

PSIA Certified Level II Alpine Teaching ASSESSMENT FORM

Meets Standards		
Does Not Meet Standards		

Candidate: Assessment: Region:

Assessor(s):

Assessment	Coole for	Contition	اللميدما
Assessment	Scale for	Certified	ı evel II

- 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: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)	Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.		
Needs/Safety	Assess Periodically reassess student motivations, current performance, and understanding.		
Address group and individual needs for belonging.	Collaborate		
Behavior Management Manage behavioral responses.	Collaborate with students to establish and adapt a lesson plan with clear direction and focus.		
Section Average: Must be 4 or above to meet Learning Outcome	Plan Lesson Plan playful and/or exploratory lessons with productive use of movement, practice		
Comments	time, and terrain.		
	Section Average: Must be 4 or above to meet Learning Outcome		
	Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.		
	Adapt Adapt the learning environment to align with the needs of the group.		
	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.		
People Skills	Manage Risk		
Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.	Manage physical and emotional risk to promote engagement in the learning environment.		
(Assessed when Teaching) Communication	Section Average: Must be 4 or above to meet Learning Outcome		
Adapt verbal and non-verbal communication based on observations of individuals and the group.	Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.		
Active Listening Use varied, active-listening tactics to learn about others.	Explore, Experiment, Play Pace learning activities to allow students reflection time as they explore, experiment,		
Feedback Delivery	and/or play toward desired outcomes.		
Deliver feedback that adjusts for the emotions of subsets within the group.	Describe Change Help students recognize and understand change in performance relative to outcomes.		
Section Average: Must be 4 or above to meet Learning Outcome			
Relationships with Others: Adapts to the motivations and emotions of	Relate Change Help students apply gained skills to skiing/riding situations.		
individuals and to the interpersonal dynamics within the group, to promote trust. (Assessed when Teaching)	Section Average: Must be 4 or above to meet Learning Outcome		
Interaction Foster interpersonal relationships to support positive group dynamics.	Comments		
Motivations/Emotions			
Adapt to the motivations and emotions of individuals and subsets of the group.			
Section Average: Must be 4 or above to meet Learning Outcome			
Comments			