NATIONAL On-Water Standards PROGRAM

NOWS Self-Assessment Checklist
Sailing Skills Instruction ANSs

Instruction for Safer Boating

- EDU-4 On-water Instruction Standard
- EDU-3 Skills-based Sailboat Standard

For technical support associated with EDU-4 and EDU-3, visit www.usnows.org to download copies of their accompaniging Technical Support Documents.

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NATIONAL
On-Water Standards
PROGRAM

NOWS Self-Assessment Checklist – Sailboat
Instruction for Safer Boating

Version 1.0: January 2018

Use this Checklist to self-assess and improve the extent to which your instructional approach follows the American National Standards (ANSs) for on-water skills-based instruction in recreational sailboat operation. <u>The standards in this Checklist have been specifically designed for entry-level, on-water instruction, in which instruction is *delivered primarily on boats upon the water* and *focused on skills development*.</u>

> **Section 1—**Assess your overall instructional approach against the Instructional Approach Standard (*EDU-4: On-Water Instruction Standard*).

> **Section 2—**Assess your curriculum content against the Sailing Skills ANS (*EDU-3: Skills-based Sailboat Standard*).

Instructions

After filling out the information about the instructional approach under review:
1. **Read** the elements in the Checklist one at a time.
2. *Review* the instructional approach and answer the question: "*Is it designed and delivered to do what is described in the element?"*
3. **Record** the results of your assessment in following manner:
   a. If the answer is YES, place a checkmark in the **Green box** in the "Included?" column (to the left of the element description).
      - If you want track your answer, record where you found the answer and any potential actions you might take as a result of the assessment in the columns provided. *See the next to last page of this Checklist for examples of potential answer types and locations?*
   b. If the answer is NO, leave the **Green box** blank.
      - Identify any potential actions you might take in response to the NO in the column provided.

EXAMPLE

Included?	Element description	Where to find the answer	Potential action
IAS 1	*The instructional approach* **includes curriculums and course designs that encourage optimal learning** by:		
✓	a) Using current National On-Water Standards (NOWS) **Note: Use section 2 to assess the curriculum content against the NOWS *Sailing Skills ANS.***	*Course overview document and student handouts on file*	
✓	b) Using experiential education as the primary method of delivery	*Videos of instruction from course review last year.*	
	c) Combining and/or sequencing skills effectively		*Include hard copy of document in file*

<table>
<tr><td colspan="2">Instructional Program under Review</td></tr>
<tr><td>Title:</td><td></td></tr>
<tr><td>Description:</td><td></td></tr>
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Instructional Program under Review	
Title:	
Description:	

Section 1: Instructional Approach

Use this section to assess the extent to which the overall instructional approach follows the Instructional Approach Standard (*EDU-4: On-Water Instruction Standard).* For more information about the Instructional Approach Standard, download a free copy of its accompanying Technical Support Document at www.usnows.org.

Included?	Element description	Where to find the answer	Potential action
IAS 1	*The instructional approach* **includes curriculums and course designs that encourage optimal learning** by:		
	a) Using current National On-Water Standards (NOWS) **Note: Use section 2 to assess the curriculum content against the NOWS *Sailing Skills ANS.***		
	b) Using experiential education as the primary method of delivery		
	c) Combining and/or sequencing skills effectively		

Included?	Element description	Where to find the answer	Potential action
IAS 2	*The instructional approach* **manages student skills development** by:		
	a) Defining performance objectives.		
	b) Aligning student expectations with performance objectives.		
	c) Assessing student progress toward performance objectives (e.g., rubrics).		

NOWS Self-Assessment Checklist: Instruction for Safer Boating – *Sailing Skills*

Included?	Element description	Where to find the answer	Potential action
IAS 3	*The instructional approach* **employs an effective student/instructor ratio** by:		
	a) Ensuring an adequate number of instructors are available to attend to the safety of all students involved.		
	b) Ensuring an adequate number of instructors to provide effective instruction with individualized attention (e.g., direction, coaching, feedback, etc.).		
	c) Considering available resources (e.g., time, boats, equipment, etc.)		
IAS 4	The instructional approach **encourages different types of students to participate** by:		
	a) Providing access to criteria for participation (e.g., age, weight, prerequisites, Essential Eligibility Criteria, etc.).		
	b) Informing students beforehand what they may achieve as a result of participation (e.g., skills, knowledge, enjoyment, certification, etc.).		
	c) Making reasonable modifications for students with disabilities.		
IAS 5	The instructional approach **prepares students for learning experience(s)** by:		
	a) Determining student's desires, expectations, etc.		
	b) Ensuring that students understand performance objectives.		
	c) Determining in advance students' unique needs (e.g., scheduling, diet, swimming ability, propensity to motion sickness, health/medical considerations, etc.).		
IAS 6	The instructional approach **supports student learning during instruction** by:		
	a) Staying focused on performance objectives.		
	b) Adjusting pace to optimize learning.		
	c) Allowing time for personal reflection, individual practice, etc.		

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Included?	Element description	Where to find the answer	Potential action
IAS 7	The instructional approach **provides students with effective feedback** by:		
	a) Delivering feedback during and after the course.		
	b) Ensuring feedback is specific and actionable.		
	c) Using a variety of appropriate feedback tools (e.g., videos, diagrams, textbook reviews, visual aids, checklists, etc.).		
IAS 8	The instructional approach **ensures instructor effectiveness** by:		
	a) Selecting (e.g., identifying, recruiting, evaluating, hiring, etc.) qualified instructors.		
	b) Developing (e.g., preparing, assessing, supporting, mentoring, etc.) successful instructors.		
	c) Retaining (e.g., supporting, providing continuing education, compensation and opportunities for growth, etc.) quality instructors.		
IAS 9	The instructional approach **ensures instructors deliver quality program content** by:		
	a) Knowing the content being delivered.		
	b) Verbalizing and demonstrating skills effectively and with a positive attitude.		
	c) Modeling behaviors (e.g., wearing life jackets, using three points of contact, using proper skills even when not being demonstrated, etc.) that emphasize safety.		
IAS 10	The instructional approach **promotes student learning** by:		
	a) Providing support information (e.g., safety briefings, textbooks, handouts, pre-departure checklists, etc.) to enhance experiential activities.		
	b) Using a variety of instructional techniques (e.g., hands-on practice, guided self-discovery, teachable moments, repetitive practice drills, positive behavior reinforcement, etc.).		
	c) Encouraging students to seek additional practice opportunities.		

Included?	Element description	Where to find the answer	Potential action
IAS 11	The instructional approach **enables a safe learning environment** by:		
	a) Providing a comfortable physical environment (e.g., access to food and drinking water, bathroom facilities, shelter, life jackets, etc.) for students and instructors.		
	b) Providing an emotionally supportive environment (e.g., managing perceived and real emotional risks, allowing mistakes to be made safely, proactively identifying and addressing concerns, etc.).		
	c) Using appropriate strategies for coping with changing environmental/weather conditions (e.g., sun protection, access to foul weather gear, layered clothing, etc.)		

Included?	Element description	Where to find the answer	Potential action
IAS 12	The instructional approach **uses boats, equipment and facilities appropriate for the instructional activity** by:		
	a) Ensuring boats and equipment needed to deliver an effective program are available and functional.		
	b) Ensuring availability and functionality of safety equipment (e.g., communication devices, rescue equipment, first-aid supplies, anchor, etc.).		
	c) Complying with applicable federal, state and local laws, regulations, manufacturer recommendations, etc.		

Included?	Element description	Where to find the answer	Potential action
IAS 13	The instructional approach **manages risk** by:		
	a) Creating and following risk management procedures (e.g., Emergency Action Plan [EAP]).		
	b) Reviewing procedures periodically and updating as needed.		
	c) Ensuring instructors are able to effectively implement emergency procedures.		

Included?	Element description	Where to find the answer	Potential action
IAS 14	The instructional approach **incorporates a program improvement process** by:		
	a) Reviewing course delivery, instructor effectiveness, and student outcomes against performance objectives.		
	b) Collecting student feedback on course effectiveness and customer satisfaction.		
	c) Looking externally to seek improvement ideas.		

Section 2: Sailboat Skills

Use this section to assess the **curriculum content** against the Sailing Skills ANS (*EDU-3: Skills-based Sailboat Standard ANS*). For more information about *EDU-3: Skills-based Sailboat Standard,* download a free copy of its accompanying Technical Support Document at: www.usnows.org.

Included?	Element description	Where to find the answer	Potential action
	Operation #1: Prepare to depart		
	The operator will be able to:		
	1.1 **A: Determine suitability for departure...** B: using information gathered about weather conditions, hazards to navigation and other environmental factors relative to departure time and duration of trip.		
	1.2 **A: Put on a life jacket…** B: ensuring it is appropriate for the boat/activity, sized correctly, serviceable, and adjusted to fit properly.		
	1.3 **A: Confirm that all crew and passengers put on their life jackets…** B: ensuring the life jackets are appropriate for the boat/activity, sized correctly, serviceable, and adjusted to fit properly.		
	1.4 **A: Board and move about the sailboat…** B: maintaining balance while keeping boat reasonably stable (e.g., minimal rocking) while boarding and distributing persons/gear appropriately.		
	1.5 **A: Inspect the sailboat…** B: using a pre-departure checklist to confirm a safe platform and verify required equipment is on board.		
	1.6 **A: Rig sails and lines…** B: following rigging procedures for specific boat, ensuring sail controls are operational, and using proper knots.		
	1.7 **A: Communicate safety-related information to others on board….** B: briefing passengers and crew prior to departure (e.g., location of safety items, key safety concerns, anticipated weather and water conditions, expected behaviors, rescue procedures, etc.).		
	1.8 **A: Ready the sailboat (and crew if applicable) for departure…** B: positioning boat properly using lines/fenders (if applicable), considering wind and current and communicating departure plan (if applicable).		

Included?	Element description	Where to find the answer	Potential action
	Operation #2: Leave a departure point (e.g., dock, slip, shoreline, etc.)		
	The operator will be able to:		
	2.1 **A: Secure positions of rudder and centerboard (if applicable)…** B: adjusting centerboard and rudder for departure, ensuring neither comes in contact with the ground or objects in the water.		
	2.2 **A: Raise the sails….** B: positioning boat correctly relative to the wind and conditions (e.g., current), using appropriate sail raising techniques, and maintaining control of the boat and sails throughout**.**		
	2.3 **A: Get underway and start sailing…** B: checking for clear departure, pushing or turning boat in appropriate direction and coordinating sails and tiller adjustments to get boat under control.		

Included?	Element description	Where to find the answer	Potential action
	Operation #3: Maneuver in close quarters		
	The operator will be able to:		
	3.1 **A: Turn the sailboat in a 360-degree circle…** B: using proper tiller, sail, and weight positioning, and turning within a distance of four boat lengths.		
	3.2 **A: Turn the sailboat out of a head-to-wind position (i.e., get out of irons)…** B: getting boat sailing again on intended tack, properly adjusting sails and tiller.		

Included?	Element description	Where to find the answer	Potential action
	Operation #4: Operate in open water		
	The operator will be able to:		
	4.1 **A: Steer the sailboat in a straight line (hold a steady course)…** B: using sail trim and tiller and adjusting the boat's heading for changes in the wind (speed or direction) to maintain course within +/- 10 degrees for 10 boat lengths.		
	4.2 **A: Place the sailboat in the safety position (or heave to if applicable for boats with two sails) and then resume sailing on a specific tack…** B: using proper control of sails and tiller.		
	4.3 **A: Turn the sailboat away from the wind…** B: adjusting sails and tiller and communicating to crew if appropriate.		
	4.4 **A: Turn the sailboat toward the wind…** B: adjusting sails and tiller and communicating to crew if appropriate.		
	4.5 **A: Slow and then accelerate the sailboat maintaining constant heading…** B: adjusting sails and tiller.		
	4.6 **A: Tack the sailboat…** B: using proper sail control, tiller movement, and body movement; and communicating to crew (e.g., 2-part command), if appropriate.		
	4.7 **A: Sail the boat upwind (i.e., close-hauled or on a shallow close reach)…** B: using proper sail trim and tiller control.		
	4.8 **A: Sail the boat on a reach (across the wind; i.e., deep close reach, beam reach or shallow broad reach)...** B: using proper sail trim and tiller control.		
	4.9: **A: Sail the boat downwind (i.e., on a deep broad reach or run)...** B: using proper sail trim and tiller control.		
	4.10 **A: Sail directly downwind…** B: avoiding an unintentional jibe for 10 boat lengths.		
	4.11 **A: Jibe the sailboat…** B: using proper sail control, tiller movement, and body movement; and communicating to crew (e.g., 2-part command), if appropriate.		

Included?	Element description	Where to find the answer	Potential action
Operation #5: Arrive at a destination (e.g., dock, slip, shoreline, etc.) making first contact			
	The operator will be able to:		
	5.1 **A: Ready the sailboat for arrival…** B: using appropriate boat position relative to arrival point (e.g., dock, mooring, shoreline, etc.), sail configurations, and docklines/fenders (if applicable), taking wind and current into consideration.		
	5.2 **A: Secure positions of rudder and centerboard (if applicable)…** B: adjusting centerboard and rudder for arrival, ensuring neither comes in contact with the ground or objects in the water.		
	5.3 **A: Bring the sailboat to a stop at a specified location…** B: checking for a clear approach, turning boat in the appropriate direction and using proper control of tiller and sails (if applicable) to arrive smoothly.		
	5.4 **A: Lower the sails…** B: positioning boat correctly relative to the wind using appropriate sail lowering techniques and maintaining control of the boat and sails throughout.		
Operation #6: Secure the boat (preparing to leave craft unattended)			
	The operator will be able to:		
	6.1 **A: Secure the sailboat…** B: using appropriate lines, knots, and proper fender positioning (if applicable), allowing for possible changes in wind, current and tide.		
	6.2 **A: Ready the sailboat to be left unattended…** B: stowing properly all equipment/gear, lines, and sails.		
	6.3 **A: Get off the sailboat…** B: keeping the boat reasonably stable (e.g., minimal rocking) while offloading persons and gear.		

Included?	Element description	Where to find the answer	Potential action
	Operation #7: Perform general safety/emergency procedures/maneuvers		
	The operator will be able to:		
	7.1 **A: Depower the sailboat quickly…** B: adjusting sails and tiller appropriately to control the boat.		
	7.2 **A: Avoid collisions…** B: by maintaining a proper lookout, assessing potential risk of collision and taking early and substantial action.		
	7.3 **A: Accept a single line or side tow…** B: maneuvering safely for at least 20 boat lengths.		
	7.4 **A: Return to man overboard** (MOB)**…** B: using a suitable method to maneuver boat (e.g., Figure-8, Quick Stop, Quick Turn) and stopping the boat at a reasonable distance from mob (e.g., arms' reach for sailing dinghy; ½ boat length for keelboat) in a reasonable period of time for the situation (i.e., boat size/configuration, wind/water conditions).		
	7.5 **A: Recover a capsized sailboat…** B: using proper techniques to return the boat to an upright position, re-enter boat, and ready boat for sailing).*† *(*Note: This skill applies to boat types that allow for unaided capsized recovery and re-boarding without assistance.)* *(†Note: Persons with disabilities may require assistance to complete this skill.)*		

Where to find the Answers:
Types and Locations

One benefit of conducting a NOWS Self-Assessment is the opportunity to document how your course or program follows the American National Standards (ANSs). What follows is a non-exhaustive list of potential sources of documentation that can be used to demonstrate the extent to which your approach follows ANSs.

On-Water Instruction Design: Examples of support that demonstrate your approach is *designed* to follow the ANS might include:

- ☐ **Curriculum design** overviews indicating *what* skills within the ANS are included within instructional program
- ☐ **Website links** to materials showing information students have access to before participating
- ☐ **Course designs** that detail goals, objectives, agendas and instructional activities associated with teaching and learning content that aligns with the ANS.
- ☐ **Instructional Plans** for *how* skills contained within the ANS will be instructed
- ☐ **Student assessment tools** used to identify targeted student outcomes for instruction
- ☐ **Instructor certification program descriptions** that include ANS content
- ☐ **Supplemental handouts**, course textbooks, website links, or related sources of information and materials included in the approach
- ☐ **Jump drive** containing soft copies of instructor materials
- ☐ etc.

On-Water Instruction Delivery: Examples of support that demonstrate your approach is *actually delivered* to follow the ANS might include:

- ☐ **Videos of teaching** and learning ANS content
- ☐ **Instructor checklists** for what skills and behaviors are included during a session
- ☐ **Records** of student performance (assessment) with video or written evaluations during, and as a result of, engaging in the instructional approach
- ☐ **Instructor feedback** on instructional programming in relationship to ANS
- ☐ **Student feedback** on the quality of instruction and instructors
- ☐ **Maintenance checklists** for inspecting boats and equipment before going out on the water
- ☐ **Peer reviews** results
- ☐ **Administrative forms** that show all emergency equipment is available and in good working order
- ☐ **Videos of the location** within which instruction takes place
- ☐ **Post-instruction checklists** that inventory what ANS elements were followed
- ☐ **Customer feedback** from sources outside your typical feedback loops.
- ☐ etc.

General Notes

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