



PSIA-AASI Freestyle Specialist 1 Teaching ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Freestyle Specialist 1

- 1 Essential elements were not observed or not present.
- 2 Essential elements are beginning to appear.
- 3 Essential elements appear, but not with consistency.
- 4 Essential elements appear regularly at a satisfactory level.
- 5 Essential elements appear frequently, above required level.
- 6 Essential elements appear continuously, at a superior level.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)	Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students in the freestyle environment.
Needs/Safety Address group and individual safety and physiological needs.	Consistently demonstrates their ability to:
Behavior Management Exhibits positive behavior in response to feedback.	Assess Identify student motivations, performance, and understanding.
Section Average: Must be 4 or above to meet Learning Outcome	Collaborate Select basic progression with clear direction and focus.
Comments	Plan Lesson Plan lessons that involve productive use of movement, practice time, and terrain.
	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process in the freestyle environment.
	Adapt Organize the learning environment to align with the initial assessment of the group.
	Descriptions, Demonstrations, Feedback Give the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.
People Skills	Manage Risk Manage physical and emotional risk to maintain engagement in the learning environment.
Communication: Able to utilize verbal and non-verbal communication to support the emotional state of a subset within the group in the freestyle environment (Assessed when teaching)	Section Average: Must be 4 or above to meet Learning Outcome
Communication Use verbal and non-verbal communication to identify the emotions and readiness level of the group.	Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made in the freestyle environment.
Feedback Delivery Delivery aligns with the emotional state of the group.	Explore, Experiment, Play Pace a clear progression to allow students reflection time to explore, experiment, and/or play toward desired outcomes.
Section Average: Must be 4 or above to meet Learning Outcome	Describe Change Communicate changes in performance.
Relationships with Others: Able to utilize verbal and non-verbal communication to support the emotional state of a subset within the group in the freestyle environment (Assessed when teaching)	Relate Change Relate changes in performance to lesson outcomes.
Emotional Needs Identify the emotional needs of the group.	Section Average: Must be 4 or above to meet Learning Outcome
Group Dynamic Identify the group dynamic to support a positive interaction within the group.	Comments
Motivation/Emotion Identify how student's emotional readiness and motivations connect.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	