



PSIA Certified Level III Alpine Teaching ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level III	
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
<p>Professionalism and Self Management: Promotes a professional environment by adapting behaviors to positively affect others. (Continual Assessment)</p> <p>Needs/Safety Address group and individual needs for esteem.</p> <p>Behavior Management Adapts behaviors for positive group and individual interaction.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p> <p>Comments</p>	<p>Assess & Plan: Plans learning outcomes and creates individualized experiences around a common theme for advanced students.</p> <p>Assess Continually assess student motivations, performance, and understanding.</p> <p>Collaborate Collaborate with students to establish and adapt a lesson plan with a common theme, a clear direction, and individualized focus throughout the lesson.</p> <p>Plan Lesson Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p> <p>Implement: Individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.</p> <p>Pacing Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.</p> <p>Organize Tailor the learning environment to align with the needs of individuals.</p> <p>Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages individualized learning.</p> <p>Physical Risk Proactively manage physical risk to promote engagement in the learning environment.</p> <p>Emotional Risk Manage levels of emotional risk to optimize individual engagement in the learning environment.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p> <p>Reflect/Review: Fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.</p> <p>Describe Change Encourage the students to communicate change in performance and/or understanding.</p> <p>Relate Change Collaborate with students to apply gained skills to skiing/riding situations.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p> <p>Comments</p>
<p>People Skills</p> <p>Communication: Engages in and adapts verbal and non-verbal, two-way communication with all individuals. (Assessed when Teaching)</p> <p>Communication Customize verbal and non-verbal communication to match or influence individuals.</p> <p>Active Listening Use varied, active-listening tactics to personalize the experience.</p> <p>Actionable Feedback Deliver actionable feedback that supports the emotions of the individuals in the group.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p> <p>Relationships with Others: Manages the unique motivations and emotions of each individual and to the interpersonal dynamics of a group, to develop trust. (Assessed when Teaching)</p> <p>Interaction Foster interpersonal relationships to support positive group dynamics.</p> <p>Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.</p> <p>Section Average: Must be 4 or above to meet Learning Outcome</p> <p>Comments</p>	<p>Section Average: Must be 4 or above to meet Learning Outcome</p> <p>Comments</p>