



# PSIA-AASI Freestyle Specialist 2 Teaching ASSESSMENT FORM

- Meets Standards  
 Does Not Meet Standards

**Candidate:**  
**Assessment:**  
**Region:**  
**Assessor(s):**

### Assessment Scale for Freestyle Specialist 2

- 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
<b>Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</b>	<b>Assess &amp; Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students in the freestyle environment.</b>
<b>Needs/Safety</b> Address group and individual needs for belonging.	Consistently demonstrates their ability to:
<b>Behavior Management</b> Manage behavioral responses.	<b>Assess</b> Periodically reassess student motivations, current performance, and understanding.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Collaborate</b> Collaborate with students to establish and adapt a lesson plan with clear direction and focus.
<b>Comments</b>	<b>Plan Lesson</b> Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.
	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
	<b>Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process in the freestyle environment.</b>
	<b>Adapt</b> Adapt the learning environment to align with the needs of the group.
	<b>Descriptions, Demonstrations, Feedback</b> Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.
<b>People Skills</b>	<b>Manage Risk</b> Manage physical and emotional risk to promote engagement in the learning environment.
<b>Communication: Adapt verbal and non-verbal communication to support the emotional state of subsets within the group in the freestyle environment. (Assessed when teaching)</b>	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Communication</b> Adapt verbal and non-verbal communication to support the emotions and readiness level of subsets within the group.	<b>Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made in the freestyle environment.</b>
<b>Feedback Delivery</b> Feedback delivery adjusts to the emotional state of subsets within the group.	<b>Explore, Experiment, Play</b> Pace learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	<b>Describe Change</b> Help students recognize and understand change in performance relative to outcomes.
<b>Relationships with Others: Adapts to the motivations and emotions of subsets within the group in the freestyle environment to promote trust. (Assessed when teaching)</b>	<b>Relate Change</b> Help students apply gained skills to skiing/riding situations.
<b>Emotional Needs</b> Support the emotional needs of the group.	<b>Section Average:</b> Must be 4 or above to meet Learning Outcome
<b>Group Dynamic</b> Adapt the group dynamic to support a positive interaction within the group.	<b>Comments</b>
<b>Motivation/Emotion</b> Adapts to the student's emotional readiness and how it connects to their motivations.	
<b>Section Average:</b> Must be 4 or above to meet Learning Outcome	
<b>Comments</b>	