

# International Registry of Outdoor Leaders

## Portfolio Overview

**NOTE: Contents of a portfolio can only be uploaded into the portfolio by the portfolio owner**

There are four group sections in the portfolio: Student Experience Inventory, Outdoor Leader, Apprentice, and Professional Development Inventory. (When you view the portfolios in Foliotek all four levels are listed in the Assessment Menu on the left)

The **Student Experience Inventory** is the portion of the IROL portfolio that students begin filling out as they seek Outdoor Leader status in the IROL. The Student Experience Inventory has seven sections within it: Professional Documents and one section for each of the six core competencies. The Professional Documents section of the SEI lists the general required documents for a student to be eligible for Outdoor Leader status in the IROL. The remaining sections specific to each competency contain three elements each. Student Experience Inventory is outlined below with the elements of the competencies explained in further detail in the sidebar to the right.

### Student Experience Inventory

#### Professional Documents\*

- Introductory Cover Letter
- Basic Resume
- WFR and CPR Certifications
- Wilderness Education Philosophy

#### 9.1 Outdoor Living

- Outdoor Living Justification Paper\*
- Institution Specific Outdoor Living Supporting Artifacts
- Student Selected Outdoor Living Supporting Artifacts

#### 9.2 Planning and Logistics

- Planning and Logistics Justification Paper\*
- Institution Specific Planning and Logistics Supporting Artifacts
- Student Selected Outdoor Living Supporting Artifacts

#### 9.3 Risk Management

- Risk Management Justification Paper\*
- Institution Specific Planning and Logistics Supporting Artifacts
- Student Selected Outdoor Living Supporting Artifacts

#### 9.4 Leadership

- Leadership Justification Paper\*
- Institution Specific Leadership Supporting Artifacts
- Student Selected Leadership Supporting Artifacts

#### 9.5 Environmental Integration

- Environmental Integration Justification Paper\*
- Institution Specific Environmental Integration Supporting Artifacts
- Student Selected Leadership Supporting Artifacts

#### 9.6 Education

- Education Justification Paper\*
- Institution Specific Education Supporting Artifacts
- Students Specific Education Supporting Artifacts

*\*These items are required content as determined by the WEA for individuals holding OL status including those individuals grandfathered into the IROL.*

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*Throughout the 9.0 series you will notice the elements repeat within each competency.*

#### **Justification Paper:**

*This is a one page paper to be written as a self assessment from the student. For those familiar with the 'old system' this is similar to the Ability Assessment Form. A separate one page paper is to be written for each of the competencies. This element is required by the WEA for passing the competency and obtaining OL status.*

#### **Institution Specific Artifacts:**

*These are the documents that the Accredited Institution will require for assessment from each student. These could be any number of items including but not limited to: lesson plans, journal entries, academic papers, reflection papers, peer evaluations, etc.. It is helpful for the student to have the required list of artifacts prior to being given portfolio access.*

#### **Student Selected Artifacts:**

*These are additional documents that a student may choose to upload that they feel enhances their portfolio for a particular competency. This could be drawings, poems, video of them managing a site or teaching a lesson, etc. This element is optional but should be highly encouraged.*

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The **Outdoor Leader** portion of the IROL is where the documentation of field leadership experiences occurs. This is an important component of the IROL as it is the forum for tracking field leadership experiences. The IROL has a fillable form that imports field experiences directly into the user's portfolio and allows the WEA National Office to compile field time reports for advancing the individual to the Apprentice and Instructor levels in the IROL. Each field experience is documented by filling out a pre-formatted form. Typically students won't begin completing the field leadership requirements until they reach the Outdoor Leader level in the IROL. For individuals with field leadership experience prior to the completion of their Student Experience Inventory, those experiences may be logged. A sample of the form is below.

## Outdoor Leader

- Wilderness Experience Inventory
  - Experience 1
  - Experience 2
  - Experience 3
  - Experience 4

Each field experience is logged separately. It has a title and a description in addition to the content supplied from the form. (sample below). There is not a limit to the number of Experiences one can add to their Inventory.

**Foliotek - Wilderness Experience Inventory Form**

Edit the form below and press "Save and Close" to save changes

Printable Version

### Wilderness Education Association

#### Wilderness Experience Inventory

Begin Date (mm/dd/yyyy):

End Date (mm/dd/yyyy):

**Direct Field Supervisor Contact Info**

Name:

Phone:

Email:

**Activity:**

**Location:**

**Number of Participants:**

**Organization:**

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The table below describes the different field experience formats including minimum and maximum days that can be counted using that format and are applicable to all IROL levels. Please use this as a guide in answering the Format and Length of Trip questions.

**Format:**

**Length of Trip:**

Please use the legend below to select an answer for the **Position** question.

**Position:**

**LEGEND**

**Training:** Participation in a training/course/certification that enhances knowledge & skills pertaining to one or more curriculum competency\*

**Guide:** Primary duties focus on the well being of a paying client including escorting a client or group to a known objective or through areas of interest under the direction and guidance of a lead instructor. Instruction is offered for the purpose of enhancing safety and the enjoyment of the experience but education is not the primary objective of the experience.

**Assistant Instructor:** Presented subject matter and instruction to course participants under the direction and guidance of a lead instructor.

**Lead Guide:** Primary duties focus on the well-being of a paying client including escorting a client or group to a known objective or through areas of interest. Responsible for ensuring the client or group's safety and perform logistical duties for trip. Instruction is offered for the purpose of enhancing safety and the enjoyment of the experience but education is not the primary objective of the experience.

**Lead Instructor:** Lead instructor fully responsible for the instruction of course materials, course field operations and end of course reporting.

\*Training experiences should be logged but field weeks spent as a participant of training do not count towards the 14 or 28 field weeks required for Apprentice or Instructor level I or II.

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Format	Description	Minimum Field Days Required	Maximum Allowable Use for the Format	Calculation Adjustments
Field Week	A field is week is seven consecutive field days or longer.	½ of total required field days	No maximum, can be used for all field days	N/A
Multi-Day	Multi day field experiences (2 or more consecutive field days)	Not required	Can count for up to ½ of required field days	N/A
Technical Skills Instruction	Leading or teaching a technical skill/activity (rock climbing, ski, snowboard, etc)	Not required	21 days total	14 hrs of instruction = 1 day. (294 hours = 21 days) 14 hrs of instruction = 1 day. (294 hours = 21 days)

The **Apprentice** portion of the IROL is in place for those individuals who have their OL status in the IROL and have a minimum of 98 field leadership days documented at the Outdoor Leader level in their Wilderness Experience Inventory (see above). The following content is included in the Apprentice portion of the IROL portfolio.

## Apprentice

### Outdoor Living

- Institution Specific Artifacts for 10.0 Assessment and Evaluation (Outdoor Living)
- Student Selected Artifacts for 10.0 Assessment and Evaluation (Outdoor Living)

### Planning and Logistics

- Institution Specific Artifacts for 10.0 Assessment and Evaluation (Planning and Logistics)
- Student Selected Artifacts for 10.0 Assessment and Evaluation (Planning and Logistics)

### Risk Management

- Institution Specific Artifacts for 10.0 Assessment and Evaluation (Risk Management)
- Student Selected Artifacts for 10.0 Assessment and Evaluation (Risk Management)

### Leadership

- Institution Specific Artifacts for 10.0 Assessment and Evaluation (Leadership)
- Student Selected Artifacts for 10.0 Assessment and Evaluation (Leadership)

### Environmental Integration

- Institution Specific Artifacts for 10.0 Assessment and Evaluation (Environmental Integration)
- Student Selected Artifacts for 10.0 Assessment and Evaluation (Environmental Integration)

### Education

- Institution Specific Artifacts for 10.0 Assessment and Evaluation (Education)
- Student Selected Artifacts for 10.0 Assessment and Evaluation (Education)

*The Apprentice level addresses the 10.0 series that covers Assessment and Evaluation. The content of Assessment and Evaluation is covered in theory and application for each of the six core competencies*

#### ***Institution Specific Artifacts:***

*These are the documents that the Accredited Institution will require students to upload into their portfolio for assessment. These documents should be addressing Assessment and Evaluation as it pertains to each individual competency.*

#### ***Student Selected Artifacts:***

*These are additional documents that a student may choose to upload that they feel enhances their portfolio for the 10.0 series in a particular competency. This element is optional but should be highly encouraged.*

The **Professional Development Inventory** portion of the IROL is in place to track continuing education for individuals who have achieved Outdoor Leader status or higher in the IROL. Continuing Education units are required for each of the Six Core Competencies (9.0 series) to maintain Outdoor Leadership status. For those listed at instructor Level I or II, CEUs will be required to address the competencies at an instructional level including but not limited to Assessment and Evaluation (10.0 series) to maintain instructor status. The basic outline of the Professional Development Inventory is below. Details regarding CEU formats will be made available in the spring of '10.

## Professional Development Inventory

### 9.1 Outdoor Living

- CEU 1
- CEU 2
- CEU 3

### 9.2 Planning and Logistics

- CEU 1
- CEU 2
- CEU 3

### 9.3 Risk Management

- CEU 1
- CEU 2
- CEU 3

### 9.4 Leadership

- CEU 1
- CEU 2
- CEU 3

### 9.5 Environmental Integration

- CEU 1
- CEU 2
- CEU 3

### 9.6 Education

- CEU 1
- CEU 2
- CEU 3

### 10.0 Assessment and Evaluation

- CEU 1
- CEU 2
- CEU 3

Each Continuing Education Unit is logged separately in the IROL under the competency it is covering. It has a title and a description in addition to the dates and clock hours earned that are supplied on the form (see below). An additional form will be required to be filled out, printed and signed by the CEU proctor, scanned and uploaded as an attachment to the experience in the IROL. An unlimited number of CEU's can be created to meet the total requirement.

**Foliotek - Professional Development Inventory for 9.1**

Edit the form below and press "Save and Close" to save changes

Printable Version

### Wilderness Education Association

#### Professional Development Inventory

Please use this form to document professional development hours for each competency.

Period during which clock hours were earned: 10/7/2009 to 10/9/2009

Clock Hours Earned: 10

Save and Close [Cancel](#)