## PSIA Certified Level II

### Adaptive Alpine

**Bi-Ski**

### ASSESSMENT FORM

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region:</td>
<td>Assessor(s):</td>
</tr>
</tbody>
</table>

### ASSESSMENT CRITERIA

<table>
<thead>
<tr>
<th>Instructor Decisions &amp; Behavior</th>
<th>Movement Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism and Self-Management:</strong> Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)</td>
<td>Articulates accurate cause-and-effect relationships of at least two Alpine Skiing Fundamentals through all phases of the turn, resulting in an effective prescription for change for intermediate-zone students who are bi-skiers.</td>
</tr>
<tr>
<td><strong>Needs/Safety</strong></td>
<td>Consistently demonstrates their ability to work with students who are bi-skiers by:</td>
</tr>
<tr>
<td>Address group and individual needs for belonging.</td>
<td><strong>Observe and Describe</strong></td>
</tr>
<tr>
<td><strong>Behavior Management</strong></td>
<td>Describing ski and body performance, relative to two or more Alpine Skiing Fundamentals in all turn phases, and from turn to turn.</td>
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<tr>
<td>Manage behavioral responses.</td>
<td><strong>Cause and Effect</strong></td>
</tr>
<tr>
<td><strong>Section Average:</strong> Must be 4 or above to meet Learning Outcome</td>
<td>Linking ski and body performance when describing cause-and-effect relationships in at least two Alpine Skiing Fundamentals in all phases of the turn, and from turn to turn.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td><strong>Evaluate and Describe</strong></td>
</tr>
<tr>
<td></td>
<td>Evaluating the described performances and comparing them to more ideal performance.</td>
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<tr>
<td></td>
<td><strong>Prescription</strong></td>
</tr>
<tr>
<td></td>
<td>Prescribing a specific change in one Alpine Skiing Fundamental using duration, intensity, rate, and timing (DIRT) to create a change in agreed-upon outcomes.</td>
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<tr>
<td></td>
<td><strong>Equipment, Technique, Tactics</strong></td>
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<tr>
<td></td>
<td>Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</td>
</tr>
<tr>
<td><strong>Section Average:</strong> Must be 4 or above to meet Learning Outcome</td>
<td><strong>Comments</strong></td>
</tr>
</tbody>
</table>

### Equipment & Tactics

**Demonstrates a refined understanding of appropriate equipment and tactics for students who are bi-skiers, based on the cognitive, affective, and physical assessment.**

Within the following lesson components, explains their decision-making process - while demonstrating cause-and-effect relationships crucial to improving performance and skill development of intermediate-zone students who are bi-skiers:

- **Student Assessment**
- **Equipment Choices**
- **Equipment Set-Up**
- **Technique & Tactics**

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

| Comments |
### Diagnoses & Medications

**Demonstrates a refined understanding of common diagnoses and a basic understanding of 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 the intermediate zone.**

Facilitates learning for students who are bi-skiers by explaining, analyzing, and applying a refined knowledge of:

**Diagnoses**
- Single and multiple diagnoses.

**Medications**
- Medication classifications and potential side effects.

**Strategies for Diagnoses & Medications**
- Basic strategies of how 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

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### Adaptations of Teaching Skills

**Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to students who are bi-skiers and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.**

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

**Assess**
- Assessing students to identify motivations, behaviors, performance, and understanding.

**Collaborate**
- Collaborating with students to select a basic progression with clear direction and focus.

**Plan Lesson**
- Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.

**Pacing**
- Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.

**Adapt**
- Organizing the learning environment and adapting teaching strategies to align with the initial assessment.

**Descriptions, Demonstrations, Feedback**
- Providing relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.

**Manage Risk**
- Managing physical and emotional risk to maintain engagement in the learning environment.

**Describe Change**
- Communicating changes in performance.

**Relate Change**
- Relating changes in performance to lesson outcomes.

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

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### Tech Tactics & Communication

**Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone bi-skiers through the mountain environment.**

Consistently demonstrates their ability to work with intermediate zone 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**
- Adjusting personal performance, teaching techniques, and tactics to direct student performance: accounting for diagnoses, snow conditions, and terrain.

**Communication**
- Understanding the impact of verbal and nonverbal two-way communication.

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

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**Comments**