



PSIA Certified Level II Cross Country Teaching ASSESSMENT FORM

- Meets Standards
 Does Not Meet Standards

Candidate:
Assessment:
Region:
Assessor(s):

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.

ASSESSMENT CRITERIA

Instructor Decisions & Behavior	Teaching Skills
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.
Behavior Management 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	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.
	Adapt Adapt the learning environment to align with the needs of the group.
	Descriptions, Demonstrations, Feedback Provide clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.
	Manage Risk Manage physical and emotional risk to promote engagement in the learning environment
Communication: Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group. (Assessed when Teaching)	Section Average: Must be 4 or above to meet Learning Outcome
Communication Adapt verbal and non-verbal communication based on observations of individuals and the group.	Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made.
Active Listening Use varied, active-listening tactics to learn about others.	Explore, Experiment, Play Pace learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes
Feedback Delivery Deliver feedback that adjusts for the emotions of subsets within the group.	Describe Change Help students recognize and understand change in performance relative to outcomes.
Section Average: Must be 4 or above to meet Learning Outcome	Relate Change Help students apply gained skills to skiing/riding situations.
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)	Section Average: Must be 4 or above to meet Learning Outcome
Interaction Foster interpersonal relationships to support positive group dynamics.	Comments
Motivations/Emotions Adapt to the motivations and emotions of individuals and subsets of the group.	
Section Average: Must be 4 or above to meet Learning Outcome	
Comments	