



Teaching Skills	
<b>Assess &amp; Plan: Plans leaning outcomes and organizes progressive learning experiences relevant to beginner/novice students.</b>	
<b>Assess:</b> Identify student motivations, performance, and understanding.	
<b>Collaborate:</b> Select basic progression with clear direction and focus.	
<b>Plan Lesson:</b> Plan lessons that involve productive use of movement, practice time, and terrain.	
<b>Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.</b>	
<b>Pacing:</b> Pace a clear progression to allow students appropriate time to explore and/or play toward desired outcomes.	
<b>Organize:</b> Organize the learning environment to align with the initial assessment of the group.	
<b>Descriptions, Demonstrations, Feedback:</b> Give the group relevant information that encourages learning.	
<b>Physical Risk:</b> Limit physical risk.	
<b>Emotional Risk:</b> Manage levels to maintain engagement in the learning environment.	
<b>Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.</b>	
<b>Describe Change:</b> Communicate changes in performance.	
<b>Relate Change:</b> Relate changes in performance to lesson outcomes.	

<b>Instructor Decisions &amp; Behavior</b>	
<b>Professionalism and Self-Management: Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)</b>	
<b>Needs/Safety:</b> Address group and individual safety and physiological needs.	
<b>Behavior Management:</b> Exhibits positive behavior in response to feedback.	
<b>People Skills</b>	
<b>Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole. (Assessed when teaching)</b>	
<b>Communication:</b> Use verbal and non-verbal communication in a professional manner.	
<b>Active Listening:</b> Ask questions to learn about others.	
<b>Actionable Feedback:</b> Delivers actionable feedback	
<b>Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics. (Assessed when teaching)</b>	
<b>Interaction:</b> Initiate group interaction to build group dynamics.	
<b>Motivations/Emotions:</b> Identify the motivations and emotions of students.	

<p><b>Assessment Scale for Certified Level I:</b></p> <ol style="list-style-type: none"> <li>1 Essential elements were not observed or not present.</li> <li>2 Essential elements are beginning to appear.</li> <li>3 Essential elements appear, but not with consistency.</li> <li>4 Essential elements appear regularly at a satisfactory level.</li> <li>5 Essential elements appear frequently, above required level.</li> <li>6 Essential elements appear continuously, at a superior level.</li> </ol>
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<b>Skiing Performance</b>	
<b>Adjusts and adapts the XC Fundamentals to demonstrate specific outcomes for both classic and skate technique at the beginner skill level in beginner and some intermediate terrain.</b>	
<b>Downhill:</b> Control speed and change direction.	
<b>Continuously Ski:</b> 15 minutes in beginner and some intermediate terrain, classic or skate.	
Downhill Assessment Activities: half-wedge, gliding wedge, wedge turn	
<b>Classic</b>	
Push Off: Manage ski & pole push to create forward movement	
<b>Weight Transfer:</b> Control the center of mass (CM) over the base of support (fore/aft and side to side)	
<b>Glide:</b> Glide on one ski	
<b>Versatility:</b> Show versatility in beginner terrain	
Classic Assessment Activities: Diagonal Stride, Double Poling, Herringbone, Step Turn	
<b>Skate</b>	
Push Off: Manage ski & pole push to create forward movement	
<b>Weight Transfer:</b> Control the center of mass (CM) over the base of support (fore/aft and side to side)	
<b>Glide:</b> Glide on one ski	
<b>Versatility:</b> Show versatility in beginner terrain	
Skate Assessment Activities: Marathon Skate, Step Turn, V1, V2, V2 Alternate	

## Movement Analysis

Accurately describes cause-and-effect relationships between body and ski performance and provides a relevant prescription for change for beginner skiers.

**Describe:** Describe a skier's performance, focusing on body position and body movements for one XC skill.

**Cause-and-Effect:** Describe cause-and-effect relationship between body position and body movements to the skis' performance for one XC skill.

**Prescription:** Provide a relevant prescription for change in body position and body movements for one XC skill to create a desired outcome.

## Technical Understanding

Uses current PSIA cross country resources to identify and describe a skier's performance at the beginner skier level.

**Describe Personal Skiing:** Accurately identify and describe personal skier performance, using body position and body movements of one XC skiing skill.

**Describe Ideal Skiing:** Accurately describe ideal skier performance using body position and body movements of one XC skiing skill.

**Change Personal Performance:** Communicate understanding by changing personal skiing performance based on feedback at the beginner level.

**Utilize Information:** Identify and reference information from current PSIA resources relative to skier performance and desired outcome.

**Equipment & Wax:** Observe and describe how equipment choices affect performance and safety for beginner skiers.