



***Professional Ski Instructors of America***

***American Association of Snowboard Instructors***

***Teaching Skills Performance Guide***

*Level I, Level II, Level III*

## INTRODUCTION

The PSIA-AASI Teaching Skills Performance Guide (PG) is a resource that supports the PSIA-AASI National Standards, serving as the connection between the National Standards and certification training and assessment. The performance guide is designed to maintain transparency and assure consistency of all certification standards levels. It exists as a key resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for a certified snowsports professional.

### **Format**

The Performance Guide enhances the details of the Assessment Criteria (AC) for each Learning Outcome in Professionalism and Self-Management, and People, Teaching, and Technical Skills at each level of certification. Assessment Criteria specify performance details, and to what level the Learning Outcomes have been met. The PG describes the successful and unsuccessful Performance Contributors used to measure and assess an instructor's ability to satisfy the ACs and LO. The Performance Contributors provide details of objective measurements for each AC. In addition, the PG presents assessment activity (AA) descriptions and examples of assessment activities utilized during the assessment process.

### **Use**

Available to all PSIA-AASI members, the PG is a tool for training and certification assessments, to guide clear and transparent feedback during certification preparation and assessment. Instructors preparing for an assessment can use the PG to understand what is expected of them to achieve the Learning Outcomes. The Performance Guide refers to and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, and example assessment activity descriptions and videos. These resources are provided to aid instructors when preparing for an assessment.

### **Assessment Form**

Certification assessments use the same assessment form which directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the ACs. Each AC is measured on a 6-point scale. The score represents an instructor's ability to demonstrate the essential elements, described as successful performance contributors, of the AC. Instructors in an assessment must score the essential elements regularly and at a satisfactory level across all ACs to achieve the LO.

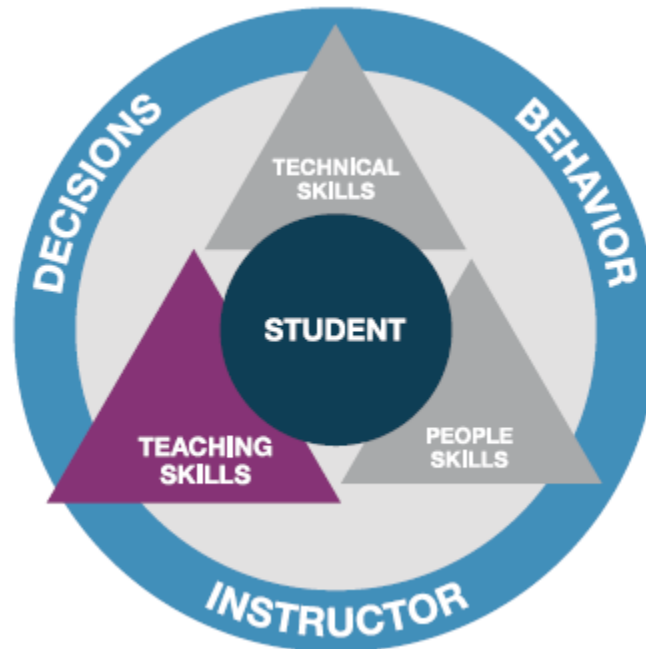
### **Living and Evolving Document**

Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snowsports learning environment.

## Assessment Statement

Level I candidates are assessed primarily while they share a progression relative to novice students, but with real-time interaction with peers. Teaching activities are based on the needs, motivations, and skiing/riding performance of novice students. The lesson is 15 minutes or longer, with the time set before the session starts. Candidates can expect group and individual discussions with the examiner before, during, and/or after the teaching segment. The behavior of candidates will also be observed throughout the exam environment. Other forms of assessment may be used and are described in the Performance Contributors.

Level II and Level III candidates are assessed on all Teaching Skills Learning Outcomes while they teach their peers in a lesson. Teaching activities are based on the needs, motivations, and skiing/riding performance of the participants. The lesson is 20-40 minutes, with the time set before the lesson starts. Candidates can expect group and individual discussions with the examiner before, during, and/or after the teaching segment. The behavior of candidates will also be observed throughout the assessment environment. Other forms of assessment may be used and are described in the Performance Contributors.



**Learning Outcome:** A Level I instructor plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.

This is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Assess students to identify student motivations, performance, and understanding.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Question students to determine underlying motivations for learning.	Not learn about students’ motivations.
Assess key performance (body movement and ski/snowboard action).	Make assumptions about performance without observing students.
Ask group members about their understanding of their performance.	Make assumptions about what students understand without asking them.

<b>Collaborate with students to select a basic progression with clear direction and focus.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Plan a basic progression of activities that are appropriate for students’ motivation, performance, and understanding.	Organize a progression that is not appropriate for students’ motivations, performance, and/or understanding.
Describe a big-picture overview of the lesson for the group.	Begin the implementation of the lesson without sharing the plan.
Explain a clear plan of action - To the group, or to the examiner in a discussion about your plan.	Unclear about the direction of the lesson.

<b>Plan lessons that involve productive use of movement, practice time, and terrain.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Plan a progression of activities that keeps the group active and moving.	Plan a lesson environment that does not keep the group active and moving.
Plan time for practice.	Leave no room within the progression for practice time.
Plan appropriate terrain for group activity.	Planned terrain is inappropriate for the group.

**Learning Outcome:** A Level I instructor facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Activities lead group toward desired motivations and outcomes.	Activities do not align with desired motivations and outcomes.
Provide ample opportunities for students to explore activities.	Move from activity to activity too quickly.
Progression toward desired outcomes is clear.	Lack of progression or progression doesn't relate to the desired outcomes.
Introduce new activities based on group readiness.	Move to the next activity before the group is ready.
Pace the novice lesson environment in a manner that keeps students active, without overtiring.	Provide too little activity creating boredom or too much activity creating undue fatigue.
<b>Organize the learning environment to align with the initial assessment of the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Recognize the need to change the terrain or use the terrain differently.	Use terrain in a manner that negatively impacts the learning environment - IE: too steep, too flat, high traffic, no natural run-out, etc..
Recognize the need to alter the speed and distance of travel down the hill.	Disregard body language that indicates a need to adjust speed and distance of travel for timid or aggressive students.
Recognize the need to increase/decrease the challenge of the activity.	Fail to recognize cues that indicate activities should be modified or progressed.
<b>Provide the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Provide basic information that is clear and relevant to group outcomes, performance, and needs.	Provide information that is not clear nor relevant to group outcomes, performance, and/or needs.
Target skill development through the technical fundamentals.	Lack connection of lesson content to fundamentals.
Deliver information at an appropriate rate to the group.	Provide too much or too little information to the group.
Provide information in a way that is easy to understand.	Provide information that is overly technical and/or complex.
Provide demonstrations that match descriptions and are easily viewed.	Provide inaccurate demonstrations and/or demonstrations that are not easily viewed.
Feedback helps students understand their performance and achieve outcomes.	Provide inaccurate, insufficient, confusing, or irrelevant feedback.
Information flows to develop the outcome.	Delivery of information creates confusion.

**Learning Outcome:** A Level I instructor facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Limit physical risk.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Recognize and convey Your Responsibility Code in the learning environment.	Not model or convey Your Responsibility Code.
Identify and manage physical risk.	Fail to manage unnecessary physical risk.
Provide a level of challenge that minimizes risk of injury.	Choose levels of challenge that are too advanced to perform safely.
Recognize and react to increased risk due to traffic, terrain, conditions, and tasks.	Disregard risk from traffic, terrain, conditions, and tasks.

<b>Manage levels of emotional risk to maintain engagement in the learning environment.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Use appropriate terrain, task, speed, and/or conditions to maintain group engagement in the learning environment.	Choice of terrain, task, speed, and/or conditions negatively affect learning.
Select tasks that accommodate people who have physical limitations such as injuries, lack of conditioning, visual impairments, etc..	Fail to select tasks that accommodate people who have physical limitations.
Provide demonstrations that maintain group engagement in the learning environment.	Demonstrations and actions over-challenge or under-challenge group, diminishing engagement and learning.
Communicate in a way that instills confidence and helps to promote self-esteem.	Communicate in a way that contributes to worry and self-doubt.
Respond when activities effect levels of comfort and confidence.	Not react when activities and environment cause discomfort and apprehension.

**Learning Outcome:** A Level I instructor helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

This is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Communicate changes in performance.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Describe movements and actions that are necessary to achieve goal.	Neglect to describe movements and actions that are necessary to achieve goal.
Check that basic understanding of new learning is accurate.	Ignore misunderstanding of new learning.
Describe changes in movements, actions, and outcomes.	Unaware or not express that learning has occurred.
Watch to observe change in performance.	Ignore performance as an indicator of understanding or misunderstanding.

<b>Relate changes in performance to lesson outcomes.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Vary terrain, turn size, and/or turn shape and discuss learning relative to lesson outcomes.	Not alter terrain, turn size, or turn shape or not relate the change to lesson outcomes.
Vary task and discuss how group will apply learning.	Not alter the task, or alter the task but not relate change to lesson outcomes.
Vary speed or tempo, and discuss how it affects performance.	Not vary speed or tempo, or not discuss how change relates to lesson outcomes.
Discuss next steps to apply learning.	Not discuss next steps.

**Learning Outcome:** A Level II instructor plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.

This is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Periodically assess student motivations, performance, and understanding.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Gather information from the group to explore underlying motivations for learning.	Assume rather than discover motivations of group members.
Assess ongoing performance (body movement and ski/snowboard action).	Make assumptions about performance without observing group members or fail to recognize performance change.
As changes occur, discover what group members understand about their performance.	Make assumptions about what students understand without asking them.
Periodically assess and adapt to the group’s ability to perform planned activities.	Fail to recognize and/or adapt when the group has difficulty performing planned activities.
In an interview with an examiner(s) after the lesson, share observations and changes related to group motivations, performance, and/or understanding.	In a discussion with an examiner, fail to recognize or share observations on group motivations, performance, and/or understanding.

<b>Collaborate with students to establish an adaptable lesson plan with clear direction and focus.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Collaborate on a big-picture overview of the lesson and the learning outcome for the group.	Not involve or communicate with group about the lesson plan. Provide a lesson overview and learning outcome that are vague.
Establish a plan for the group that is fundamentally accurate and appropriate.	Plan is not fundamentally accurate and does not meet the needs of the group.
Summarize the plan of action, providing short-term objectives.	No clear direction for the lesson
Plan and modify long-term goals and short-term objectives to address group motivations, performance, and understanding.	Planned activities fail to address or adapt to group motivations, performance, and understanding.
Adjust the group focus when needed	Not adapt the learning experience for the group.
In an interview with an examiner, share accurate thoughts on how different student profiles (children, seniors, fearful, bored, etc) would change your plan or focus.	Cannot share accurate thoughts on how the lesson would be changed to adapt to different student profiles.



**Learning Outcome:** A Level II instructor plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Plan an adventure in learning that is playful and/or exploratory.	Not capture the interest of the group.
Plan a progression of activities that can be adapted as needed.	Steps in the lesson are not well-connected and/or create confusion.
Plan for appropriate practice time that gives students opportunities to discover learning.	Not leave room in lesson plan for practice time or allow opportunities for discovery.
Plan terrain that is most appropriate for the group.	Plan to use terrain that is inappropriate to group ability, motivation, or fitness and comfort level.
Plan for appropriate tactical approaches for the group.	Tactical approaches are not appropriate for the group.
In an interview with examiners, share alterations that could be made to the plan to accommodate different aged students.	Cannot share alterations for different aged students.

**Learning Outcome:** A Level II instructor facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Pace learning activities to allow students to explore and/or play toward desired outcomes.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Pace activities to meet the needs and motivations of the group.	Activities are delivered according to the initial plan without regard for needs and motivations of group.
Provide ample opportunities for group to explore and play through activities and practice to develop understanding of performance.	Move from activity to activity too quickly.
Pace new activities based on group readiness.	Move to the next activity based upon the initial lesson plan without considering student readiness.
Pace the lesson environment in a manner that keeps students active, without overtiring.	Provide too little activity creating boredom or too much activity creating undue fatigue.

<b>Adapt the learning environment to align with the needs of the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Adapt activities to accommodate changes in group performance and understanding.	Fail to recognize changes in performance that indicate activities should be modified or progressed.
Reduce difficulty of terrain, complexity of activities, speed of movements or descent to align with the needs of the group.	Not alter the learning environment for slower or fearful students.
Increase difficulty of activities, terrain, precision of movements, and rate of descent to engage a faster or more athletic group.	Not alter the learning environment for faster or athletic students.
In a discussion with the examiner, identify observations regarding the changing needs of the group throughout the lesson.	Cannot identify changing needs of the group throughout the lesson.
In a discussion with the examiner, identify tactical approaches to manage commonly seen lesson environments.	Cannot identify appropriate tactical approaches to manage commonly seen lesson environments.

**Learning Outcome:** A Level II instructor facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Provide information that is clear and relevant to group outcomes, performance, and/or needs.	Provide information that is not clear, or not related to group performance and/or needs.
Target skill development, technical fundamentals, and/or tactics.	Lack focus on fundamentals or tactics, or focus/information is inaccurate.
Deliver information at an appropriate rate to group.	Provide too much or too little information to the group.
Reinforce learning with technical information that is easy for students to understand.	Provide information that is overly technical and complex, or lacks sufficient technical information.
Provide demonstrations that match descriptions, are easily viewed, and draw students' attention to a specific body movement's effect on equipment performance.	Demonstrate without accuracy, useful vantage points, or drawing students' attention to key aspects. Or, demo is irrelevant to individual needs.
Provide timely and accurate feedback (visual and/or verbal) specific to outcome, turn phase, and/or body and equipment performance.	Miss opportunities to deliver feedback or delivery is poorly timed. Feedback is general, creates confusion, or is irrelevant to outcome.
Develop information that guides group toward the final outcome.	Delivery of information is random, disorganized, or creates confusion.

<b>Manage physical risk to promote engagement in the learning environment.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Develop students' ability to recognize risk and model Your Responsibility Code / Park Smart.	Neglect to develop students' risk awareness, and not adhere to Your Responsibility Code.
Identify and manage physical risk.	Fail to manage unnecessary physical risk.
Choose appropriate level of challenge for group development.	Choose level of challenge that is too advanced to perform safely, or fail to modify level of challenge for the group.
Identify and manage increased risk due to traffic, terrain, conditions, and tasks.	Disregard risk from traffic, terrain, conditions, and tasks.

**Learning Outcome:** A Level II instructor facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Manage levels of emotional risk to enhance engagement in the learning environment.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Choose terrain, task, speed, and/or conditions to enhance group engagement in the learning environment.	Choice of terrain, task, speed, and/or conditions diminishes the ability for group to learn.
Adapt tasks to accommodate people who have physical limitations such as injuries, conditioning, visual impairments, etc..	Fail to modify tasks to accommodate people who have physical limitations.
Adapt demonstrations and actions to enhance group engagement in the learning environment.	Demonstrations and actions over-challenge or under-challenge group, diminishing engagement and learning.
Communicate in a way that instills confidence and helps to promote self-esteem.	Communicate in a way that contributes to worry and self-doubt.
Recognize and manage impact of activities and environment on comfort and confidence.	Disregard when activities and environment cause discomfort and apprehension.

**Learning Outcome:** A Level II instructor helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.

This is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Help students to recognize and understand change in performance relative to outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Ask purposeful, open-ended questions to help group notice change in performance and understanding.	Not solicit participation from the group when addressing change in performance and understanding.
Assess if understanding is accurate among group members.	Ignore misconceptions in understanding.
Ask clarifying questions to improve group understanding.	Not pursue improved understanding when inaccuracies are present.
Observe performance to validate if group members are doing what they say they’re doing.	Ignore performance as an indicator of learning or lack of learning.
In an interview with the examiner, identify methods used in the lesson to encourage the group to communicate change.	Cannot identify strategies used to encourage the group to communicate change.

Help students apply gained skills to skiing/snowboarding situations.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Apply learning to varied terrain or conditions and help students interpret what they notice, feel, and/or do.	Not alter the terrain or conditions nor apply learning.
Vary task and help group to apply learning to the new task.	Not alter the task, or not help group apply learning.
Vary speed or tempo and share how it affects performance.	Not vary speed/tempo or share how it affects performance.
Engage students in conversation about next steps to apply learning.	Not converse with students about applying learning.

**Learning Outcome:** A Level III instructor plans learning outcomes and creates individualized experiences around a common theme for advanced students.

This is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Continually assess student motivations, performance, and understanding.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Gather information from individuals to explore underlying motivations for learning throughout the lesson.	Assume rather than discover motivations of individuals.
Assess ongoing performance (body movement and ski/snowboard action) throughout the lesson.	Make assumptions about performance without observing individuals or fail to recognize performance change.
Throughout the lesson, discover what individuals understand about their performance.	Make assumptions about or fail to gather information regarding the level of understanding without discussion with students.
Continually assess and adapt to the ability of individuals to perform planned activities.	Fail to recognize and/or adapt to individuals who have difficulty performing planned activities.
In an interview with an examiner(s) after the lesson, share observations and changes related to individual motivations, performance, and/or understanding.	In a discussion with an examiner, fail to recognize or share observations on individual motivations, performance, and/or understanding.

<b>Collaborate with students to establish and adapt a lesson plan with a common theme and a clear direction, and individualized focus throughout the lesson.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Collaborate on a big-picture overview, theme and individualized focus for the lesson.	Not involve or communicate with students about the lesson plan. Provide a lesson overview and theme that are vague.
Plan and modify long-term goals and short-term objectives to address individual motivations, performance, and understanding.	Planned activities fail to address or adapt to individual motivations, performance, or understanding.
Establish a plan that is fundamentally accurate and appropriate for individuals.	Plan is not fundamentally accurate and does not meet the needs of individuals.
Summarize the plan of action, providing short-term objectives for individuals.	Not clear about the direction for lesson.
Adjust the focus for individuals and customize the learning experience	Not customize the learning experience for individuals.
In an interview with an examiner, share accurate thoughts on how different student profiles (children, seniors, fearful, bored, etc) would change your plan or focus.	Cannot share accurate thoughts on how the lesson would be changed to adapt to different student profiles.

**Learning Outcome:** A Level III instructor plans learning outcomes and creates individualized experiences around a common theme for advanced students.

This is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Continually assess student motivations, performance, and understanding.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Establish a plan that is fundamentally accurate and appropriate for individuals.	Plan is not fundamentally accurate and does not meet the needs of individuals.
Summarize the plan of action, providing short-term objectives for individuals.	Not clear about the direction for lesson.
Adjust the focus for individuals and customize the learning experience.	Not customize the learning experience for individuals.
In an interview with an examiner, share accurate thoughts on how different student profiles (children, seniors, fearful, bored, etc) would change your plan or focus.	Cannot share accurate thoughts on how the lesson would be changed to adapt to different student profiles.

<b>Plan creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Plan an adventure in learning that is creative, playful, and exploratory.	Not capture the interest of the students.
Plan a progression of activities and adapt it as needed for individuals.	Plan steps in the lesson that are not well-connected and/or create confusion.
Plan for practice time that provides each student the opportunity to discover learning.	Not leave room in lesson plan for practice time, or discovery of learning.
Plan options for individuals regarding appropriate terrain.	Limit terrain options without regard for individual learning.
Plan for appropriate tactical approaches for individuals.	Tactical approaches are not appropriate for all individuals.
In an interview with examiners, share alterations that could be made to the plan to accommodate different aged students.	Cannot share alterations for different aged students.

**Learning Outcome:** A Level III instructor individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Customize and pace learning activities to allow students to explore and/or play toward desired outcomes.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Adjust the pacing of activities to lead toward desired outcomes for individual students (customize).	Fail to alter the pacing of activities based upon individual needs and motivations.
Provide ample opportunity for individuals to explore and play through activities and practice to develop their own understanding of their performance.	Move from activity to activity too quickly.
Adapt activities to accommodate changes in individual performance and understanding.	Activities are delivered according to the initial plan with disregard for students' performance and understanding.
Pace new activities based on individual student readiness.	Move to the next activity based upon the initial lesson plan without considering student readiness.
Pace the lesson environment in a manner that keeps students active, without overtiring.	Provide too little movement creating boredom or too much activity creating undue fatigue.
In an interview following a teaching segment, share alterations made to pacing or activities to allow for the need for individuals to explore and/or play.	In an interview following a teaching segment, cannot share alterations made to pacing or activities to allow for the need for individuals to explore and/or play.
<b>Tailor the learning environment to align with the needs of individuals.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Recognize changes in individual performance and modify activities and terrain accordingly.	Fail to recognize or modify activities for individual performance or consider how terrain might influence tactics and skill blending.
Reduce difficulty of terrain, complexity of activities, speed of movements or descent to align with the needs of slower or fearful individuals within the group.	Not individualize the learning environment for slower or fearful students.
Increase difficulty of terrain, precision of movements, and rate of descent to engage more skilled, faster, or athletic individuals.	Not individualize the learning environment for faster or athletic students.
In a discussion with the examiner, identify observations regarding the changing needs of individuals throughout the lesson.	Cannot identify changing needs of individuals throughout the lesson.
In a discussion with the examiner, identify tactical approaches to manage commonly seen lesson environments.	Cannot identify appropriate tactical approaches to manage commonly seen lesson environments.



**Learning Outcome:** A Level III instructor individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Provide information that is clear and relevant to individual outcomes, performance, and/or needs.	Provide information that is not clear, or not related to individual outcomes, performance, and/or needs.
Target skill development, technical fundamentals, and tactics for individuals.	Lack focus on skills, fundamentals, or tactics, or focus/information is inaccurate.
Deliver information at an appropriate rate to individuals within the group.	Provide too much or too little information to individuals within the group.
Reinforce learning with targeted technical, individualized information that is easy to understand.	Provide information that is overly technical and complex, or lacks sufficient technical information.
Provide and adapt demonstrations that match descriptions, are easily viewed, and draw individuals' attention toward cause/effect relationships between body movements and equipment outcomes.	Demonstrate without accuracy, useful vantage points, or drawing students' attention to key aspects. Or, demo is irrelevant to individual needs.
Provide timely and accurate individual feedback (visual and/or verbal) specific to outcome, turn phase, and/or body and equipment performance.	Miss opportunities to deliver feedback or delivery is poorly timed. Feedback is general, creates confusion, or is irrelevant to outcome.
Develop information that guides individuals toward the final outcome.	Delivery of information is random, disorganized, or creates confusion.
<b>Proactively manage physical risk to promote engagement in the learning environment.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Foster students' ability to proactively manage risk and apply Your Responsibility Code /Park Smart.	Neglect to develop students' risk awareness. Model unsafe practices that contribute to an unnecessary level of physical risk.
Anticipate physical risk to manage it proactively.	Wait until unsafe conditions occur to address physical risk.
Choose appropriate level of challenge for individual development.	Choose levels of challenge that are too advanced to perform safely, or fail to modify levels of challenge for individuals.
Proactively manage increased risk due to traffic, terrain, conditions, and tasks.	Disregard risk from traffic, terrain, conditions, and tasks.
Make decisions while teaching and/or throughout the day that show an understanding and respect for the physical risk of yourself and others.	Make decisions throughout the day that place you or others at risk.

**Learning Outcome:** A Level III instructor individualizes learning experiences to guide students toward agreed-upon outcomes and optimizes student engagement in the process.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Manage levels of emotional risk to optimize individual engagement in the learning environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Choose terrain, task, speed, and/or conditions to enhance individual engagement in the learning environment.	Choice of terrain, task, speed, and/or conditions diminishes the ability for individuals to learn.
Provide tactical approaches to help manage mindsets for individuals.	Fail to provide different mental approaches to the terrain, task, etc..
Adapt tasks to individual physical capabilities.	Fail to modify tasks for individual physical capabilities.
Adapt demonstrations and actions to enhance individual engagement in the learning environment.	Demonstrations and actions over-challenge or under-challenge individuals, diminishing engagement and learning.
Communicate with individuals in a way that instills confidence and helps to promote self-esteem.	Communicate in a way that contributes to worry and self-doubt.
Recognize and proactively manage impact of activities and environment on comfort and confidence.	Disregard when activities and environment cause discomfort and apprehension.
Exhibit behaviors while teaching and/or throughout the day that help to optimize levels of emotional risk in others.	Exhibit behaviors throughout the day that negatively impact levels of emotional risk in others.

**Learning Outcome:** A Level III instructor fosters the ability to recognize, reflect upon, and assess experiences to enhance understanding and apply what was learned.

This is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

<b>Encourage the students to communicate change in performance and/or understanding.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Ask purposeful, open-ended questions to guide individuals’ reflection relative to original plan.	Tell individuals what you observed and what they should know.
Confirm that change in understanding in individuals is accurate.	Ignore individuals’ misconceptions about understanding.
Ask individuals clarifying questions if understanding is inaccurate.	Not pursue improved understanding when inaccuracies are present.
Observe individual performance to validate if it matches their descriptions.	Ignore performance as an indicator of learning or lack of learning.
In an interview with the examiner, identify methods used in the lesson to encourage individuals to communicate change.	Cannot identify strategies used to encourage individuals to communicate change.

<b>Collaborate with students to apply gained skills to skiing/snowboarding situations.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Apply learning to varied terrain or conditions and have individuals share what they notice, feel, and/or do.	Not alter the terrain or conditions nor apply learning to the situation. Alter the terrain or conditions but not collaborate on understanding the outcome.
Vary task and collaborate with individuals to apply learning to the modified task.	Not alter the task, collaborate, or apply learning.
Vary speed and/or tempo and explore how it affects individual performance.	Not vary speed and/or tempo, or not explore how it affects individual performance.
Engage individuals in conversation about next steps and to help them to apply learning.	Not converse with individuals about applying learning.