PSIA Certified Level III
Adaptive Alpine
Bi-Ski
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

Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)

Needs/Safety
Address group and individual needs for esteem.

Behavior Management
Adapts behaviors for positive group and individual interaction.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Equipment & Tactics

Leverages knowledge of equipment and tactics for students who are bi-skiers, based on the cognitive, affective, and physical assessment.
Within the following lesson components, leverages their knowledge of cause-and effect relationships to meet goals and improve performance and skill development of advanced-zone students who are bi-skiers:

Student Assessment
Appropriate student assessments.

Equipment Choices
Assistive equipment choices.

Equipment Set-Up
Assistive equipment set-up.

Technique & Tactics
Assistive technique and tactical choices.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Movement Analysis

Describes cause-and-effect relationships of all Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for students who are bi-skiers, through all zones.
Consistently demonstrates their ability to work with students who are bi-skiers by:

Observe and Describe
Describing detailed ski and body performance relative to all the Alpine Skiing Fundamentals in blended relationships, in multiple turn phases, and from turn to turn.

Cause and Effect
Linking ski and body performance to describe blended cause-and-effect relationships.

Evaluate and Describe
Evaluating the described performances and comparing them to more ideal performance.

Prescription
Prescribing a specific change to effect blending of the Alpine Skiing Fundamentals, using duration, intensity, rate, and timing (DIRT) to create a change in desired outcomes.

Equipment, Technique, Tactics
Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Diagnoses & Medications

Leverages knowledge of diagnoses and common accompanying diagnoses - as well as applicable medication classifications and their potential side effects - in relation to the bi-ski discipline, skiing performance, and teaching considerations for students in all zones. Implements appropriate solutions to improve student performance.

Maximizes the performance of students who are bi-skiers, through a process of analysis, prioritization, and integration of advanced knowledge of:

Diagnoses

Single and multiple diagnoses.

Medications

Medication classifications and potential side effects.

Strategies for Diagnoses & Medications

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

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Adaptations of Teaching Skills

Demonstrates their ability to adapt Teaching-Skill learning outcomes relative to students who are bi-skiers, plan learning outcomes, and create individualized experiences - moving students toward agreed-upon outcomes while optimizing engagement in the process.

Consistently demonstrates their ability to work with students who are bi-skiers by:

Assess

Continually assessing student motivations, current performance, and understanding.

Collaborate

Collaborating with students to establish and adapt a lesson plan with a common theme, clear direction, and individualized focus throughout the lesson.

Plan Lesson

Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for each individual.

Pacing

Pacing customized learning activities to allow students to explore and/or play toward desired outcomes.

Adapt

Tailoring the learning environment, while adapting teaching strategies, to align with the needs of individuals.

Descriptions, Demonstrations, Feedback

Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourage individualized learning.

Manage Risk

Proactively manage physical and emotional risk to optimize engagement in the learning environment for individuals.

Describe Change

Encouraging students to communicate change in performance and/or understanding.

Relate Change

Collaborating with students to apply gained skills to skiing situations.

Section Average: Must be 4 or above to meet Learning Outcome

Comments

Tech Tactics & Communication

Leverages knowledge of technical tactics and communication strategies for working with and guiding bi-skiers through the mountain environment.

Consistently demonstrates their ability to work with all students who are bi-skiers using either or a combination of fixed or handheld outriggers by:

Safety Procedures

Accurately demonstrating procedures for safely navigating the mountain environment.

Adjusting Personal Performance

Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance - using duration, intensity rate, timing, and more - and accounting for changes in terrain and conditions through all aspects of the mountain environment.

Communication

Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.

Section Average: Must be 4 or above to meet Learning Outcome

Comments