associated with a give GR Course
 - Will have supervisory/evaluation responsibilities for all Provisional Instructors and Instructors
 - Responsible for all paperwork associated with a GR Course
 - Ensure all GR learning objectives are covered and consistent with program expectations

Grandfathering Process

Several Instructors that are currently “Qualified” by RESET entered the process during a Grandfathering process in 2008 and 2009. At that time only Provisional Instructor or Instructor were the only two levels an individual could have been grandfathered into. Anyone wishing to become an instructor of any kind must follow the instructor process as outlined above including attending a GR course and complete the Instructor Task Book.

The requirements for the grandfathering process for both Provisional Instructor and Instructor were the same. The delineation between the two is made by the sponsoring agency and/or the individual; both of whom should evaluate the potential instructors knowledge, skills, and abilities and how they would fit best into the program

To have entered the grandfathering process a person should have had the following Pre-Requisites:

- 3 years experience within a special operations/technical rescue team or organization
- Form Letter provided by RESET, filled out from sponsoring agency supporting them in this process
- Attended a GR Train the Trainer
- Been approved by the RESET Rope Curriculum committee
- If entering the Instructor Level, Have an instructor certification from a reputable organization (TDH, TCFP, NCRC, ROCO, etc)

Letters of Recommendations from Lead Instructors

At various levels there is a requirement to obtain a letter of recommendation from a current Lead Instructor. This was put into the process to allow the leaders in the program to evaluate potential Instructors and Lead Instructors and their ability to continue consistent program deliveries. In an effort to quantify the evaluation areas and the expected level of performance, below is a non-inclusive list of items current Lead Instructors are evaluating potential Instructors and Lead Instructors:

- **Ability to adhere to the Curriculum**- This is one of the more critical areas of evaluation. Departments sending students expect that they come home with the same skills as other students from previous classes. Any deviation or inconsistency can potentially derail the entire program and is a disservice to the student and the participating agencies.
- **Teaching abilities**- Some people are naturals at this and others it takes years for an instructor to become efficient at delivering material in a manner that efficiently passes the information to the student. There are requirements in the Instructor policy for instructors to have taught a specific number of classes or a certain number of teaching hours. This is in an effort to ensure those that are leading the program have the experience and background

needed to answer the tough questions, have a solid understanding of the curriculum, and ensure that the curriculum is delivered safely.

- **Organizational Skills**- Lead Instructors have a large amount of paperwork that has to be processed before, during, and after the class. Potential Lead's and Instructors alike need to possess the organizational abilities to keep this paperwork in order and process it accordingly. In addition to the paperwork, they are responsible for the organization of the instructors and students. Laying out a clear chain of command and using the resources to the best of their abilities takes good organizational skills.
- **Ability to Lead**- Similar to organizational skills an Instructor must be able to lead the students and other instructors in a successful delivery. Making sure everyone is informed of the expectations for the day/week is critical. A strong leader will set the tone for a quality class and ensure objectives are delivered consistently and efficiently. A poor leader will allow these things to slide and will deteriorate into a poor delivery of the program.
- **Ability to follow**- Much like adhering to the curriculum this program is delivered under the RESET Rope Curriculum Committee. When items do not coincide with the beliefs of the Lead Instructor or Instructor he/she must still be able to deliver the program as defined by the requirements of RESET.
- **Technical Ability**- A Lead Instructor and instructor should be confident and proficient with the skills he/she is asking the students to perform. Their demonstrations should be flawless in representing the skill or task. At the same time he/she should be able to identify when others, students and instructors alike, are not performing skills as defined. Not only should he/she identify that it is incorrect, they should also be able to intervene in a non-confrontational manner, and ensure the RESET curriculum is upheld.

Instructor Development Task Book

All of the above requirements are contained in the Instructor Development Task Book. The Task Book will serve as the documentation and verification tool for an Instructor's advancement. Only after the requirements are met and it is documented and verified by the Rope Curriculum Committee will an Instructor be allowed to perform at an identified level.