



PSIA Certified Level II Telemark Teaching ASSESSMENT FORM

- ☐ Meets Standards
- ☐ Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

Assessment Scale for Certified Level 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 Address group and individual needs for belonging. | Assess Periodically reassess student motivations, performance, and understanding. |
| Behavior Management Manage behavioral responses. | Plan Develop and manage clear learning experiences based on group needs. |
| Section Average: Must be 4 or above to meet Learning Outcome | Section Average: Must be 4 or above to meet Learning Outcome |
| Comments | 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 group needs while managing physical and emotional risk to promote student engagement. |
| | Descriptions, Demonstrations, Feedback Provide clear, accurate, and relevant descriptions, demonstrations, and feedback that encourage learning. |
| | Section Average: Must be 4 or above to meet Learning Outcome |
| | Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes. |
| Communication Adapt verbal and non-verbal communication based on observations of individuals and the group. | Explore, Experiment, Play Use movement, practice, and terrain productively. |
| Active Listening Use varied, active-listening tactics to learn about others. | Describe & Relate Change Help students reflect on their performance and how it relates to their skiing/riding goals. |
| Feedback Delivery Deliver feedback that adjusts for the emotions of subsets within the group. | Section Average: Must be 4 or above to meet Learning Outcome |
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| Relationships with Others: Adapts to the motivations and emotions of individuals and to the interpersonal dynamics within the group, to promote trust. (Assessed when Teaching) | |
| Interaction Foster interpersonal relationships to support positive group dynamics. | |
| 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 | |