



Professional Ski Instructors of America

American Association of Snowboard Instructors

Teaching Skills Performance Guide

Level I, Level II, Level III

INTRODUCTION

The PSIA-AASI Teaching Skills Performance Guide (PG) is a resource that supports the PSIA-AASI National Standards, serving as the connection between the National Standards and certification training and assessment. The performance guide is designed to maintain transparency and assure consistency of all certification standards levels. It exists as a key resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for a certified snowsports professional.

Format

The Performance Guide enhances the details of the Assessment Criteria (AC) for each Learning Outcome (LO) in Professionalism and Self-Management, and People, Teaching, and Technical Skills at each level of certification. Assessment Criteria specify performance details, and to what level the Learning Outcomes have been met. The PG describes the successful and unsuccessful Performance Contributors used to measure and assess an instructor's ability to satisfy the ACs and LO. The Performance Contributors provide details of objective measurements for each AC. In addition, the PG presents assessment activity (AA) descriptions and examples of assessment activities utilized during the assessment process.

Use

Available to all PSIA-AASI members, the PG is a tool for training and certification assessments, to guide clear and transparent feedback during certification preparation and assessment. Instructors preparing for an assessment can use the PG to understand what is expected of them to achieve the Learning Outcomes. The Performance Guide refers to and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, and example assessment activity descriptions and videos. These resources are provided to aid instructors when preparing for an assessment.

Assessment Form

Certification assessments use the same assessment form which directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the ACs. Each AC is measured on a 6-point scale. The score represents an instructor's ability to demonstrate the essential elements, described as successful performance contributors, of the AC. Instructors in an assessment must score the essential elements regularly and at a satisfactory level across all ACs to achieve the LO.

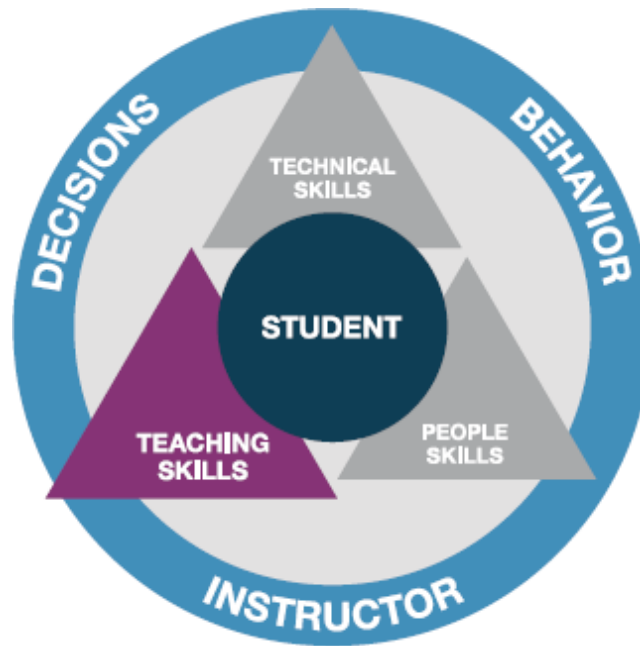
Living and Evolving Document

Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snowsports learning environment.

Assessment Statement

Level I candidates are assessed primarily while they share a progression relative to novice students, but with real-time interaction with peers. Teaching activities are based on the needs, motivations, and skiing/riding performance of novice students. The lesson is 15 minutes or longer, with the time set before the session starts. Candidates can expect group and individual discussions with the examiner before, during, and/or after the teaching segment. The behavior of candidates will also be observed throughout the exam environment. Other forms of assessment may be used and are described in the Performance Contributors.

Level II and Level III candidates are assessed on all Teaching Skills Learning Outcomes while they teach their peers in a lesson. Teaching activities are based on the needs, motivations, and skiing/riding performance of the participants. The lesson is 20-40 minutes, with the time set before the lesson starts. Candidates can expect group and individual discussions with the examiner before, during, and/or after the teaching segment. The behavior of candidates will also be observed throughout the assessment environment. Other forms of assessment may be used and are described in the Performance Contributors.



Learning Outcome: A Level I instructor plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Assess: Identify student motivations, performance, and understanding.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Ask students simple questions to identify their motivations for learning.	Overlook student motivations by failing to ask simple questions about learning goals.
Assess group's performance (body movement and ski/snowboard action).	Assume performance or make inaccurate observations about body movements or ski/snowboard actions.
Ask group members about their understanding of their performance.	Make assumptions about what students understand without asking them.

Plan: Develop a basic progression based on group needs.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Plan a simple sequence of activities that aligns with group motivations, performance, and understanding.	Plan a sequence of activities that does not match group motivations, performance, or understanding.
Describe a clear, big-picture overview of the lesson to the group.	Begin teaching without sharing the lesson overview or plan.
Plan a sequence of activities that keeps the group active, moving, and engaged.	Plan an experience that does not keep the group active, moving, and engaged.
Plan time for practice that reinforces new learning.	Leave no room within the progression for practice time.
Plan safe and appropriate terrain for group ability.	Planned terrain is unsafe or inappropriate for the group's ability and comfort.

Learning Outcome: A Level I instructor facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Adapt: Organize the learning environment to align with the initial assessment of the group.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select terrain that matches the group's ability and supports the intended learning outcomes.	Select terrain that is unsafe or inappropriate for the group (e.g., too steep, too flat, high traffic, no safe run-out).
Select the speed and distance of travel that are appropriate for the needs of the group.	Select speed and distance of travel that are inappropriate for the group (too fast, too much travel, or too slow and not enough travel).
Reduce difficulty of terrain, complexity of activities, speed of movements or descent to align with the needs of more timid learners.	Not alter the learning environment for slower or fearful students.
Increase difficulty of activities, terrain, precision of movements, and rate of descent to engage a faster or more athletic group.	Not altering the learning environment for faster or athletic students.
Establish a safe learning environment.	Model unsafe behavior or create an unsafe learning environment.
Introduce and reinforce Your Responsibility Code/Park Smart.	Not model or convey Your Responsibility Code/Park Smart.
Identify and manage physical risks during activities (terrain, traffic, snow conditions, task design, etc.).	Allow unnecessary physical risks to persist without intervention.
Provide a level of challenge that minimizes risk of injury.	Set challenges that are difficult for the group to perform safely.
Recognize and respond to increased risk due to traffic, terrain, conditions, and tasks.	Disregard risk from traffic, terrain, snow conditions, or task design.
Choose terrain, tasks, speed, and conditions that keep the group engaged in learning.	Select terrain, task, speed, and/or conditions that negatively affect learning.
Select or adapt tasks to accommodate participants with physical limitations (e.g., injury, fitness, vision loss).	Fail to adapt tasks for participants with physical limitations (e.g., injury, conditioning, vision loss).
Respond to signs of discomfort or loss of confidence during activities.	Ignore signs of discomfort, fear, or loss of confidence during activities.

Learning Outcome: A Level I instructor facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Descriptions, Demonstrations, Feedback: Provide clear, accurate, and relevant descriptions, demonstrations, and feedback that encourage learning.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Provide clear, basic information that connects to group goals and needs.	Deliver information that is unclear or irrelevant to group goals, performance, or needs.
Present technically accurate information that supports skill development.	Lack of connection of lesson content to skill development.
Deliver information at an appropriate rate to the group.	Overload students with information or fail to provide necessary information.
Explain information in simple, easy-to-understand terms.	Present explanations that are overly technical or unnecessarily complex.
Information flows logically to develop the outcome.	Delivery of information creates confusion.
Provide demonstrations that match descriptions and are easily viewed.	Demonstrate in ways that are inaccurate, poorly aligned with descriptions, or not easily visible.
Provide clear, attainable, engaging, and relevant demonstrations.	Deliver demonstrations that are mismatched to group ability, risk tolerance, or reduce engagement or understanding.
Give feedback that helps students recognize their performance and make improvements.	Give feedback that is inaccurate, confusing, irrelevant, or insufficient for student improvement.

Learning Outcome: A Level II instructor plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Explore, Experiment, Play: Pace a clear progression that uses movement, practice, and terrain effectively.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Structure a clear sequence of activities that leads the group toward lesson goals.	Sequence of activities is unclear, incomplete, or unrelated to lesson goals.
Create opportunities for students to reflect on their performance and understanding during the lesson.	Limit reflection opportunities to the end of the lesson, missing chances for ongoing understanding.
Provide practice time for students to explore movements and notice their sensations.	Move between activities without giving students time to process performance or learning.
Introduce new activities based on group readiness and progress.	Move to the next activity before the group is ready or not move on when the group is ready.
Pace the lesson to keep students active, engaged, and thoughtful without causing fatigue.	Pace the lesson in a way that causes disengagement through boredom or fatigue.
Structure exploration that encourages reflection on changes in performance.	Repeat activities without clear purpose, variety, or connection to learning outcomes.
Describe & Relate Change: Communicate changes in performance and how it relates to student skiing/riding goals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describe movements and actions that are necessary to achieve the lesson goal.	Neglect to describe movements and actions required to achieve the lesson goal.
Check that group understanding of new learning is accurate.	Allow misunderstandings of new learning to persist.
Describe observed changes in movements, actions, and outcomes.	Fail to recognize or communicate when learning has occurred.
Watch to observe change in performance.	Ignore performance as an indicator of understanding or misunderstanding.
Confirm that individuals' verbal reflections match their performance.	Disregard discrepancies between individuals' verbal descriptions and performances.
Vary terrain, turn size, or turn shape and connect adjustments to lesson outcomes.	Change terrain, turn size, or turn shape without relating adjustments to lesson outcomes.
Vary tasks and discuss how the group can apply learning in new situations.	Modify tasks without connecting changes to lesson goals.
Vary speed or tempo and explain how changes affect performance.	Maintain the same speed or tempo without discussing how adjustments could affect performance.
Discuss next steps to apply current learning toward future goals.	Skip conversations about next steps for applying learning to future goals.

Learning Outcome: A Level II instructor plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Assess: Periodically reassess student motivations, performance, and understanding.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Gather input from the group to identify shared motivations for learning.	Assume group motivations without seeking input or checking for changes.
Periodically assess ongoing performance (body movement and ski/snowboard action).	Fail to reassess students throughout the lesson.
Assess understanding of their performance throughout the lesson.	Fail to discover students' understanding or misunderstanding of their performance.
Assess the group's ability to perform each activity.	Fail to recognize when the group has difficulty performing activities.
Share observations and changes related to group motivations, performance, and/or understanding.	Give vague or inaccurate observations about changes in group motivation, performance, or understanding.

Learning Outcome: A Level II instructor plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Plan: Develop and manage clear learning experiences based on group needs.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Involve and communicate with the group to establish a big-picture overview and learning outcomes for the lesson.	Present a vague overview or fail to engage the group in establishing a clear lesson outcome.
Develop a plan that is fundamentally accurate and appropriate for group needs.	Develop a plan that is inaccurate or does not address group needs.
Summarize the plan of action and share clear short-term objectives with the group.	Lesson proceeds without providing a clear direction.
Adjust plan to address changes in group motivations, performance, and understanding.	Does not address or adapt to changes in group motivations, performance, and understanding.
Adjust the lesson plan when the learning environment changes.	Plan does not adjust for the changing learning environment (crowds, conditions, weather, etc.).
Describe how lesson plans could shift for different student profiles (e.g., children, seniors, fearful, bored).	Give inaccurate or unclear examples of how plans could change for different student profiles.
Plan learning experiences that are playful, exploratory, and engaging for the group.	Plan activities that do not capture group interest or engagement.
Plan a logical progression of activities that can be adjusted to meet group needs.	Steps in the lesson are not well-connected and/or create confusion.
Plan for meaningful practice time.	Limit or exclude meaningful practice time.
Select terrain that is appropriate for the group's ability and goals.	Select terrain that mismatches the group's ability, motivation, or comfort.
Tactical approaches align with the group's needs.	Tactical approaches do not align with the group's needs.
Share alterations that could be made to the plan to accommodate different cognitive stages, affective states, and physical development.	Struggle to explain how alterations could be made to the plan to accommodate different cognitive stages, affective states, and physical development.

Learning Outcome: A Level II instructor facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Adapt: Adapt the learning environment to group needs while managing physical and emotional risk to promote student engagement.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adjust tasks, terrain, or pacing based on the group's performance.	Overlook or fail to respond to changes in group performance and continue activities without adjustment.
Reduce activity complexity, terrain difficulty, or movement speed to align with group readiness.	Activities are too difficult for slower or hesitant students within the group without adjusting the pace, terrain, or complexity.
Increase activity challenge, terrain difficulty, or movement precision to engage a more advanced group.	Activities are too easy for faster or more athletic students within the group, limiting their engagement and progress.
Describe observations of how group needs changed during the lesson.	Doesn't respond to the group's evolving needs or is unable to provide examples of the changing needs of the group.
Explain tactical approaches used to manage common group lesson environments.	Describe generic or ineffective tactics when asked about managing common group environments.
Develop group awareness of risk and model safe behavior using Your Responsibility Code / Park Smart.	Ignore opportunities to build student awareness of risk or fail to model Your Responsibility Code / Park Smart.
Identify and manage physical risks related to terrain, traffic, snow conditions, or task design.	Allow unnecessary physical risks to persist without intervention.
Select an appropriate challenge level that promotes group development without creating disengagement, boredom, or fear.	Set challenge levels that are too easy, unsafe, or fail to adjust when the group cannot perform activities successfully.
Recognize and manage increased risks from traffic, terrain, conditions, or tasks.	Disregard increased risks from traffic, terrain, snow conditions, or tasks.
Adjust the level of challenge to keep the group appropriately engaged — avoiding boredom, overwhelm, or fear.	Doesn't adjust the level of challenge to keep the group appropriately engaged — risking boredom, overwhelm, or fear.
Choose terrain, tasks, speed, and conditions that enhance group engagement in learning.	Select terrain, speed, or activities that reduce the group's ability to engage and learn effectively.
Adapt activities to accommodate group members with physical limitations (e.g., injury, conditioning, vision).	Overlook the need to adapt tasks for group members with physical limitations (e.g., injuries, conditioning, vision).
Adjust demonstrations and actions to maintain group focus and engagement.	Deliver demonstrations or actions that mismatch group readiness, causing disengagement or confusion.

Learning Outcome: A Level II instructor facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Descriptions, Demonstrations, Feedback: Provide clear, accurate, and relevant descriptions, demonstrations, and feedback.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Provide relevant information using clear, easy-to-understand technical explanations.	Deliver information that is unclear, irrelevant, or disconnected from group goals and needs.
Present technically accurate information that directly develops skills, tactics, and fundamentals relevant to students' goals.	Present inaccurate, irrelevant, or confusing information that hinders students' understanding.
Deliver information at an appropriate rate to the group.	Provide too much or too little information to the group.
Reinforce learning with technical explanations that are accurate and easy to understand.	Provide information that is overly technical and complex or lacks sufficient technical information.
Demonstrations are clearly visible, illustrate descriptions, and emphasize cause-and-effect relationships between body and equipment.	Demonstrations are inaccurate, irrelevant, or fail to show the connection between body and equipment.
Provide timely, accurate feedback linked to group performance, turn phases, or body and equipment use.	Feedback is lacking, mistimed, irrelevant, confusing, or disconnected from actual group performance.
Guide the group toward the outcome by connecting activities and feedback to lesson goals.	Delivery of information is random, disorganized, or creates confusion.

Learning Outcome: A Level II instructor helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Explore, Experiment, Play: Use movement, practice, and terrain productively.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Structure a clear progression of activities that guides the group toward agreed-upon outcomes.	Present a progression of activities that is unclear, disorganized, or unrelated to desired group outcomes.
Provide opportunities for students to reflect on their understanding and performance during the lesson.	Limit reflection opportunities to the end of the lesson, missing chances to build understanding earlier.
Provide ample opportunities for students to explore activities and consider their experience and sensations.	Move from activity to activity without allowing opportunities for students to consider their personal performance.
Introduce new activities based on group readiness.	Advance to new activities before the group is ready or continue activities after the group has mastered them.
Pace the lesson environment in a manner that keeps students active, engaged, and thoughtful, without overtiring.	Pace the lesson in a way that causes disengagement through boredom or fatigue.
Guide group exploration that promotes reflection on performance changes and connections to desired outcomes.	Repeat activities without purpose, variety, or connection to learning goals.
Describe & Relate Change: Help students reflect on their performance and how it relates to their skiing/riding goals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describe movements and actions that are necessary to achieve goal.	Fail to describe movements and actions that are necessary to achieve goal.
Check that group understanding of new learning is accurate.	Ignore signs of misunderstanding and continue without checking group comprehension.
Describe changes in movements, actions, and outcomes as they occur.	Fail to acknowledge or express that learning has occurred during the lesson.
Observe group performance to identify visible changes.	Overlook group performance as an indicator of understanding or misunderstanding.
Vary terrain, turn size, and/or turn shape and discuss learning relative to agreed-upon outcomes.	Change or maintain terrain, turn size, or turn shape without connecting the adjustment to lesson outcomes.
Vary tasks and discuss how the group can apply learning to different situations.	Modify tasks without explaining how changes relate to agreed-upon outcomes.
Vary speed or tempo and discuss how changes affect performance.	Keep the same speed or tempo without discussing how adjustments could affect performance.

Learning Outcome: A Level III instructor plans learning outcomes and creates individualized experiences around a common theme for advanced students.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Assess: Continually assess student motivations, performance, and understanding.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Assess body movement and ski/snowboard performance throughout the lesson.	Fail to reassess students throughout the lesson.
Assess individuals' understanding of their performance throughout the lesson.	Fail to discover students' understanding or misunderstanding of their performance.
Continually assess individuals' ability to perform planned activities.	Fail to recognize individuals struggling with planned activities.
Clearly describe observed changes in student motivation, performance, and/or understanding.	Fail to recognize or describe changes in student motivation, performance, and/or understanding.
Gather insights into individuals' motivations and expectations to inform lesson planning and goal-setting.	Lack insight into individuals' motivations or expectations to inform lesson planning and goal-setting.
Identify observations regarding the changing needs of individuals throughout the lesson.	Did not identify changing needs of individuals throughout the lesson.

Learning Outcome: A Level III instructor plans learning outcomes and creates individualized experiences around a common theme for advanced students.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Plan: Develop and manage clear and relevant learning experiences based on individual needs.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Collaborate on a big-picture overview, theme, and individualized focus for the lesson.	Does not involve or communicate with students about the lesson plan. Provide a lesson overview or theme that is vague.
Establish a fundamentally accurate plan that is appropriate for individual needs.	Plan is not fundamentally accurate and does not meet the needs of individuals.
Summarize the plan of action, providing short-term objectives for individuals.	Unclear direction for lesson.
Adjust the focus and customize the learning experience for individuals.	Learning experience is not customized for individuals and lacks clarity.
Share accurate thoughts on how different student profiles (children, seniors, fearful, bored, etc) would change your plan or focus.	Share inaccurate thoughts on how the lesson would be changed to adapt to different student profiles.
Create an adventure in learning that is creative, playful, and exploratory.	Does not capture the interest of the students.
Create a progressive learning environment tailored to individual needs.	Steps are not well-connected, create confusion, and/or don't meet individual needs.
Plan meaningful practice time.	Exclude opportunities for practice.
Select appropriate terrain for individual needs.	Terrain selected without regard for individual needs.
Tactical approaches suit individual learning needs.	Tactical approaches are ineffective for individual needs.
Share alterations that could be made to the plan to accommodate different cognitive stages, affective states, and physical development.	Cannot share alterations for different students.

Learning Outcome: A Level III instructor individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Adapt: Adapt the learning environment to individual needs while proactively managing physical and emotional risk to enhance student engagement.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adjust tasks, terrain, or pacing based on individual performance.	Fail to respond to changes in individual performance.
Reduce difficulty of terrain, complexity of activities, or rate of descent to engage slower or fearful individuals within the group.	Not individualize the learning environment for fearful or timid individuals.
Increase difficulty of terrain, complexity of activities, or rate of descent to engage more skilled, faster, or athletic individuals.	Not individualize the learning environment for faster or athletic students.
Provide tactical approaches to help manage mindsets for individuals.	Fail to provide different mental approaches to the terrain, task, etc.
Foster students' ability to proactively manage risk and apply <i>Your Responsibility Code/Park Smart</i> .	Neglect to develop students' risk awareness. Model unsafe practices that contribute to an unnecessary level of physical risk.
Anticipate physical risk to manage it proactively.	Wait until unsafe conditions occur to address physical risk.
Make real-time decisions that demonstrate awareness of physical risk to self and others.	Make decisions throughout the day that place you or others at risk.
Proactively manage increased risk due to traffic, terrain, conditions, and tasks.	Disregard risk from traffic, terrain, conditions, and tasks.
Describe observations of how group needs changed during the lesson	Choice of terrain, task, speed, and/or conditions diminishes the ability for individuals to learn.
Adapt tasks to individual physical capabilities.	Fail to modify tasks for individual physical capabilities.
Proactively manage impact of activities and environment on comfort and confidence.	Disregard when activities and environment cause discomfort and apprehension.
Adjust the level of challenge to keep individuals appropriately engaged — avoiding bored, overwhelmed, or fearful.	Exhibit behaviors that negatively impact levels of emotional risk in others.
Adapt the learning environment based on observations made throughout the lesson.	Continue with the initial plan, regardless of individual struggles, success, confusion, etc.

Learning Outcome: A Level III instructor individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Descriptions, Demonstrations, Feedback: Provide clear, accurate, and relevant descriptions, demonstrations, and feedback that encourage individualized learning.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Provide individualized, relevant information using clear, easy-to-understand technical explanations.	Provide information that is not relevant to individual needs or is confusing.
Present technically accurate information that directly develops skills, tactics, and fundamentals relevant to student goals.	Presenting inaccurate, irrelevant, or confusing information that hinders student understanding.
Deliver information at an appropriate rate to individuals.	Provide too much or too little information to individuals.
Reinforce learning with targeted technical, individualized feedback that is easy to understand.	Provide feedback that is overly technical and complex, or lacks sufficient technical information.
Demonstrations are clearly visible, illustrate descriptions, and emphasize cause-and-effect relationships between body and equipment.	Demonstrations are inaccurate, irrelevant, or fail to show the connection between body and equipment.
Deliver timely, accurate feedback specific to performance, turn phase, equipment use, or outcomes.	Give vague or poorly timed feedback that misses key details or distracts from actual performance needs.

Learning Outcome: A Level III instructor fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Explore, Experiment, Play: Optimize movement, practice time, and terrain usage.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adjust pacing to support individual progress toward learning goals.	Maintain preset pacing that ignores individual progress or readiness.
Facilitate practice time for individuals to learn from each activity.	Move between activities without building in time for students to process performance or understanding.
Provide time for individuals to reflect on their performance and understanding of each activity.	Move from activity to activity without an opportunity to reflect on performance or understanding.
Adapt learning environment to accommodate changes in individual performance and understanding.	Learning environment is followed according to the initial plan with disregard for students' performance and understanding.
Pace the lesson environment in a manner that keeps individuals active, engaged, and introspective, without overtiring.	Individuals disengage from the learning environment because of too little movement creating boredom or too much activity creating undue fatigue
Describe pacing adjustments that supported student reflection and internalization of learning.	Give vague or general responses about pacing without connecting adjustments to student reflection or learning outcomes.

Learning Outcome: A Level III instructor fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Describe & Relate Change: Promote ongoing reflection about students' performance and how it relates to their skiing/riding goals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Ask open-ended questions to guide individual reflection on performance and progress.	Deliver information without prompting individuals to reflect on their own performance and express their understanding.
Confirm that individual reflections accurately represent observed understanding.	Ignore or overlook misconceptions shared by students during discussion.
Ask clarifying questions when a student's interpretation of performance appears inaccurate.	Miss opportunities to clarify or correct inaccurate student interpretations.
Confirm that individuals' verbal reflections match their performance.	Disregard discrepancies between individuals' verbal descriptions and performance.
Describe strategies used to encourage individuals to communicate changes in performance and/or understanding.	Unable to identify or describe strategies used to encourage students to express changes in performance and/or understanding.
Apply learning in varied terrain or conditions and prompt students to describe what they notice, feel, or do differently.	Change terrain or conditions without supporting students in connecting those changes to their learning.
Modify the learning environment while collaborating with individuals to apply and expand their learning.	Repeat or change tasks without involving students in applying or reflecting on what they have learned.
Vary speed and/or tempo and explore how it affects individual performance.	Maintain a fixed speed and/or tempo without using it to explore changes in individual performance.
Prompt individuals to explain how they will use today's learning in future skiing or riding.	Skip conversations that connect current learning to next steps or personal goals.