**Instructor Decisions & Behavior**

<table>
<thead>
<tr>
<th>Essential elements were not observed or not present.</th>
<th>Essential elements are beginning to appear.</th>
<th>Essential elements appear, but not with consistency.</th>
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</thead>
</table>

- **Needs/Safety**
  - Address group and individual needs for belonging.

- **Behavior Management**
  - Manage behavioral responses.

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**Movement Analysis**

| 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 four-track skiers. |

- **Observe and Describe**
  - Describing ski and body performance, relative to two or more Alpine Skiing Fundamentals in all turn phases, and from turn to turn.

- **Cause and Effect**
  - 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.

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

- **Prescription**
  - Prescribing a specific change in one Alpine Skiing Fundamental using duration, intensity, rate, and timing (DIRT) to create a change in agreed-upon outcomes.

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

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**Equipment & Tactics**

| Demonstrates a refined understanding of appropriate equipment and tactics for students who are four-track 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 four-track 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.

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**Section Average:** Must be 4 or above to meet Learning Outcome
### 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 four-track discipline, skiing performance, and teaching considerations for students in the intermediate zone.

Facilitates learning for students who are four-track 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

### Adaptations of Teaching Skills

Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to students who are four-track 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 four-track 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

### Tech Tactics & Communication

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

Consistently demonstrates their ability to work with intermediate-zone students who are four-track skiers 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