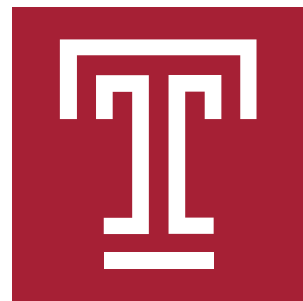


# **ProRanger Internship Assessment Guidebook 2022 Edition**

## **ProRanger Program** a partnership between



**Temple  
University**

**Summer Internship:  
Division of Administration  
Division of Facilities Management  
Division of Interpretation  
Division of Visitor and Resource Protection  
Division of Resource Management**

[bit.ly/pr-guidebook](https://bit.ly/pr-guidebook)  
Resources and the most current version of this document

Park Abbreviation

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Supervisor Name

ProRanger Name

# Division Sections

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<b>Pages 8 - 9</b>	<b>Division of Administration</b>
<b>Pages 10 - 12</b>	<b>Division of Facilities Management</b>
<b>Pages 13 - 15</b>	<b>Division of Interpretation</b>
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# Introduction

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The ProRanger Philadelphia Program is a partnership between the National Park Service and Temple University.

Currently the Interior Region 1, North Atlantic - Appalachian (IR-1) and WASO Youth Programs contribute to the funding of the ProRanger Philadelphia Program. The purpose of the program is to train and develop diverse Temple University students into law enforcement officers and future leaders in the National Park Service.

ProRangers enrolled in the program are required to take six specially designed courses at Temple University, upon completion of which, they receive a Certificate in National Park Service Management. Additionally, they participate in supplementary trainings and activities that take place throughout the year, including a summer internship.

The summer internship is designed to have a focus on law enforcement. However it also includes rotations through all the park's internal divisions to learn the different disciplines which make the park function as a whole.

The tasks included under each division are a combination of recommendations and expectations from both management staff of the IR-1 Office and management staff from the field in all disciplines. All of the tasks included can be related to knowledge and skills permanent National Park Service law enforcement officers should either be familiar with, or proficient in, to be fully successful law enforcement officers and leaders in the National Park Service.

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## Scheduling

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Each ProRanger will rotate through the Administrative, Facilities Management, Interpretation, Visitor and Resource Protection (VRP), and Resource Management divisions of their assigned host park. Each ProRanger is expected to spend 8 weeks with the VRP Division and 1 week with each of the other remaining divisions.

Since the ProRanger will be interacting with visitors during the entire summer, parks are encouraged to schedule the ProRanger's first rotation with the Division of Interpretation to give the ProRanger a good foundation of park specific knowledge.

The host park should schedule the ProRanger's time with each division to maximize learning potential for the ProRanger while balancing the park's needs. While with each division, the ProRanger will work toward completing the tasks included in this guidebook.

## Other tasks

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The following tasks should be integrated into each ProRanger's schedule. Task completion should be recorded in the provided charts in the last section of the guidebook and reviewed with the supervisor each week. More detailed information about each of these requirements can be found at **[bit.ly/pr-guidebook](https://bit.ly/pr-guidebook)**:

- Three hours of physical fitness per week
- Maintain weekly log book to track activities
- Make weekly blog post
- Weekly debrief meeting with intern's law enforcement supervisor to include review of weekly log book and approval of blog entry before posted
- Biweekly debriefing with ProRanger Program Manager
- Participation in a Temple University online class conducted by Dr. Irons
- ProRanger to coordinate evaluation visit with required meetings between park staff and program staff
- At the end of the rotation with each division, update resume to include new skills/experience
- PEB at beginning and end of the internship with performance at the 30th percentile or higher required

## Site Visit

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During the summer internship, student interns will be visited by a member of the Temple ProRanger administrative team. These visits are an integral part of the program. They serve as an opportunity for Temple program staff to meet with supervisors about the student's performance. It is also an opportunity for the program to evaluate the experience the park is providing with the goals of the program. Finally, it allows the opportunity for the program and park leadership to establish relationships and share feedback and suggestions about the program. Many significant changes to the program have been based on these interviews.

The ProRanger is expected to coordinate required meetings between the park staff and the visiting program staff. More details about the expectations for the visit are found at [bit.ly/pr-guidebook](https://bit.ly/pr-guidebook)

## Conservation Project

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Students must complete a conservation project that is considered "intense and rigorous". The work should challenge the intern to think, perform, and grow to a new level of competence, and must include deliverables that are meaningful to the park or program, and can be evaluated for value to the mission of the NPS. "Rigor," in this sense, should be something that the site lead and other NPS staff can determine in the project based on the deliverables that the intern submits at the end of the project. The project should include

- Student proposal for the project should be approved by the supervisor and submitted to the ProRanger Program Manager for approval
- Final report should include photographs and other documentation of the project and be approved by the supervisor before submission to the ProRanger Program Manager by the end of the internship.

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## Guidebook Instructions

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### Evaluating ProRangers:

Each numbered task is designed to be evaluated in three categories, with each category being given a numerical rating.

- 1 Indicates that the candidate has not met criteria.
- 2 Indicates that the candidate has met the criteria.
- 3 Indicates that the candidate exceeded the criteria.

Time constraints may not allow a ProRanger to complete every task. However, each division is expected to provide the opportunity to complete as many tasks as possible. If a park or division does not have the ability for a ProRanger to complete a specific task, they should still attempt to expose the ProRanger to the material or concepts by providing an overview or simulation of the task.

In some divisions, like Administration, tasks may be completed during the standard Monday through Friday work week. Divisions that have more activity over the weekends, such as Interpretation and VRP, are encouraged to schedule ProRangers to work during timeframes most conducive to completing the assigned tasks. Permanent National Park Service law enforcement officers are expected to work on weekends; ProRangers are expected to work weekends as well.

Each host park may have additional areas of responsibility in the VRP division or other park specific activities. If time permits, host parks are encouraged to add park specific tasks for their ProRanger to accomplish.

## Rating Instructions

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Scores for each task are to be entered into a Microsoft Excel sheet shared via Microsoft Teams for this purpose. If you have not been given access to the Team yet please contact the Program Manager Adrian Fernandez (adrian\_fernandez@nps.gov). Each task has a designated spot for a score and comments within the Excel Sheet. Please make sure to enter the content in as you go through the tasks as it will make the process easier.

In addition to the tasks the Excel sheet also has workbooks for weekly assignments and PEB testing results, and conservation project information. PEB testing results are to be entered in at the beginning and end of the internship. Conservation project information is to be updated as the ProRanger reaches each milestone.

## Weekly Tasks

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In the Excel file shared via Microsoft Teams there is a workbook with weekly tasks listed out. Each week the ProRanger is required to attend PRAN1577, Meet with their Internship Supervisor for a weekly debrief, review with their internship supervisor their log book and blog post, and record 3 hours of PT with a description of the activity performed. Every other week the ProRanger is required to meet with Program Staff for a debrief.

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## Risk Management

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ProRangers are not Federal employees. ProRangers are Temple University interns. As such, Temple University is responsible for the health and safety of the ProRangers during their internships. Temple University was required to obtain additional liability insurance specifically for this program.

With that in mind, the following safety requirements **must** be followed:

- ProRangers **shall not** at any time be permitted to handle or fire a loaded firearm regardless of location or supervision.
- **ProRangers shall at all times be required to wear their ballistic vests while working with VRP.** Supervising law enforcement officers should make clear to the ProRanger that they should not take unnecessary risks in dangerous situations. The law enforcement ranger conducting the ride-along should also understand that the ProRanger should not intentionally be placed in inappropriate situations because they are wearing a ballistic vest.
- At the discretion of their internship supervisor, ProRangers working with other divisions **may not** be required to wear their ballistic vests.

## ProRanger Medical Concerns

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ProRangers are required to have private health insurance. If they are ill or are injured off-duty, they should follow standard procedures for their health plan when seeking treatment.

ProRangers who are injured while on duty are covered under Temple University's workers compensation plan. ProRangers should seek appropriate treatment local to their park. The incident report (<http://bit.ly/pr-injury>) must be completed by the ProRanger and their supervisor as soon as possible after the incident. Submission of this report will notify program staff.

ProRangers are financially responsible for any treatment. They should submit bills and other documentation of the incident to support their claim. Program staff will help the ProRanger file the necessary paperwork with Human Resources for review and reimbursement as appropriate.



## **Thank you for your participation**

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The ProRanger summer internship is a complex and comprehensive educational experience. The time and energy invested by the host park and its staff in developing each ProRanger is appreciated. Completing all tasks in this guidebook may be difficult. In the event that all tasks are not completed, it will not reflect negatively on either the host park or the ProRanger. Host parks near each other are encouraged to collaborate in order to accomplish the tasks.

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Evaluative Criteria

Scoring System:

*1: Does not meet Criteria | 2: Meets Criteria | 3: Exceeds Criteria | N/A Not Applicable*

## Division of Administration:

### 1. GENERAL:

#### **Understands purpose and function of Division of Administration.**

Defines administration as the business management of the park.

Provides examples of how administration furthers the mission of the NPS and the park unit they are assigned

Able to integrate the importance of administrative functions with resource protection messages

### 2. GENERAL:

#### **Familiar with major positions that make up Division of Administration.**

Lists major positions of Administration organizational chart

Constructs Administration organizational chart

Describes the major functions of each position in Administration organizational chart

### 3. RELATIONSHIP WITH CO-WORKERS:

#### **Effectively interacts with members of the NPS and outside agencies.**

Lists park divisions and major partners (cooperating associations, contractors, etc.); describes the value of park volunteers

Interacts in a professional, polite, and proficient manner

Seeks assistance from co-workers; builds positive relationships with co-workers

### 4. TIME MANAGEMENT:

#### **Arrives on time for work station or presentations, keeps presentations within allotted timeframe..**

Consistently punctual and present for shifts and assigned tasks

Uses "dead time" to research the park resources; looks for ways to get into many different locations in the park to become familiar (e.g. physical training time on different trails)

Consistently balances work/life issues; finds, describes, and uses overlap in vocation and avocation to be a better ranger and well-rounded individual

# Division of Administration:

## **5. PERSONNEL MANAGEMENT:**

**Familiar with position descriptions and their benchmarks, FLERT, performance plans, and IDPs.**

Able to identify the key elements with position descriptions.

Writes employee performance plans and assist employees with their IDP's.

Develops position descriptions with complex duty statements and building matching performance plans to support organization structure

## **6. PERSONNEL MANAGEMENT:**

**General understanding of hiring process from vacancy to filled position and Merit Principles.**

Able to review property inventories and create receiving reports for property purchased.

Makes purchases and create purchase requests based on guidance from the contracting office.

Understands and assists others with using FAR part 8 with all purchases including mandatory sources and green procurement

## **7. PROPERTY MANAGEMENT:**

**General understanding of property rules for purchases and contracting, purchasing sources, and property inventories.**

Able to review property inventories and create receiving reports for property purchased.

Makes purchases and create purchase requests based on guidance from the contracting office.

Understands and assists others with using FAR part 8 with all purchases including mandatory sources and green procurement.

## **8. FINANCIAL MANAGEMENT:**

**Familiar with elements of a park's budget and the payroll system.**

Able to complete time-sheets in QuickTime and input correct account numbers from FBMS.

Understands personnel costs and provides spreadsheets of monthly payroll costs.

Develops budget reports and review planned versus actuals in AFS4.

## **9. Resume Writing**

**Write a sample bullet point for a resume stating skills you acquired while working in this division and review with supervisor.**

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Evaluative Criteria

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## Division of Facilities Management

### 1. GENERAL:

#### **Understands purpose and function of Division of Facilities Management.**

Defines facilities management as a comprehensive process that enables the park to maintain a safe, functional, and aesthetically pleasing environment for park visitors while protecting, maintaining, and/or improving physical resources that are essential to carrying out the park's mission

Provides examples of how facilities management operations furthers the mission of the NPS and the park unit they are assigned

Able to integrate the importance of facilities management projects and functions with resource protection messages

### 2. GENERAL:

#### **Familiar with major positions that make up Division of Facilities Management.**

Lists major positions of Facilities Management organizational chart

Constructs Facilities Management organizational chart using major positions

Describes the major functions of each major position in Facilities Management organizational chart

### 3. RELATIONSHIP WITH CO-WORKERS:

#### **Effectively interacts with members of the NPS as well as outside agencies.**

Lists park divisions and major partners (cooperating associations, contractors, etc.); describes the value of park volunteers

Interacts in a professional, polite, and proficient manner

Seeks assistance from co-workers; builds positive relationships with co-workers

# Division of Facilities Management

## **4. TIME MANAGEMENT:**

### **Arrives on time for work station or presentations, keeps presentations within allotted timeframe.**

Consistently punctual and present for shifts and assigned tasks

Uses "dead time" to research the park resources; looks for ways to get into many different locations in the park to become familiar (e.g. physical training time on different trails)

Consistently balances work/life issues; finds, describes, and uses overlap in vocation and avocation to be a better ranger and well-rounded individual

## **5. FACILITIES MANAGEMENT:**

### **General understanding of Capital Investment Strategy.**

Understand the implications of the Capital Investment Strategy on facility planning in the areas of operations, maintenance and projects

Provide a list of park assets/locations with a range of Optimizer Band levels and describe the varying levels of maintenance and ability to compete for project dollars

Understanding that the FM division does not have all of the resources necessary to perform all functions everywhere, all of the time. The application of the CIS provides a philosophy and strategy of what resources will be maintained and which ones will be allowed to deteriorate

## **6. FACILITIES MANAGEMENT:**

### **General understanding of Facility Condition Assessments and how to conduct them.**

Understands the importance of a condition assessment in the life cycle of an asset.

Researches the park's condition assessment program; identifies the pros and cons of the park's condition assessment program and the long term impacts to the resources

Understands the condition assessment is the first step in evaluating the condition of an asset which drives operations, maintenance, and funding for project requests

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## Division of Facilities Management

### 7. FACILITIES MANAGEMENT:

#### **General understanding of FMSS and PMIS and how they are used.**

Understands the foundation of the facility management program is effective and professional application of FMSS and PMIS

Reviews the park FMSS program to gain an understanding of the asset attributes that are tracked and documented; understands how the work order system is used and where it may benefit the LE function; reviews the park PMIS priorities and SCC guidance; understands the multitude of fund sources and their criteria

Understands the difference between facility and non-facility projects; understands the level of effort required to enter a facility PMIS project (FMSS work orders, estimate, project bridge)

### 8. FACILITIES MANAGEMENT:

#### **General understanding of Operations and Maintenance planning and scheduling.**

Understands the principles of operations and maintenance planning and scheduling

Reviews the park's O&M plan in the form of planned FMSS work orders or stand alone document

Determines if the park is planning O&M activities in accordance with their park asset management plan (PAMP) and the Capital Investment Strategy (CIS)

### 9. COMPLIANCE:

#### **General understanding of NEPA, NHPA, and PEPC, their purposes, and the compliance process.**

Understands the compliance process and requirements; understands what PEPC is and how it is used

Works with the park compliance officer on a facility project from beginning to end in PEPC

Understands the interdisciplinary nature of the compliance process and the complexity and uniqueness of every project; knows when compliance is required and when it is not

### 10. Resume Writing

**Write a sample bullet point for a resume stating skills you acquired while working in this division and review with supervisor.**

# Division of Interpretation

## 1. GENERAL:

### **Understands purpose and function of Division of Interpretation.**

Defines interpretation as a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource; lists significance of the park; articulate at least one theme of the park

Provides examples of how interpretation furthers the mission of the NPS and the park unit they are assigned; uses knowledge to provide orientation information and interpretation to match visitor needs

Able to integrate resource education and resource protection messages

## 2. GENERAL:

### **Familiar with major positions that make up Division of Administration.**

Lists major positions of Interpretation organizational chart

Constructs Interpretation organizational chart

Describes the major functions of each position in Interpretation organizational chart

## 3. RELATIONSHIP WITH GENERAL PUBLIC:

### **Interacts with visitors in an appropriate and efficient manner.**

Lists customer service elements

Develops and can demonstrate a questioning strategy for visitors to help understand visitor needs and expectations; uses information from visitor to provide relevant information/orientation/interpretation

Can differentiate and articulate the philosophic difference and practical implications between a federal law enforcement official and a park ranger with a positive educational role for the public

## 4. RELATIONSHIP WITH GENERAL PUBLIC:

### **Emphasizes visitor experience over formal programming.**

Understands the interpretive needs of the Park; outlines five potential visitor interactions and responses

Ability to effectively deliver resource education and protection messages in three role play exercises

Describes the technique of using the power of the resource as a motivation for proper visitor behavior and correction; describes social norming theory and how it can be applied in a park setting for resource protection (e.g. feeding animals or litter)

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## Division of Interpretation

### 5. RELATIONSHIP WITH GENERAL PUBLIC:

#### **Effectively provides park information to visitors.**

Can identify major points of interest on a map; describes experience highlights of park

Delivers resource education and resource protection messages; asks visitors their interests and matches park experiences

Describes rationale for closures and restrictions; provides viable alternatives instead of just saying "no"

### 6. RELATIONSHIP WITH CO-WORKERS:

#### **Effectively interacts with members of the NPS as well as outside agencies.**

Lists park divisions and major partners (cooperating associations, concessions, etc.); describes the value of park volunteers

Interacts in a professional, polite, and proficient manner

Seeks assistance from co-workers; builds positive relationships with co-workers

### 7. PUBLIC SPEAKING:

#### **Effectively imparts agency goals and mission through both formal and informal presentations.**

Lists and describes five techniques for making a presentation interesting; describes the information/orientation/interpretation spectrum; explains or recites the mission of the NPS and its basic history

Develops and can demonstrate a questioning strategy for visitors to help understand visitor needs and expectations; uses information from visitor to provide relevant information/orientation/interpretation

Can differentiate and articulate the philosophic difference and practical implications between a federal law enforcement official and a park ranger with a positive educational role for the public



# Division of Interpretation

## 8. PRESENTATIONS:

### **Makes connections between places, stories, organizations, etc.**

Lists five tangible and intangible links in the park; provides five intellectual connections to the park (facts); provides five emotional connections to the park

Ability to present five minute thematic presentation on a park resource to an informal or formal audience

Develops three responses to a typical resource protection issue in park (e.g. dog off leash) that involve use of short interpretive techniques

## 9. PRESENTATIONS:

### **5 Minute Summary Presentation of summer experience.**

Collects twenty images of the park; consistently blogs about experiences

Creates a working theme for five minute presentation and drafts program before leaving

Reviews and practices presentation to peers to be able to deliver a well thought out and articulate illustrated program of their time in the park

## 10. TIME MANAGEMENT:

### **Arrives on time for work station or presentations, keeps presentations within allotted timeframe.**

Consistently punctual and present for shifts, assigned tasks, programs, and presentations

Uses "dead time" to research the park resources; looks for ways to get into many different locations in the park to become familiar (e.g. physical training time on different trails)

Consistently balances work/life issues; finds, describes, and uses overlap in vocation and avocation to be a better ranger and well-rounded individual

## 11. Resume Writing

**Write a sample bullet point for a resume stating skills you acquired while working in this division and review with supervisor.**

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Evaluative Criteria

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## Division of Visitor and Resource Protection

### 1. GENERAL:

#### **Understands purpose and function of Division of Visitor and Resource Protection.**

Defines law enforcement as a public service intended to prevent, detect, and investigate violations of law for the purpose of protecting people, property, wildlife and resources

Provides examples of how law enforcement furthers the mission of the NPS and the park unit to which they are assigned

Able to integrate resource education and resource protection messages

### 2. GENERAL:

#### **Familiar with positions that make up Division of Visitor and Resource Protection.**

Lists major positions of Law Enforcement organizational chart

Constructs Law Enforcement organizational chart using major positions

Describes the major functions of each major position in Law Enforcement organizational chart

### 3. RELATIONSHIP WITH CO-WORKERS:

#### **Effectively interacts with members of the NPS and outside agencies.**

Lists park divisions and major partners (cooperating associations, contractors, etc.); describes the value of park volunteers

Interacts in a professional, polite, and proficient manner

Seeks assistance from co-workers; builds positive relationships with co-workers

### 4. TIME MANAGEMENT:

#### **Arrives on time for work station or presentations, keeps presentations within allotted timeframe.**

Consistently punctual and present for shifts and assigned tasks

Uses "dead time" to research the park resources; looks for ways to get into many different locations in the park to become familiar (e.g. physical training time on different trails)

Consistently balances work/life issues; finds, describes, and uses overlap in vocation and avocation to be a better ranger and well-rounded individual

# Division of Visitor and Resource Protection

## **5. NPS POLICIES:**

### **Knowledge of National Park Service policies and procedures and ability to apply this knowledge under field conditions.**

Familiar with most commonly applied NPS policies and procedures and complies with them

Has a working knowledge of regularly used NPS policies and procedures

Has an excellent working knowledge of NPS policies and procedures, including lesser known and seldom used ones

## **6. LAW ENFORCEMENT:**

### **Familiar with 36 C.F.R., Superintendent's Compendium, and Jurisdictional Compendium.**

Basic knowledge of commonly encountered criminal and non-criminal violations; lists the different types of jurisdiction

Recognizes commonly encountered criminal and non-criminal violations in a field setting; defines the different types of jurisdictions and law enforcement authority under each

Displays comprehensive knowledge of 36 C.F.R. as well as other adopted Codes of Federal Regulations, including those applicable to unusual or unique jurisdictional circumstances, and applies that knowledge to criminal and non-criminal activity

## **7. LAW ENFORCEMENT:**

### **Displays positive attitude toward law enforcement in terms of personal motivation and goals, including adherence to law enforcement code of ethics and other conduct related policies.**

Demonstrates an active interest in new career, National Park Service mission, and the responsibilities of law enforcement; demonstrates emotional resolve necessary to perform law enforcement; flexible and accepting of required changes in work assignments and scheduling

Demonstrates good decision-making skills both professionally and personally; adheres to law enforcement code of ethics and code of conduct

Actively solicits assistance from others to increase knowledge and improve skills; demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities; willingly accepts all unexpected work assignments and scheduling changes

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Evaluative Criteria

Scoring System:

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## Division of Visitor and Resource Protection

### 8. LAW ENFORCEMENT:

#### **Maintains uniform, physical fitness, and appearance standards.**

ProRanger uniform neat and clean; ProRanger uniform fits and is worn properly; hair within National Park Service regulations; knowledgeable of National Park Service uniform regulations

Participates in physical fitness training no less than three hours per week

Displays command bearing; participates in physical fitness training more than three hours per week

### 9. LAW ENFORCEMENT:

#### **Utilizes radios effectively and appropriately.**

Uses proper procedures with clear, concise, and complete transmissions

Demonstrates working knowledge of most often used sections of code/language; generally aware of radio traffic directed to adjoining areas

Aware of radio traffic directed to ProRanger; aware of radio traffic in other parts of park and uses previously transmitted information to advantage; transmissions are well thought out and do not need to be repeated

### 10. LAW ENFORCEMENT:

#### **Participates in various types of law enforcement patrols (vehicle, foot, boundary, etc.)**

Familiar with multiple types of law enforcement patrols and understands the advantages and the limitations of each

Participates in various types of law enforcement patrols under the supervision of a law enforcement officer

Recognizes violations of law and applies that knowledge to the detection and reporting of criminal and non-criminal activity

# Division of Visitor and Resource Protection

## **11. LAW ENFORCEMENT:**

### **Familiar with IMARS, report writing and witness statements.**

With demonstration from Supervisor, understands how to navigate through the different tabs included in an IMARS (training version may be used) report; familiar with how to retrieve a case incident number from IMARS

Creates and completes reports for all contacts made with LEO; organizes information in a logical manner; reports contain required information and details

Reports created are complete with detailed accounts of events from beginning to end; reports written and organized in a manner so that any reader can understand what occurred; able to attach additional NPS reports and documents to report

Witness Statements should be created by the Intern for every contact that they are present for in which the LEO has to write a PC statement or report. Intern creates witness statements that are as complete and detailed as a report

## **12. LAW ENFORCEMENT:**

### **Familiar with the park's natural, cultural, and historical resources.**

Familiar with most applicable agency resource management policies and procedures that bear upon protection activities and comply with same; displays knowledge of park features and resources sufficient to respond to visitor inquiries

Knowledgeable of most applicable agency resource management policies and procedures that bear upon protection activities and comply with same; explains intent behind commonly applied resource protection laws and regulations; tailors activities appropriately to facilitate resource protection

Exceedingly knowledgeable of most applicable agency resource management policies that bear upon protection activities and comply with same; seeks opportunities to educate visitors regarding park resources; able to detect subtle clues or indicators of resource violations or degradation

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Evaluative Criteria

Scoring System:

*1: Does not meet Criteria | 2: Meets Criteria | 3: Exceeds Criteria | N/A Not Applicable*

## Division of Visitor and Resource Protection

### 13. LAW ENFORCEMENT:

#### **Familiar with firearms safety and policies in relation to National Park Service law enforcement.**

Knowledgeable of applicable firearms regulations in park; understands that all firearms are to be considered loaded at all times until checked and double checked

Demonstrates proper handling of an unloaded Sig Sauer pistol, Remington shotgun, and M-16/AR-15 rifle; demonstrates how to break down and reassemble a Sig Sauer pistol, Remington shotgun, and M-16/AR-15 rifle; demonstrates how to properly clean a Sig Sauer pistol, Remington shotgun, and M-16/AR-15 rifle

Demonstrates proper handling of an unloaded Sig Sauer pistol during dry fire drills; demonstrates appropriate responses with a red gun during use of force scenarios

### 14. DRIVING:

#### **Proficient at driving a motor vehicle under normal conditions.**

Obeys traffic laws; maintains control of vehicle; performs operation while maintaining alertness to surrounding activity; drives defensively

Sets an example for lawful, courteous driving; is a superb defensive driver; able to navigate a Non-Emergency Vehicle Operations course while striking no more than five cones

Maintains complete control of vehicle while operating radio; able to navigate a Non-Emergency Vehicle Operations course while striking no more than two cones

### 15. INCIDENT COMMAND SYSTEM:

#### **Familiar with the Incident Command System (ICS) and other incident management concepts relevant to National Park Service law enforcement.**

Defines the Incident Command System and its appropriate usage

Identifies the major branches contained within the Incident Command System and defines their functions

Defines unified command; breaks down major branches of Incident Command System into sub-branches and lists their responsibilities.

# Division of Visitor and Resource Protection

## **16. LAW ENFORCEMENT:**

### **Ability to perform routine, non-stress law enforcement duties.**

Understands the need to be able to make on the spot decisions using sound judgment for routine everyday non/low stress situations

Properly assesses routine situations, determines appropriate action with minimal guidance

Properly assesses situations including unusual or complex ones. Determines appropriate course of action with little to no guidance

## **17. LAW ENFORCEMENT:**

### **Park Orientation**

Understands the importance of studying park maps and knowing their location at all times when on patrol

Is aware of location while on patrol. Properly uses maps and guides. Can relate location to destination

Remembers locations from previous visits and does not need maps or guides to get there. Is aware of shortcuts and utilizes them to save time. High level of orientation to the park and in adjacent jurisdictions

## **18. LAW ENFORCEMENT:**

### **Self-Motivation to actively seek out violations.**

Exhibits a general understanding that investigations into simple violations may lead to the detection of more complex, aggravated or serious crimes

Is observant and responsive to suspicious circumstances and has a balanced focus with respect to violations

Detects violations, quickly prioritizes according to available time and resources. Is exceptionally observant and responsive to suspicious circumstances

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Evaluative Criteria

Scoring System:

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## Division of Visitor and Resource Protection

### **19. PUBLIC SPEAKING:**

**Effectively imparts agency goals and mission during visitor contacts.**

Explains or recites the mission of the NPS and its basic history

Describes strategies for diffusing irate or upset visitors; effectively uses “verbal judo” techniques in a role play exercise

Describes signs of impending assault and list strategies to mitigate damage and diffuse; demonstrates this knowledge in a role play exercise

### **20. Resume Writing**

**Write a sample bullet point for a resume stating skills you acquired while working in this division and review with supervisor.**



# Division of Resource Management

## 1. GENERAL:

### **Understands purpose and function of Division of Resource Management.**

Defines resource management as the monitoring and of all natural, cultural, and historical resources within a park found in both natural and man-made environments

Provides examples of how resource management furthers the mission of the NPS and the park unit they are assigned

Able to integrate the importance of resource management with resource protection messages

## 2. GENERAL:

### **Familiar with positions that make up Division of Resource Management.**

Lists major positions of Resource Management organizational chart

Constructs Resource Management organizational chart using major positions

Describes the major functions of each major position in Resource Management organizational chart

## 3. GENERAL:

### **Understands the difference between a Division of Resource Management and a Regional Science Network.**

Describes the differences between a Division of Resource Management and a Regional Science Network

Able to identify the Regional Science Network the park belongs to and lists positions assigned to the Regional Science Network

Articulates reasons for which a Regional Science Network would need to be contacted regarding a law enforcement investigation and who would be contacted

## 4. RELATIONSHIP WITH CO-WORKERS:

### **Effectively interacts with members of the NPS as well as outside agencies.**

Lists park divisions and major partners (cooperating associations, contractors, etc.); describes the value of park volunteers

Interacts in a professional, polite, and proficient manner

Seeks assistance from co-workers; builds positive relationships with co-workers

# ProRanger Program

a partnership between



Evaluative Criteria

Scoring System:

*1: Does not meet Criteria | 2: Meets Criteria | 3: Exceeds Criteria | N/A Not Applicable*

## Division of Resource Management

### 5. TIME MANAGEMENT:

**Arrives on time for work station or presentations, keeps presentations within allotted timeframe.**

Consistently punctual and present for shifts and assigned tasks

Uses “dead time” to research the park resources; looks for ways to get into many different locations in the park to become familiar (e.g. physical training time on different trails)

Consistently balances work/life issues; finds, describes, and uses overlap in vocation and avocation to be a better ranger and well-rounded individual

### 6. NATURAL RESOURCES:

**Familiar with endangered species, threatened species, and species of concern found within the park and where they are located.**

Lists endangered and threatened species of flora and fauna found within the park as well as common species and species of concern

Visually identifies endangered, threatened, and species of concern within the park; able to locate areas where these species might be found

Visually or auditorily identifies endangered, threatened, and species of concern within the park in a field setting

### 7. CULTURAL RESOURCES:

**Familiar with types of archaeological and historical sites and artifacts found within the park and their general locations.**

Describes the difference between archaeological resources and historical resources; locates maps that identify archaeological and historical sites, describes purposes of Archaeological Site Management Inventory System and List of Classified Structure for Architecture

Reviews Cultural Landscape Inventory; lists archaeological and historical sites within the park; lists types of archaeological and historical artifacts found in the park

Identifies sites and artifacts in a field setting; produces archaeological site assessment

# Division of Resource Management

## **8. MUSEUM RESOURCES: Familiar with the curatorial process and its importance.**

Describes the accessioning process and its importance; defines preventative conservation

Utilizes accession records to track artifacts in collection; describes means of caring for different types of artifacts; lists a minimum of five agents of deterioration

Recognizes artifacts in need of restoration; identifies priority artifacts in collection and their locations

## **9. ORIENTEERING:**

### **Proficient at reading topographical maps and tract maps.**

Differentiates between the Universal Transvers Mercator System (UTM) and the Geographic Coordinate System; differentiates between different types of maps (topographic, tract, aerial, etc.)

Utilizes latitudes and longitudes to locate positions on a topographic map; calculates changes in elevation on a topographic map; identifies direction of drainages on a topographic map

Utilizes tract maps to identify jurisdictional boundaries; utilizes topographic map to identify location in the field

## **10. ORIENTEERING:**

### **Proficient at using a compass.**

Identifies parts of compass; defines magnetic declination; defines azimuth; holds compass properly; lists the cardinal directions

Navigates through a series of set points using compass; orients map to terrain using compass; accurately navigates around an obstacle

Takes bearing in the field and transfers to map; identifies course on map and transfers to field

## **11. Resume Writing**

**Write a sample bullet point for a resume stating skills you acquired while working in this division and review with supervisor.**