ASSESSMENT FORM

PROFESSIONAL SKI INSTRUCTORS OF AMERICA · AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

☐ Attained
☐ Did Not Attain

CANDIDATE	ASSESSMENT	EVENT / DATE	EXAMINER
	Adaptive Snowboard Level 2 — Visual Impairment		

ASSESSMENT SCALE

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

01 Instructor Decisions & Behavior

Professionalism and Self-Management: Contributes to a professional environment by managing their behaviors and emotions in response to others.

AVG _____ · MET ☐ (≥4)

Needs/Safety
Address group and individual needs for belonging.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Behavior Management
Manage behavioral responses.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

02 Assessment, Equipment, & Tactics

Demonstrates a refined understanding of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics enhance learning for riders with vision-related diagnoses.

AVG _____ · MET ☐ (≥4)

Student Assessment
Appropriate student assessments.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Equipment Choices
Assistive equipment choices.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Equipment Set-Up
Assistive equipment set-up.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Guiding-Method
Guiding method choices.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Guiding-Position
Guiding position choices.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

03 Diagnoses & Medications

Demonstrates a refined understanding of common vision-related diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for students in the intermediate zone.

AVG _____ · MET ☐ (≥4)

Diagnoses
Single and multiple diagnoses.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Medications
Medication classifications and potential side effects.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Strategies for Diagnoses & Medications
Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

04 Technical Tactics & Communication

Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone students with vision-related diagnoses through the mountain environment.

AVG _____ · MET ☐ (≥4)

Safety Procedures
Accurately demonstrating procedures for safely navigating the mountain environment.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Adjusting Personal Performance
Adjusting personal performance, teaching, and tactics to direct student performance – using duration, intensity, rate, and timing (DIRT) – and accounting for the diagnoses as well as changing snow conditions.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Communication
Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

05 Movement Analysis

Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students with vision-related diagnoses through the intermediate zone.

AVG _____ · MET ☐ (≥4)

Observe and Describe
Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Evaluate and Describe
Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Prescription
Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

Equipment, Technique, Tactics
Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6

MODULE SUMMARY

06 Adaptations of Teaching Skills

Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to students with vision-related diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.

AVG _____ · MET ☐ (≥4)

Assess Periodically assessing student motivations, performance, and understanding.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Collaborate Collaborating with students to establish an adaptable lesson plan with clear direction and focus.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Plan Lesson Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Adapt Adapting the learning environment to align with the needs of the group.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Descriptions, Demonstrations, Feedback Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Manage Risk Manage physical and emotional risk to promote engagement in the learning environment	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Explore, Experiment, Play Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Describe Change Helping students recognize and understand change in performance relative to outcomes.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6
Relate Change Helping students apply gained skills to riding situations.	○ 1	○ 2	○ 3	○ 4	○ 5	○ 6

MODULE SUMMARY