# AASI Certified Level II Snowboard Teaching

## ASSESSMENT FORM

<table>
<thead>
<tr>
<th>Assessment Scale for Certified Level II</th>
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<tbody>
<tr>
<td>1  Essential elements were not observed or not present.</td>
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<tr>
<td>2  Essential elements are beginning to appear.</td>
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<tr>
<td>3  Essential elements appear, but not with consistency.</td>
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<tr>
<td>4  Essential elements appear regularly at a satisfactory level.</td>
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<tr>
<td>5  Essential elements appear frequently, above required level.</td>
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<tr>
<td>6  Essential elements appear continuously, at a superior level.</td>
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## Candidate:

- **Assessment:**
- **Region:**
- **Assessor(s):**

### ASSESSMENT CRITERIA

#### Instructor Decisions & Behavior

| Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment) |

#### Needs/Safety

- Address group and individual needs for belonging.

#### Behavior Management

- Manage behavioral responses.

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

#### Teaching Skills

| Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students. |

#### Assessment

- Periodically reassess student motivations, current performance, and understanding.

#### Collaborate

- Collaborate with students to establish and adapt a lesson plan with clear direction and focus.

#### Plan Lesson

- Plan playful and/or exploratory lessons with productive use of movement, practice 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.

<table>
<thead>
<tr>
<th>Adapt</th>
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<tr>
<td>Adapt the learning environment to align with the needs of the group.</td>
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#### Descriptions, Demonstrations, Feedback

- Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.

#### Manage Risk

- Manage physical and emotional risk to promote engagement in the learning environment.

**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.

<table>
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<tr>
<th>Explore, Experiment, Play</th>
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<td>Pace learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</td>
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#### Describe Change

- Help students recognize and understand change in performance relative to outcomes.

#### Relate Change

- Help students apply gained skills to riding/skiing situations.

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

### People Skills

| Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when Teaching) |

#### Communication

- Adapt verbal and non-verbal communication based on observations of individuals and the group.

#### Active Listening

- Use varied, active-listening tactics to learn about others.

#### 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

| Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when Teaching) |

#### Interactions

- 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

- Must be 4 or above to meet Learning Outcome

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