



Legislative Proposal Will Grant Donation Authority

HUNTER EDUCATION COURSE FEES are a non-starter for some of our hunter education instructors and teaching teams, but virtually all instructors want specific authority to accept and use hunter education donations. That's the take-home message after receiving e-mails from and talking with instructors in different venues statewide.

Enclosed with this newsletter is a draft proposal of language amending the current hunter education statute and authorizing instructors to accept donations. Whether the proposed changes are implemented will depend upon instructor support and legislative action taken during 2009.

The draft proposal grants specific authority for volunteer instructors and organizations to accept donations of cash and equipment. All future donations would be monitored and tracked in a manner approved by the director—in a process very similar to our current *Chief Instructor Financial Report* form.

The draft proposal also includes a request for specific authority to charge a fee for duplicate hunter education certificates. Income from the proposed fee would be earmarked exclusively for approved costs incurred by instructors in conducting hunter education

training activities.

It's important to remember that many sets of hands and eyes will be reviewing this draft language before the start of the 2009 legislative session. Other individuals may recommend additional changes as a bill emerges and wends its way through the legislative process.

The attached draft bill evolved from meetings conducted with the Hunter Education Resources Organization, the Washington Hunter Education Instructors' Association, and with general hunter education instructors. Although early drafts focused on the need for a uniform course fee to insure a minimum level of funding for hunter education instructors, too many instructors opposed the concept of a standard course fee.

Review of current state law and regulations has determined that instructors and teaching teams lack authority to request or accept donations in support of hunter education. Specific legislative authority—along with appropriate tracking to pass state and federal audit requirements—will allow instructors to retain this vital funding option.

Proposed legislation will affect only future donations and authority.

First Call For 2009 H.E. Class Schedules

YOUR 2009 *Class Schedule Request* form is enclosed with this newsletter.

As in years past, we are asking all Chief Instructors to submit their class schedules by the second Friday in December (December 12th) in order to print and

distribute the information statewide. Only instructors serving as a Chief Instructor need submit schedules.

The single biggest challenge for the hunter education program is linking public interest with available classes. The best tool to date in providing that

linkage has been the annual class schedule booklet listing classes by county.

Class schedule information will appear on the Internet and in *Washington Outdoors*. Please get us your schedules in writing.

Inside this issue:

Incident Updates	2
Field Notes	3
Getting From "A" To "Z"	6
From The Desk Of Lt. Crown	7
Draft Evaluation Enclosed	8

Dates To Remember

- November 31 – THMFSA Nominations Due
- December 12 – 2009 H.E. Class Schedules Due
- December 31 – Chief Instructor Course Reports

Important Contacts

- Olympia: 1-800-215-1979
- Chuck Ray: 1-800-468-5006
- E-mail: huntered@dfw.wa.gov
- Blog: <http://hunter-education.blogspot.com>

Incident Updates

A RECENT HUNTING FATALITY INCIDENT in Skagit County resulted in increased media attention on juvenile hunters and hunter education training. In early August a 14 year-old bear hunter shot and killed a female hiker who was approximately 120 yards away, apparently mistaking her for a bear. Further details are unknown as of this writing but the investigation continues. As with all other hunting incident tragedies, this one appears to have violated simple safety principles such as being sure of the target.

This is the first non-hunter fatality in at least a quarter-century, and the following summary statistics reinforce a continuing need to train fellow hunters about vision-related and other incident causes.

- ⇒ Carelessness. Careless handling of firearms remains the number one cause of hunting incidents, responsible for roughly 22% of all incidents since 1980.
- ⇒ Victim Covered By Shooter Swinging On Game. Not very far behind at roughly 21%, this category continues as a principal cause of upland bird and waterfowl hunting incidents.
- ⇒ Victim Out Of Sight Of Shooter. Approximately 10% of all hunting incidents since 1980 involved this incident cause.
- ⇒ Loaded Firearm In Vehicle. The loaded firearm in a motor-driven vehicle—the number four cause of hunting incidents since 1980—continues to plague the hunting community.
- ⇒ Victim Mistaken For Game. This category represents about nine per cent of all incident causes since 1980. When lumped together with the other two vision-related categories above, a stunning total of 40% of incidents since 1980 remain as vision-related.

Other common causes of hunting incidents during the past quarter-century include firearm discharges caused by shooters who were loading and unloading firearms, shooters who stumbled and fell, or victims who moved into the line of fire. Less than three per cent of incidents were related to mechanical problems such as defective firearms or ammunition.

Free Instructor First Aid Training Available

'FREE' is an important word in the hunter education lexicon, and both Chuck Ray and Dan Boes can deliver free first aid training to interested hunter education instructors and teaching teams.

Naturally, minimum numbers of in-

structors are required before Chuck or Dan will set up a first aid class. Dan has already conducted several classes but so far no instructors have asked Chuck to conduct training classes.

Contact Chuck or Dan directly if you are interested.

Felons (& Others) In Hunter Education Training Classes

INCREASINGLY instructors are finding individuals in their classes who cannot possess firearms. Unless felons (and others) have had their firearms rights restored, they may not handle firearms in hunter education.

Instructor teams have the option of using archery tackle to evaluate individuals prohibited from handling firearms. The choice is yours. Hunter education staff recommend that you use a special form—available from the Olympia office—to document that certain individuals may hunt only with archery tackle.

As a reminder, include a brief announcement during opening hunter education remarks to inform all students that felons (or others) are prohibited from handling or possessing firearms. A discreet comment at the beginning of class can help avoid trouble down the road.

Field Notes: News, Views And More....

Remember

Policy: Instructors charging a fee of more than \$5 per student are required to get approval in writing in advance! This policy applies to every instructor and every team.

What is "reasonable accommodation?"

Capitol City Rifle & Pistol H.E. Team

Our team was recently faced with a challenge. We had a young man in our class with a physical disability. We knew that "reasonable accommodation" should be our guideline, but we had little specific direction to put that guideline into action.

The young man in question had extremely limited use of his left arm and hand, and had difficulty walking. Although his father would assist him in the field, hunting license are not conditional. Therefore, students must pass all portions of our course. This presented a challenge for the field evaluation and live-firing portions of class.

All young students are stressed with the prospect of "failure". In this case, the father was concerned about the potential long-lasting psychological effects of not passing. We all realized the importance of handling this situation properly.

The first thing we tried was to attach a bipod to a rifle stock and then attach a rifle sling to the bipod. This is a common arrangement for many hunters. However, the bipod can be very uncomfortable against the shoulder. Another solution could have been to use a tactical stock where the mounting stud for the sling is located on the side of the stock, eliminating any contact between the bipod and the shoulder. Unfortunately, we did not have any such stocks available on such short notice.

During our Friday night class, in collaboration with the student and his father, we developed a technique for the student to use the sling to remove the rifle from his shoulder, place the butt of the rifle on the ground, look around in a safe zone of fire, and safely lower

the rifle to the ground while maintaining muzzle control. He was then able to load, unload, and conduct safety checks with the rifle on the ground. We allowed this sling-carry as his primary carrying position.

We require students to know all carry positions including the sling-carry, but discourage too much use of the sling-carry on the field course due to the height of instructors compared to the height of young students, muzzle-control problems when bending over, etc. However our absolute requirement is the safe handling of the firearm during the field evaluation and live-firing.

On Saturday, a junior instructor mentored this young man at some of the more challenging practice stations, helping him discover creative methods to safely execute a station. When crossing a fence alone, for example, he would kneel to the ground, use the sling to remove the firearm from his shoulder and lower the firearm to the ground; all this while maintaining muzzle control. At this point, he would perform a safety check then position the firearm to be able to cross the fence. While conducting the field evaluation, the same junior instructor who mentored this young man acted as his hunting partner.

The junior instructor allowed the student to make all the decisions. Albeit, the testing process was somewhat unconventional; little was done to alter the evaluation.

We coached the student to use natural aids to help him load and unload the rifle. He used fern clumps, logs, and bumps in the ground to help steady the rifle and maintain muzzle control while he loaded and unloaded with one hand. Everybody should try to load and unload a bolt action in this manner to understand the challenge this student conquered.

During live-firing, the student was able to steady the rifle and fire accurately using the bipod. We instructed him on how to assume a good firing position, which helped minimize recoil. However, for him

the recoil was still significant.

We also allowed shooting of the muzzleloader in lieu of a shotgun. During the muzzleloader firing the student used sand bags to steady the firearm, so there were no issues.

In retrospect, the mentoring Friday evening and Saturday morning contributed to the success of this young man. It simply took a reasonable amount of time to help him discover methods to safely handle a firearm. It would have helped immensely if the student and the father had been able to practice in advance of attending the class. Our team is now working on a pamphlet, describing the individual steps in performing safety checks and partner passing, that parents can use to help prepare students.

It would have been easy for the student to quit or for the instructors to be rigid in our rules, but that didn't happen. A hard-working and patient student contributed to his success as the instructors struggled to find ways for him to prove himself. In the end, the student proved that he could understand and demonstrate safe gun-handling in spite of what could have been insurmountable obstacles.

One instructor said "A very adaptable and determined young man accompanied by a supportive father made all the difference". Our team was "innovating as we went through the class" and we hope that other instructors can build upon our experiences and give us feedback in the future.

JAN's Corner

Everybody is doing a SUPER job with student and course records and I really appreciate your help here!

One common issues I am seeing is Fish and Wildlife Officers are not listed on course reports. Please be sure to include officers if they participate in your training classes.

Field Notes: News, Views And More....

Instructors Write!

If you have ideas, tips or comments you wish to share with fellow instructors, please send them to Mik at the Olympia office. Thanks!

Ray Boone, Chelan County

In our instructor material I've read there are about four stages of development for hunters. In addition to this, I've developed a parallel theory on what hunters, in this case me and possibly others, perceived as the dream hunt. When in my teens I saw the dream hunt as similar to those documented by Jack O' Connor—such hunts involved guides and horses, Alaska, and Mountain Sheep. A scaled down version would involve a plane ride rather than horses, but once on the ground, the hunt would be similar.

But 45 years after first dreaming of such a hunt, I have yet to place it high enough on my list of priorities to actually allot funding to such a trip. Also in the years that have passed I've miraculously transformed from 6' tall, 150 pounds, able to run up a 60° incline to 5'11", 190 pounds able to watch others exercise for hours. This means that my dream hunt is looking more like a carriage ride through the Georgia woods in pursuit of quail.

In January, thanks in part to my eagle-eyed reading of the Instructor newsletter and finding 6656 added to the end of a sentence, I was rewarded with a guided hunt on private property, all expenses paid. All I needed to provide was transportation to and from Chuck Ray's property near Marlin, proper attire, a legal shotgun and appropriate license and permits.

When Chuck called in November to let me know that I had been one of two instructors selected for the prize, I was more excited than a high school girl going to the prom. First there was what game I would be seeking. If early, there would be ducks and possibly geese. Later there would be pheasants and quail. Possibly, I'd get a chance to hunt waterfowl and upland birds. So did I

need a gun and shot size for each? Wear camo or hunter orange? Duck and /goose calls or binoculars? Hip boots or hiking shoes? Choices!!

As it turned out, the weather decided the issue for us. I got up and was prepared to leave well before dawn on whatever day it was. I noticed that in Leavenworth the Chamber of Commerce was getting shortchanged on the payment to the weatherman's agreement to provide fair weather. It was weather typical of storms—in general, miserable—wet, windy and about 35°.

About the time I was to leave, the phone rang and it was Chuck, asking if I really wanted to hunt on that day. In addition to the delightful Leavenworth weather, subtract about 15 degrees of temperature and add about 30 miles per hour of wind, the wet was also in the form of sleet. He twisted my arm and I agreed to a day with better weather.

The storm was followed by another and another. When Chuck called again the only available day for us was going into the last weekend of the upland bird season and the waterfowl was long since gone south. It was now or next year. Well, at least the necessary decisions were reduced. It would involve upland game, probably sitting tight under snow drifted brush. Just perfect to try out a double barrel 16 gauge that I'd had a few years but had not yet used. I selected the Improved/Modified barrel set, and took along a Model 12 with a Poly-Choke 16 gauge as reserve. Since there would be both pheasants and quail, I took some high base 6s, and some AA 8s.

The birds weren't going anywhere between dawn and morning so there was no need to travel through the night. I got up at a leisurely 6AM, and following a less leisurely preparation, left for Chuck's homestead. I was to get there about 9AM. I was in the vicinity and after a few drive bys, and

stopping at a neighbor's home, I arrived at Chuck's with plenty of day left.

We sorted things out, loaded ammo loops and planned the first stage of the hunt along the edge of the cattails, to the creek, then back along the creek, through the cattails. Simple enough. Deer had been in the eight to ten foot tall growths and there were some trails to follow, but occasionally, the only way to maintain the course was to crash the brush. This usually resulted in riding the cattails down to the ground, then getting up and crashing the next bunch until a clearing was reached. The only fear in this was that simultaneous to falling to the ground a cock pheasant would leap from under my feet into the air, requiring me to see what kind of a shot I would be in such situation. Fortunately, this circumstance did not occur.

I had reached the edge of the cattails and the field opened into broken bunches of grass and various bushes. Chuck and the two dogs had exited the cattails previous to me and were about fifty yards to my left. A cock pheasant jumped into the air from the bush about ten feet in front of me. Grouse had very little on this bird in the heart attack causing department. My shot from the IC was about ten inches in diameter as it passed the bird. The bird flew to my right and at about twenty yards it succumbed to the 6s from the M barrel. After a short search, the bird was in my game bag.

We were nearly back to the house, so we hunted our way back. A few hens flew, but we saw no more roosters. We warmed up and refreshed ourselves while we planned the second stage of the hunt. This involved going up the hill and through the draws, habitat of the quail. So I changed to 8s and Chuck changed from 12 ga to 28. The 28 is a really cute little gun and with handloads can handle 1 oz loads, so is quite practical. I see Marlin has a double barrel 28 ga—oh well, that's another story.

We walked for another couple hours, enchanted by anticipation as only a hunt can be. We traveled through a few coveys and dropped a few birds. One was

(GO TO Page 5, Column 3)

Field Notes: News, Views And More....

The dreaded "bubble form"

By Greg Koehn , Pend Oreille County

On the first night of any hunter education class, no matter where it is held throughout Washington, south, east, west or "up north" anticipation is high. As students/parents enter the facility, some forming a line, others forging ahead to register. "Are we at the right place?" ... with a HE class sign, out front, pointing to the facility. Daaaaa! With registration nearly complete, folks are either sitting or roaming the facility, looking at firearms, antlers or furs. "Hit one of these two days ago" ... then the CI is ready to begin class. Each has gotten his/her "HE packet" during the chaotic registration of sorts.

The CI "Welcomes" the new class of young hunters, seated next to dad or mom. "This guy is wiff the WDFW, son" Hunter Ed packets consist of orange name tag & holder, pencil, a bunch of white paper with black ink printed on them, student manual with a color picture on front and a funny green, official looking form with a bunch of circles. Other instructors are passing out black magic markers to use on name tags, only to find Johnny, a 13 year old, drawing a deer tattoo on the back of his hand. Sally, a 14 year old, sitting in the front row with mom, would NEVER think of doing a tattoo on her hand. Childish, she thinks! With name tags in place and everyone now knowing his/her name, we move on! Next, we do the "Parental Letter" explaining the requirements, attendance and dropping off/picking up of son/daughter. 9:00pm SHARP ... no CSI ending at 9:30pm ... if not picked up on time, they become the sole property of the janitor! Next, the "Learning Contract" which parents read to students and sign, meaning that Johnny and Sally will read ALL chapters and RESPECT all instructors. NO EXCEPTIONS! Sign and pass to right ... that's the hand you cut pork chops with and the left holds the fork! Next, is the "Live Fire Day" the CI stating when, why and what, faces begin to light up, firing a real "weapon" the smell of gun-

powder, the blast and kick from a 20 gauge ... life is now great and anticipation is high! Next, "Chronic Wasting Disease" yellow piece of paper with explanation that fell out of Johnny's packet, to the floor. "Dad, where did my yellow paper go, the one I drew a deer on the back of?" Childish, Sally thinks again, just childish! FINALLY, comes "the dreaded bubble form" the green thingy with circles. CI states "This is the most important form, you need to fill in the top part, fill in circles and use pencil, parents sign in ink and date at bottom. Last name first, then your legal first name, only a middle initial, address skipping a space or two, zip code not all 9 numbers, birth date when you were born, age as of today, sex as of now, telephone number no area code needed, ethnicity is not important (just make sure you're a human) C.C., course date as of next week and CI number. SIMPLE ... let's all begin ... you have 30 minutes to complete and parents must sign and date, at bottom, in ink! Childish, Sally begins to think, again!

The "dreaded bubble form" application has begun. "What's your last name? ... Jones, wiff one "n" I think, let me check my drivers license cause dem folks NEVER make mistakes" "Go by John, Johnny, so when you're older folks won't think you're my son" Childish, Sally says, after hearing the father/son conversation. Meanwhile Sally is filling out her own form, while mom is reading the white papers with black ink printing. "Skip the middle initial thing, I can remember it later" "Address? Do we use the post box number or the numbers on the house" ... "Johnny, I gotta look at my drivers license again, skip that part too" "Washington doesn't fit into two spaces, what's the initials again?" "Birth date? ... ummmm, I think it was December, cause your mom had me put up Christmas lights or was it March, when she had me take them down? ... skip that part too" "Age? ... 13, I think, let's see 1997,1998,1999,2000, yep, you're 13!" "Telephone number? ... you want my cell phone or house phone?" The CI has printed the last 3 spaces on a chalk board ... C.C is 26, course date 07/19/08

and CI number is 1-2-3-4 and parents sign and date at bottom, in ink. EVERYONE FINISHED ... , pass them to the right. Not to be embarrassed and half completed, Johnny and dad, pass to the left, Sally passes hers to the right ... childish! The CI has begun class, starting with chapter one, just getting started to teach, the other instructors interrupt "3/4 of the entire class made mistakes and to see them, during break .. "The green thingy forms are returned and 1/2 of the forms are then completed. "I need a break, dad" ... Johnny says. Sally is returning from break time and sees Johnny and dad, going over their 1/2 completed green form. Childish, she continues to think! FINALLY, all green forms are returned to the other instructors for a "final" inspection. Class is over, everything packed in for the night, folks bolting for the door, exhausted from filling out the "dreaded bubble form" and hearing about 3 chapters taught to them ... "What are we here for, again?" Johnny asks.

The next day, the CI is going over the "green forms" again, finding even more mistakes, correcting them to the best of his/her ability and passing the buck, onto Jan. "If she only knew what we had to go through to get these "green thingys" perfect! "Thank goodness, I put self-stick notes on each and every one, she'll understand" These "bubble forms" are ." simple, filled with circles, penciled parents signatures and yes, childish!

not only retrieved by Chuck's younger dog, but the dog saved us the trouble of carrying, cleaning, cooking and eating it, as he found it to his liking quite rare. We returned to Chuck's home for warming and refreshing. It was nearly dark. We recounted the events of the day and basked in the pleasures of good friends and good hunting. Hunting upland birds with friends is added to my list of dream hunts.

I arrived home in time to clean and prepare the birds for freezing as well as cleaning the guns and preparing them for storage, but that's the way it is when darkness comes at 4:30.

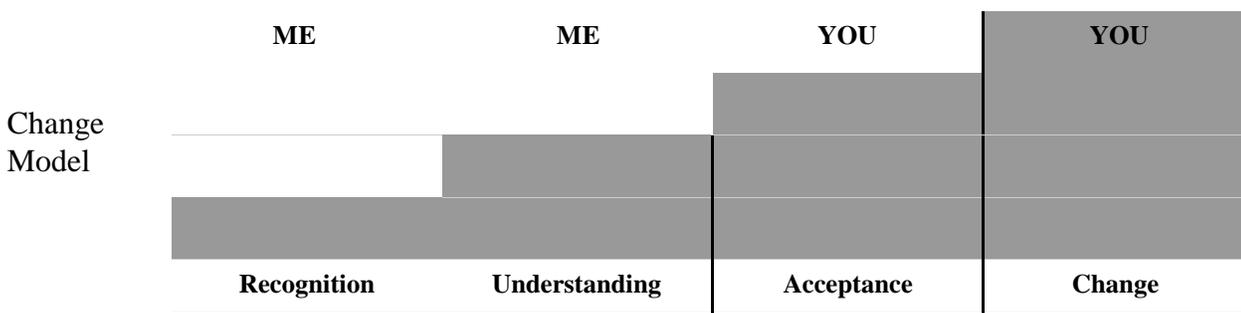
Getting From 'A' To 'Z': Instructor Understanding / Support Needed

HUNTER EDUCATION INSTRUCTORS are passionate about what they do and how well they do it. Why else would anyone take time away from jobs, friends and family to work long evening and weekend hours, regularly incur unreimbursed costs and absolutely love almost every moment of hunter education service.

Such passion sometimes results in strenuous disagreement—with fellow instructors or WDFW agency staff—about the best way to resolve underlying and unresolved issues. During the past eight months some of that passion has also erupted into intense feelings of instructor frustration with thorny issues—such as piloting a new approach to instructor training or seeking options for hunter education donations and fees. Indeed, some of our long-serving instructors have already decided to scale back their involvement in hunter education because of the depth of their feelings.

It's important for all of us to remember that we are not working at cross-purposes when there are new problems or issues in hunter education. Everybody has an opinion—or two!—but not all opinions can be accepted and acted upon equally. For some, that reality increases the level of frustration, but the fact is there are lots of really *good* differences of opinion throughout hunter education.

More than a quarter-century ago WDFW took the first tentative steps in the direction of Pre-Service Training. Some instructors were incensed that WDFW was demanding so much additional time of individuals who were willing to work in hunter education—why hassle them more with a PST? More than 15 years ago WDFW initiated the in-service training format—again with question marks dangling all around the need and value. In these and other emerging hunter education situations we shared our vision and one simple truth: We knew we would make mistakes, but we pledged to learn from our mistakes and improve as we went. These and other similar situations—this newsletter, home study, the Paradigm Shift, etc.—illustrate varying issues, but the underlying point remains the same: Instructor understanding and support is needed from you and your fellow teaching teams if we are to remain effective and successful in hunter education. Similarly, agency understanding and support must continue to be offered to you and your fellow teaching teams to maintain a strong partnership effort.



The process of introducing change is well understood; the difficulty has always been with acceptance and implementation of change. The above model identifies four distinct steps necessary for effective implementation. Two steps involve the change agent (labeled as “me“ above). Two others involve the actor making the change (labeled as “you” above). A simple sentence may help *me* define a problem, and a few more words may help *me* clarify it for others to understand. *Accepting* the need for change and actually changing requires a huge transformation—because the action has shifted from “me” to “you.” Unless all parts work together in the above change model, it is a model doomed to failure ;cuz only half of it works..

Failed relationships are often characterized with pointed, negative remarks, such as “Why can’t *s/he* change?” “How could *they* be so bone-headed?” All of us will make and learn from our mistakes. The strength of hunter education depends upon how well we can work together to transform individual opinions into a language and a culture that is built on our common interests and goals—not our differences.

From The Desk Of Lt. Crown: Aliens And Firearms

THE PILOT IST in Spokane in late July offered an excellent opportunity for chief instructors and WDFW staff to exchange ideas and answer common questions that pop up in classes. One of the more lively topics among chief instructors there involved aliens and firearms.

RCW 9.41.170, *Alien's license to carry firearms*, states that "It is a class C felony for any person who is not a citizen of the United States to carry or possess any firearms...." The immediate questions among instructors in Spokane were (1) "How do we know if someone is a citizen?" and, (2) "How does this law apply to hunter education?"

The answer to the first question is problematic. We have no legal authority to ask whether or not individuals enrolled in a hunter education class are U.S. citizens. The recommended approach is to simply mention at the beginning of hunter education class that any non-U.S. citizens privately speak to instructors during the first break. If individuals identify themselves as non-U.S. citizens, politely inform them that it is a felony for non-citizens to carry or possess any firearm without an alien

firearm license issued by the director of licensing (not WDFW). Incidentally, the licensing web site (<http://www.dol.wa.gov/business/firearms/faalienreq.html>) notes that "We are unable to issue alien firearms licenses at this time."

The answer to the second question involves following standardized procedures. Aliens without the required alien firearms license may not handle firearms in hunter education training classes. Aliens without alien firearm licenses may enroll in hunter education class and they may audit the course. However, if an alien without the required alien firearm license wishes to receive hunter education certification the only evaluation option is with archery tackle. If your team is unwilling or unable to offer such a specialized option, the alien cannot successfully complete hunter education training in our state.

Please note that aliens may hunt lawfully with archery tackle in Washington State.

In the Olympia office we are receiving increasing numbers of calls from citizens of foreign countries who wish to come to Washington and hunt. Currently, the only choice is with a bow, unless they have the alien's license.

Whaddyathink Of A Combined IST / Recognition Approach?

A PILOT training program in late July drew about two dozen chief instructors to Spokane. The half-day program was designed to test the waters and generate feedback regarding a new approach to instructor training and recognition.

Many good ideas emerged from the Spokane session, but one that several chief instructors raised was the possibility of combining a general morning in-service training with an afternoon instructor/family recognition program. We need your feedback as we plan our activities for 2009, so don't be shy about telling us what you think!

Imagine if the Saturday morning program were directed towards chief instructors—who could ride-share with fellow instructors on their team. (NOTE: We originally planned to provide mileage reimbursement for

chief instructors, but the governor has directed all agencies to reduce travel costs. As a result, the chief instructor meetings will be voluntary—*not mandatory*. Thus, under this revised approach all interested instructors may attend the

Ideas???

morning session.

The afternoon program would be less focused and much more relaxed, with a barbecue and awards presentation for instructors (and their families). Where possible, we would use facilities that provided recreational shooting for some ol' fashioned outdoor fun together.

To minimize drive time, WDFW staff could host at least one such

combined IST/recognition approach per region, with two per region if necessary.

Obviously, when talking "barbecue" certain times of the year are automatically ruled out. But with advance planning we can surely find Saturdays that will work for many of our instructors.

A regionalized, one-day IST/recognition program eliminates the need for instructor overnight accommodations, reduces overall costs and maximizes WDFW/instructor involvement. It provides an option for non-chief instructors to participate in training, while also insuring that instructor recognition remains a high priority.

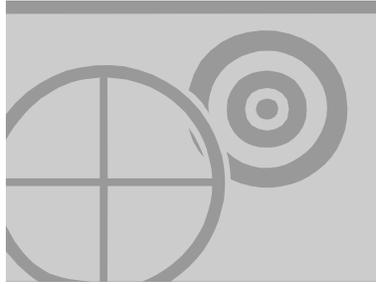
Help us build a program that works best for you!

Draft Evaluation Form Enclosed For Your Comment

INSTRUCTOR EVALUATIONS in Washington State have been an on-again/off-again affair. Important though they are—both for instructors and for hunter education staff—they have historically been few and far between

Last year, fellow instructors Judy Littlefield, Larry Lufkin and Dan McLean resurrected the evaluation process and about a dozen teaching teams across the state participated in an evaluation. In the year ahead Chuck Ray and Dan Boes will be working to extend that groundwork to selected teams.

One question that has arisen related to the evaluation instrument used. To insure a fair, uni-



form process, we want your input on the enclosed draft evaluation instrument—which has been borrowed from the Pennsylvania hunter education program.

(NOTE: In Pennsylvania, the Fish and Wildlife Officers generally conduct evaluations of hunter education teaching teams in their geographic areas.)

At a recent gathering of chief instructors in Spokane, the enclosed draft was discussed and

modified, and now we'd like your additional input before we finalize it for use in our state.

- ⇒ **Format.** Do you like the format? Is the language clear and unambiguous? Is it easy to understand and use?
- ⇒ **Content.** Does the content area reflect a fair appraisal of important hunter education course elements? Is anything important missing?
- ⇒ **Rating.** Are the rating categories logical and appropriate? What would you add or delete?
- ⇒ **Suitability.** Will this approach work to evaluate your hunter education team?

Please provide comments in writing by October 3.

THE WASHINGTON DEPARTMENT OF FISH AND WILDLIFE

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"Safety First"

**We're on the Web at
wdfw.wa.gov**