# PSIA Certified Level III
## Adaptive Alpine Visual Impairment
### ASSESSMENT FORM

<table>
<thead>
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<th>Candidate:</th>
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### 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.

### Movement Analysis
- Describes 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 students with vision-related diagnoses through all zones.
  - **Consistently demonstrates their ability to work with students with vision-related diagnoses 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 & Tactics
- Leverages knowledge of equipment and tactics for students with vision-related diagnoses, 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 students with vision-related diagnoses through the advanced zone:
    - **Student Assessment:** Appropriate student assessments.
    - **Equipment Choices:** Assistive equipment choices.
    - **Equipment Set-Up:** Assistive equipment set-up.
    - **Technique & Tactics:** Assistive technique and tactical choices.
    - **Guiding-Method:** Guiding-method choices.
    - **Guiding-Position:** Guiding-position choices.

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

### Comments
### Diagnoses & Medications

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

Maximizes the performance of students with vision-related diagnoses through a process of analysis, prioritization, and integration of an advanced level of knowledge of:

**Diagnoses**
- Single and multiple visual diagnoses, including common accompanying 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

### Adaptations of Teaching Skills

Demonstrates their ability to adapt Teaching-Skill learning outcomes relative to students with vision-related diagnoses, 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 with vision-related diagnoses 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

### Tech Tactics & Communication

Leverages knowledge of technical tactics and communication strategies for working with and guiding all students with vision-related diagnoses through the mountain environment.

Consistently demonstrates their ability to work with students with vision-related diagnoses through all zones 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