



PSIA-AASI Freestyle Specialist 3 Teaching ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Freestyle Specialist 3	
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: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)	Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students within the freestyle environment.
Needs/Safety Address group and individual needs for esteem.	Consistently demonstrates their ability to:
Behavior Management Adapts behaviors for positive group and individual interaction.	Assess Continually assess student motivations, performance, and understanding.
Section Average: Must be 4 or above to meet Learning Outcome	Collaborate Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.
Comments	Plan Lesson Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.
	Section Average: Must be 4 or above to meet Learning Outcome
	Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process within the freestyle environment.
	Adapt Tailor the learning environment to align with the needs of individuals.
	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.
People Skills	Manage Risk Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.
Communication: Adapt verbal and non-verbal communication to support the emotional state of individuals within the group in the freestyle environment. (Assessed when teaching)	Section Average: Must be 4 or above to meet Learning Outcome
Communication Customize verbal and non-verbal communication to manage the emotions and readiness level of individuals.	Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned in the freestyle environment.
Feedback Delivery Feedback delivery supports the emotions of individuals within the group.	Explore, Experiment, Play Customize and pace learning activities to allow students reflection time as they explore, experiment, and play toward desired outcomes.
Section Average: Must be 4 or above to meet Learning Outcome	Describe Change Encourage the students to communicate change in performance and/or understanding.
Relationships with Others: Manages the motivations and emotions of individuals within the group in the freestyle environment to promote trust. (Assessed when teaching)	Relate Change Collaborate with students to apply gained skills to skiing/riding situations.
Emotional Needs Manage the emotional needs of the group.	Section Average: Must be 4 or above to meet Learning Outcome
Group Dynamic Foster the group dynamic to support a positive interactions within the group.	Comments
Motivation/Emotion Manage student's emotional readiness as it interacts to their motivations.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	