

	AASI CERTIFIED LEVEL II SNOWBOARD TEACHING ASSESSMENT FORM	Candidate:		<i>Sample Form</i>		Assessment Scale for Certified Level II: 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.			
		Date:							
		Region:		Location:					
		Assessors:							
Instructor Decisions & Behavior		Attained	Did not Attain	Score	Teaching Skills		Attained Level	Did not Attain	Score
Professionalism and Self Management: Contributes to a professional environment by managing their behaviors and emotions in response to others. (Continual Assessment)					Assess & Plan: Plans learning outcomes and progressive learning experiences and adapts to the changing needs of intermediate students.				
Needs/Safety Address group and individual needs for belonging.					Assess Periodically reassess student motivations, current performance, and understanding.				
Feedback Manage behavioral responses.					Collaborate Collaborate with students to establish and adapt a lesson plan with clear direction and focus.				
Section Average: Must be 4 or above to meet Learning Outcome					Plan Lesson Plan playful and/or exploratory lessons with productive use of movement, practice time, and terrain.				
Comments (This box is expandable)					Section Average: Must be 4 or above to meet Learning Outcome				
					Implement: Facilitates learning experiences and adapts them as necessary to guide students toward agreed-upon outcomes and engage them in the process.				
People Skills		Attained Level	Did not Attain	Score	Pacing Pace learning activities to allow students to explore and/or play toward desired outcomes.				
Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when teaching)					Organize Adapt the learning environment to align with the needs of the group.				
Communication Adapt verbal and non-verbal communication based on observations of individuals and the group.					Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.				
Active Listening Use varied, active-listening tactics to learn about others					Physical Risk Manage physical risk to promote engagement in the learning environment.				
Actionable Feedback Deliver actionable feedback that adjusts for the emotions of subsets within the group.					Emotional Risk Manage levels of emotional risk to enhance engagement in the learning environment.				
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome				
Relationships with Others: Adapts to the motivations and emotions of individuals and to the interpersonal dynamics within the group, to promote trust. (Assessed when teaching)					Reflect/Review: Helps students recognize, reflect upon, and assess experiences to apply understanding and performance changes to desired outcomes.				
Interaction Foster interpersonal relationships to support positive group dynamics.					Describe Change Help students recognize and understand change in performance relative to outcomes.				
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.					Relate Change Help students apply gained skills to skiing situations.				
Section Average: Must be 4 or above to meet Learning Outcome					Section Average: Must be 4 or above to meet Learning Outcome				
Comments (This box is expandable)					Comments (This box is expandable)				