



**Professional Ski Instructors of America**

**American Association of Snowboard Instructors**

**Adaptive Visual Impairment Specialist & Certification Pathway**

Level I, Level II, Level III

## INTRODUCTION

The PSIA Adaptive Alpine/Snowboard Performance Guide (PG) is a resource that supports the PSIA 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. The PSIA Adaptive Alpine/Snowboard Performance Guide (PG) is built to incorporate and expand upon the PSIA Alpine Skiing Technical Skills/AASI Snowboarding Technical Skills, People Skills, and Teaching Skills Performance Guides.

### **Format**

The Performance Guide (PG) enhances the details of the Assessment Criteria (AC) for each Learning Outcome (LO) in Equipment & Tactics, Diagnoses & Medications, Technical Tactics & Communication, Movement Analysis, and Adaptations of Teaching 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 Performance Guide (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 PG 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 (PG). Competence is determined by how well an instructor accomplishes the Learning Outcomes (LO) as described by the Assessment Criteria (AC). 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.

## Professionalism & Self-Management

**Learning Outcome:** A Level I instructor maintains a professional environment by demonstrating self-awareness and self-management.

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

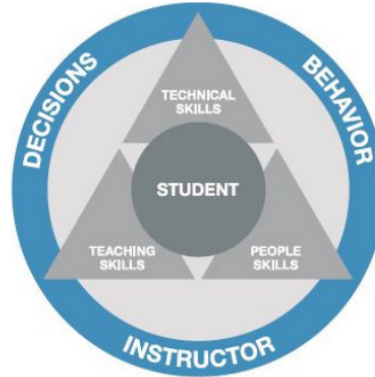
Address group and individual safety and physiological needs.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Follows <i>Your Responsibility Code</i> creating a safe environment.	Misses components of <i>Your Responsibility Code</i> which creates an unsafe environment.
Shows interest and concern for group members' safety.	Creates an environment hostile for group members. Examples: inappropriate conversations, yelling
Takes care of their own physiological needs.	Fails to address their own physiological needs.
Contributes to conversations and leaves space for others to contribute.	Interrupts, talks over others, monopolizes conversation, or is largely unresponsive to others.
Displays interest, respect, and engagement through their non-verbal behaviors (eye contact, gestures, facial expressions, posture, speech pattern, tone, etc.).	Uses language, tone, or gestures that are interpreted as inappropriate, offensive, or dismissive.

Exhibit positive behavior in response to feedback.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Asks questions to better understand the feedback.	Fails to attempt to clarify the feedback and fails to engage with it further.
Maintains an open line of communication with the other person.	Closes or largely eliminates communication with the other person.
Demonstrates effort in improving performance.	Demonstrates little to no effort to improve performance.
Explains their process for engaging with or responding to feedback received from the examiner.	Refuses to or avoids engaging in dialogue about feedback with examiner.

## Assessment Statement

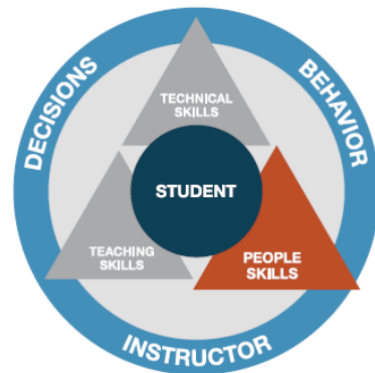
Professionalism and Self-Management are assessed throughout the assessment process. Candidates in an assessment can expect:

- 1) Participating in the assessment from the beginning of the day at check-in to the end of the day.
- 2) Interactions with examiner(s), other candidates, resort employees, and resort guests are all taken into consideration.
- 3) Follow up questions or interviews with examiner(s) after observed interactions with others.



Communication and Relationships with Others are assessed while candidates teach their peers in a lesson. Level I candidates are assessed on their People and Teaching Skills Learning Outcomes primarily while they share a progression relative to novice students, but with real-time interaction with peers. The lesson is 20 minutes, with the time set before the session starts.

At all levels, teaching activities are based on the needs, motivations, and skiing/riding of students. Candidates can expect group and individual discussions with examiner(s) 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 demonstrates a basic understanding of the components of student assessments, including students’ cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.

**LO is assessed upon** the instructor’s ability to consistently demonstrate the following assessment criteria crucial to improve the performance of students with vision-related diagnoses through the beginner/novice zone:

Appropriate student assessments.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Use person-first language.	Use inappropriate and disrespectful language.
Ask questions pertinent to students, their situations, and their diagnoses, building trust and rapport.	Fail to address information gathering questions to the person who can provide the most thorough insight.
Gather information on students’ cognitive abilities.	Omit questions about behavior, comprehension and understanding, receptive and expressive language, etc. as related to students diagnoses.
Gather information on the students’ emotions and desires and how those influence actions or behaviors.	Questions do not include those about students’ goals, motivations, attitude, and/or current emotional state.
Gather information on the students’ physical abilities.	Gather no information about the student’s strengths, capabilities, and constraints.
Use information and knowledge gathered during the assessment to improve students’ learning experiences.	Information gathered through the assessment is not used to build relevant learning experiences.
Ask questions to gather information about students and or other group members.	Fail to ask questions that gather information about other people involved in the learning experience.
Use a combination of open-ended and closed questions.	Gather mainly superficial information that does not contribute to the learning experience.
Accurately describe specific examples of different ways they ask questions to gather information.	Inaccurately, or cannot, describe their use of questions and/or how they used different types of questions.
Treat all individuals with respect.	Discriminate against individuals or exhibits animosity, indifference, inconsiderateness, passive aggressiveness, or other inappropriate behaviors toward individuals.
Create opportunities for students to interact with each other.	Interaction is self-centered.
Promote a supportive environment by interacting equitably with others.	Engage with a minority of students.
Attempt to learn the names of all students and succeed in remembering most.	Fail to put forth effort to learn and/or use names of students.
Identify actions used to support students.	Actions used to support students are not identified.
Use situational factors to identify likely safety and physiological needs of others.	Make assumptions of students’ needs without considering situational factors (weather, crowds, terrain, snow conditions, group dynamics, etc.).

Initiate interactions to build group dynamics.	Information about students' motivations is not gathered.
Ask questions to learn about others.	Miss obvious emotional cues.
Identify the motivations and emotions of students.	Miss obvious impacts of weather or the environment on students' motivations and emotions.
Discover the expressed motivations of students.	Gather no, or limited, information on students' visual abilities.
Gather information to deduce the likely emotions of students.	Information on students' visual abilities is limited to one environment. Fails to gather information in a variety of environments such as in full sun compared to shade.
Consider situational factors (weather, crowds, terrain, snow conditions, group dynamics, etc.) and their impact on students' motivations and emotions.	
Gather information on the students' visual abilities and limitations in a variety of environments.	

Assistive equipment choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Choose appropriate and relevant equipment based on students' initial and ongoing assessments and their goals and motivations.	Use assistive devices, maneuvers, and strategies to the detriment of students' development of fundamental based movements, learning experiences, and independence.
Select assistive devices, maneuvers, and strategies to enhance students' success and learning.	Assistive devices, maneuvers, and strategies necessary, based on the initial and ongoing assessment of individual students, are not used.
Use assistive devices, maneuvers, and strategies, as appropriate, to provide kinesthetic support when teaching skills.	Allow students to become dependent on assistive devices, maneuvers, and strategies for speed control.
Discuss pros and cons of various assistive devices, maneuvers, and strategies and justify their choices with regard to students.	Neglect industry best practices when using assistive devices, maneuvers, and strategies.
Discuss potential assistive devices, maneuvers, and strategies and how and when to implement their use.	
Choice of assistive devices, maneuvers, and strategies encourages students' development of fundamental based movements, skill acquisition, and independence.	

Assistive equipment set up.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Set up assistive devices, maneuvers, and strategies in a safe manner that enhance students' development of fundamental based movements, skill acquisition, and independence.	Set up assistive devices, maneuvers, and strategies in a way that creates an unsafe situation.
	Set up assistive devices, maneuvers, and strategies in a way that detracts from students' performance and/or skill acquisition.

Guiding method choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select a guiding method that compliments students' diagnoses, abilities, and/or needs.	Select guiding method without applying knowledge of students' visual abilities and limitations.
Consider external factors within the mountain environment when selecting the guiding method.	Use a guiding method based on personal preference rather than students' needs, desires, and goals.
Blend guiding methods as appropriate to enhance student success and learning.	Select a guiding method without accounting for terrain, weather, and other external factors within the mountain environment.
Select a guiding method that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding method options as presented in PSIA-AASI's Adaptive Alpine Technical Manual.
Guiding method selection and implementation compliments experiences and intended outcomes.	Choice of guiding method and implementation creates anxiety and/or fear within students.
Select a guiding method that accommodate for students' current emotional state, in cluding their level of comfort.	

Guiding position choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select a guiding position that compliments students' diagnoses, abilities, and/or needs.	Disregard knowledge of students' visual abilities and limitations when selecting guiding positions.
Consider external factors within the mountain environment when selecting the guiding position.	Select a guiding position based on personal preference rather than students' needs, desires, and goals.
Blend guiding positions as appropriate to enhance student success and learning.	Guiding position(s) does not account for terrain, weather, and other factors within the mountain environment.
Select a guiding position that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding position options as presented in PSIA-AASI's Adaptive Alpine Technical Manual.
Guiding position supports selected guiding method(s).	Choice of guiding position and implementation creates anxiety and/or fear within students.
Guiding position selection and implementation compliments experiences and intended outcomes.	
Select a guiding method that accommodate for students' current emotional state, in cluding their level of comfort.	

## Assessment Statement

Assessment, Equipment, & Tactics assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis.

Candidates will demonstrate and/or discuss cognitive, affective, and physical assessments, including sensory functioning when applicable. Demonstrations and discussions may include but are not limited to, ways of assessing:

- 1) Cognitive abilities;
- 2) Affective state; and
- 3) Physical abilities.

Other demonstrations and discussions will involve various assistive devices, maneuvers, and strategies:

- 1) Their implementation in direct correlation to information gathered through students' assessments.
- 2) Their advantages and disadvantages.
- 3) Identify and describe how to appropriately set up various assistive devices for simulated or real student profiles.
- 4) Identify and describe various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more.
- 5) Guiding methods\* include, but are not limited to:
  - Guiding with visual cues;
  - Guiding with auditory cues;
  - Guiding with kinesthetic cues; and
  - Guiding skiers who are skiing independently of cues.
- 6) Guiding positions\* include, but are not limited to:
  - Guiding from the front while skiing backward;
  - Guiding from the front while skiing forward;
  - Guiding from the back; and
  - Guiding from the side.

\*See PSIA-AASI Adaptive Alpine Technical Manual for more details.



**Learning Outcome:** A Level I instructor demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing/riding performance, and teaching considerations for students in the beginner/novice zone.

**LO is assessed upon** the instructor’s ability to consistently show a general knowledge of the following assessment criteria for students with vision-related diagnoses:

Prevalent diagnoses.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Share a basic knowledge of the attributes of respective diagnoses throughout lessons, presentations, and/or discussions.	Lessons, presentations, and/or discussions do not accommodate for students’ diagnoses and adapt as their needs evolve.
Modify and apply knowledge of diagnoses throughout presentations to meet the needs of the students’ diagnoses.	Unable to provide information about common diagnoses in the respective adaptive discipline(s).
Ask questions to gather information about students, their abilities, needs, and diagnosis through student/caregiver interviews.	Demonstrate no knowledge of, or where to find, accurate information about diagnoses.
Share several pieces of information about common diagnoses in the respective adaptive discipline(s).	Individualized information about students is not gathered from students/caregivers.
Adapt communication, pace, and all components of the experience to generalized behavioral and physical needs of common diagnoses in the respective adaptive discipline(s).	Communication, pace, and all components of the experience do not meet the needs of students and their abilities, needs, and diagnoses.
Describe specific examples of different ways to ask questions to learn a variety of information.	Knowledge of diagnoses within the respective adaptive discipline(s) is not applied throughout the lesson experience.
Apply information and knowledge gathered during the initial and ongoing assessments to improve students’ learning experiences.	Cannot, or inaccurately, describes the use of different types of questions.
Apply pertinent information and knowledge gathered during the initial and ongoing assessments, PSIA-AASI materials, and/or reputable resources to improve students’ learning experiences.	Information gathered through initial and ongoing assessments is not applied to build relevant learning experiences.
	Gather mainly superficial information.
	Little working knowledge of PSIA-AASI and/or reputable resources.

Common associated medication classifications and potential side effects.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Share a basic knowledge of the medication classifications associated with common diagnoses within the respective adaptive discipline(s).	Lessons, presentations, and/or discussions do not accommodate for students' medications.
Modify and apply knowledge of medication classifications and potential side effects throughout presentations to meet the individual needs of students.	Unable to provide information about common medication classifications associated with diagnoses within the respective adaptive discipline(s).
Ask questions to gather information about students' medications through student/caregiver interviews.	Demonstrate no knowledge of or where to find accurate information about medications and/or classifications.
Share several pieces of information about medication classifications and potential side effects.	Individualized information about students is not gathered from students/caregivers.
Describe specific examples of different ways to ask questions to learn a variety information.	Information gathered through initial and ongoing assessments is not applied to build relevant learning experiences.
Apply pertinent information and knowledge gathered during the initial and ongoing assessments, PSIA-AASI materials, and/or reputable resources to improve students' learning experiences.	Gather mainly superficial information.
Apply information and knowledge gathered during the initial and ongoing assessments to improve students' learning experiences.	Little working knowledge of PSIA-AASI and/or reputable resources.

Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Present lesson plans, pace, timing, and all other components of the experience in relevance to students' diagnoses, medications, abilities, and/or needs.	Unaware of safety precautions to be taken and/or something happens and doesn't know what to do. (i.e., autonomic dysreflexia, seizure, hyper-/hypoglycemia)
Demonstrate a basic knowledge of corollary effects of students' diagnoses, medications, and/or medical devices throughout the lesson experience.	Diagnoses, medications, and/or medical devices are not accounted for.
Speak to common corollary effects of students' diagnoses and medications throughout presentations.	Information gathered through initial and ongoing assessments is not applied to build relevant learning experiences.
Apply pertinent information and knowledge gathered during the initial and ongoing assessments, PSIA-AASI materials, and/or reputable resources to improve students' learning experiences.	Little working knowledge of PSIA-AASI and/or reputable resources.
Use information and knowledge gathered during the initial and ongoing assessments to improve students' learning experiences.	
Describe specific examples of different ways knowledge of corollary effects of common diagnoses and medications within the respective adaptive discipline(s) were applied throughout the experience.	

**Assessment Statement**

Diagnoses and Medication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis. Demonstrations and discussions may include but are not limited to, common diagnoses, applicable medication classifications and potential side effects, and the corollary effects either or both may have on students’ learning experiences, fundamental/skill acquisition, and overall safety.

Vision-Related Diagnoses	Medication Classifications
Cataracts	Analgesics
Diabetic retinopathy	Anti-inflammatory
Glaucoma	Antidiabetics
Macular degeneration	Antihypertensives
Myopia	
Retinal detachment	
Retinitis pigmentosa	
Strabismus	

**Learning Outcome:** A Level I instructor demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice-zone students in the mountain environment.

**LO is assessed upon** the instructor’s ability to consistently demonstrate their ability to work with students with vision-related diagnoses in the beginner/novice zone by:

Accurately demonstrating procedures for safely navigating the mountain environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrations consistent with Level I Alpine/Snowboard Technical Standards.	Does not follow Your Responsibility Code and/or Park Smart.
Perform technical skills consistent with Level I Alpine/Snowboard Technical Standards.	Not able to speak to or demonstrate the Level I Standards.
Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.	Assistive devices, maneuvers, and strategies inappropriately and/or unsafely applied.
Turn shape, size, and line change in response to the terrain and conditions.	Struggles to alter turn shape, size, or line either at will or in response to changing terrain.
Show differing turn shape, sizes, and lines as prescribed.	Turn shape is inconsistent and speed varies.
Use round turn shape for speed control.	Unable to show prescribed outcome and/or do so safely.
Apply two or more Technical Fundamentals to achieve the prescribed outcome.	Necessary application of fundamentals to achieve a prescribed outcome does not occur.
Integrate two or more of the Technical Fundamentals through all turn phases to achieve prescribed ski/board performance.	Control of the fundamentals break down in specific phases of the turn.
Demonstrate prescribed ski/board performance in all turn phases.	Prescribed ski/board performance ceases in specific phases of the turn.
Use individual Technical Fundamentals as prescribed to safely navigate the mountain environment.	Abrupt direction changes and/or high edge angles at turn finish to slow down.
Use Technical Fundamentals to achieve a specific outcome safely within the beginner zone.	Cannot adjust movements for a given Technical Fundamental to achieve a predetermined outcome.
Adjust personal performance to maintain a safe and supportive communication/connection with students.	Deficiency in one Technical Fundamental affects the use of other Technical Fundamentals.
Adjust personal performance to maintain desired safe and effective position while guiding and using assistive devices, maneuvers, and strategies.	Over reliance in one Technical Fundamental affects the use of other Technical Fundamentals which may influence safe navigation of the mountain environment.
Show consistent speed and turn shape while guiding and using assistive devices, maneuvers, and strategies adjusting the blend of Technical Fundamentals based on students’ abilities, needs, and desired outcomes.	Control of the Technical Fundamentals breaks down in specific phases of the turn which may influence safe navigation of the mountain environment.
Vary speed and turn shape while guiding and using assistive devices, maneuvers, and strategies to adjust for students’ changing needs and evolving terrain, traffic, tasks, timing, and snow conditions.	

Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Identify the purpose of any assistive devices, maneuvers, and strategies used during the lesson.	Inability to adjust personal performance to maintain a consistent, safe position with students.
Use assistive devices, maneuvers, and strategies as necessary to enhance the development of fundamental based movements.	Unable to explain or inappropriate justification for use of assistive devices, maneuvers, and strategies.
Recognize and communicate basic biomechanics in skiing and how certain diagnoses may influence those movements.	Cannot describe basic biomechanics.
Recognize and communicate basic physics principles in skiing/riding and how a certain diagnosis may influence the principles.	Cannot describe basic physics principles in skiing.
Identify and adapt use of guiding methods and positions, assistive devices, maneuvers, and strategies to direct student development of fundamental based movements and performance through the changing mountain environment.	Introduce assistive devices, maneuvers, and strategies that do not provide a direct, and positive, impact on students' performance, development of fundamental based movements, skill acquisition, and/or desired outcomes.
Adjust personal performance to maintain desired safe and effective position while guiding and using assistive devices, maneuvers, and strategies.	Implementation of guiding methods and positions, equipment, assistive devices, maneuvers, and strategies creates anxiety and/or fear within students.
Adapt guiding methods and positions, equipment, assistive devices, maneuvers, and strategies to align with initial assessment and the changing needs of students.	Break guiding connection with students.
Blend guiding methods and positions to enhance student performance.	Give too little, too much, or inaccurate information while guiding.
	Guiding methods, positions, techniques, and/or tactics detract from students' performance, skill acquisition, development of fundamental based movements, and/or desired outcome.

Understanding the impact of verbal and nonverbal two-way communication.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Word choice and phrasing clearly convey messages in a way students can understand as applicable to their ages, stages, and diagnoses.	Word choice or phrasing are confusing or lead to misunderstanding.
Nonverbal communication supports and conveys information in a way students can understand as applicable to their ages, stages, and diagnoses.	Non-verbal communication makes messages more difficult to interpret and/or understand.
Combine verbal and nonverbal communication to strengthen messages.	Over dependent on either verbal or nonverbal communication.
Guiding cues accurately convey message.	Communication does not match the needs of the students' individual needs, ages, stages, and diagnoses.
Coaching and feedback timing does not conflict or interfere with guiding of the student.	Communication is above or below individual students' cognitive ability.
Instruction occurs at a time that does not overwhelm or impact students' personal performance and/or their ability to process any guiding.	Knowledge gained from students' initial and ongoing assessments does not enhance communication with them. (Ex: a student is 30 years old, but their comprehension is closer to that of a 5-year-old; fails to use communication devices students are already using, etc.)
	Provide coaching while guiding detracting from student performance and creating an unsafe environment.

**Assessment Statement**

Technical Tactics and Communication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal skiing/riding performance or desired outcome.

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:

- 1) Identify how the activity requires at least two Technical Fundamentals.
- 2) Identify which two Technical Fundamentals that will be observed during the activity.
- 3) Describe how the Technical Fundamentals should impact ski/board performance.
- 4) Perform the activity, achieving the desired outcome a majority of the time.
- 5) Highlight a specific Technical Fundamental.
- 6) Manage turn shape, size, and line.

**Alpine**

Adaptive alpine candidates will apply the Technical Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain.

Assessment activities may include those that require a candidate to:

- 1) Perform skiing activities to highlight a specific Technical Fundamental.
- 2) Perform skiing activities requiring at least two Technical Fundamentals.
- 3) Perform skiing activities that require management of turn shape, size, and line.
- 4) Identify which Technical Fundamental(s) will be observed during the activity.
- 5) Describe how the Technical Fundamental(s) should impact ski performance.
- 6) Perform activities achieving the desired outcome a majority of the time.

Examples of activities include, but are not limited to: skidded parallel turns with speed control, wedge turns, traverse on downhill ski, falling leaf, garlands, funnel turns, freeskiing, ungroomed, basic parallel, straight run, wedge christie, hockey stop, J turn, sideslip, skating, step turns, straight run, traverse on one or both skis, uphill arc, and short radius parallel turns.

Identifying and describing various assistive devices appropriate to individual students’ needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more. Demonstrations and discussions will involve various assistive devices, maneuvers, and/or strategies:

- 1) The advantages and disadvantages.
- 2) Where, when, why, and how to properly implement various assistive devices, maneuvers, or strategies.
- 3) When an assistive device, maneuver, or strategy is inhibiting performance or growth and is no longer contributing to the development of fundamental based movements, skill acquisition, and/or independence.

These observations will be made both by looking at the candidate as an individual and also as a part of the instructor/student partnership. Below are some examples of when and how these activities will be observed:

1) Assistive equipment, maneuvers, and strategies include, but are not limited to:

- Application of assistive devices, maneuvers, and strategies (Ex: stuffed animals, harness, seizure belt, communication devices, etc.)
- Bamboo pole/hoop
- Hand in hand
- Horse and buggy
- Ski tip connectors
- Spreader bar
- Tip hold
- Two-point hold

Assessment activities will include demonstrating and/or speaking to guiding students with vision-related diagnoses. At minimum, using command-task, candidates will guide a skier/rider through beginner/novice zone terrain in a manner that does not detract or inhibit student performance goals. While guiding, candidates should adjust personal performance and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain. Assessment activities will require a candidate to demonstrate:

1) Guiding methods include, but are not limited to:

- Guiding with visual cues;
- Guiding with auditory cues;
- Guiding with kinesthetic cues; and
- Guiding skiers who are skiing independently of cues.

2) Guiding positions include, but are not limited to:

- Guiding from the front while skiing backward;
- Guiding from the front while skiing forward;
- Guiding from the back; and
- Guiding from the side.

**Snowboard**

Adaptive snowboard candidates will apply the Technical Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain and on extra-small and small freestyle features. Assessment activities may include those that require a candidate to:

- 1) Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.
- 2) Highlight individual Technical Fundamentals as prescribed.
- 3) Demonstrate versatility by varying turn shape, turn size, and line with duration, intensity, rate, and timing (DIRT).

Examples of snowboard activities include, but are not limited to, skidded turns, carved turns, freestyle, 50-50, bumps/off piste, C-turns, carved turns, flat spins, garlands, J-turns, ollies/nollies, sideslip, skating, skidded turns, straight air, switch turns, transition feature, and traverses.



Identifying and describing various assistive devices appropriate to individual students' needs. These may include but are not limited to bamboo poles/hoops, binding and board setups, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, tethers, visual schedules, and more. Demonstrations and discussions will involve various assistive devices, maneuvers, and/or strategies:

- 1) The advantages and disadvantages.
- 2) Where, when, why, and how to properly implement various assistive devices, maneuvers, or strategies.
- 3) When an assistive device, maneuver, or strategy is inhibiting performance or growth and is no longer contributing to the development of fundamental based movements, skill acquisition, and/or independence.

These observations will be made both by looking at the candidate as an individual and also as a part of the instructor/student partnership. Below are some examples of when and how these activities will be observed:

- 1) Assistive equipment, maneuvers, and strategies include, but are not limited to:
  - Application of assistive devices, maneuvers, and strategies (Ex: stuffed animals, harness, seizure belt, communication devices, etc.)
  - Hand in hand
  - Handlebar
  - Hoop
  - Horse and buggy
  - I-teach bar
  - Pole
  - Rider bar
  - Sno-Wing

Assessment activities will include demonstrating and/or speaking to guiding students with vision-related diagnoses. At minimum, using command-task, candidates will guide a skier/rider through beginner/novice zone terrain in a manner that does not detract or inhibit student performance goals. While guiding, candidates should adjust personal performance and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain. Assessment activities will require a candidate to demonstrate:

- 1) Guiding methods include, but are not limited to:
  - Guiding with visual cues;
  - Guiding with auditory cues;
  - Guiding with kinesthetic cues; and
  - Guiding skiers who are skiing independently of cues.
- 2) Guiding positions include, but are not limited to:
  - Guiding from the front while skiing backward;
  - Guiding from the front while skiing forward;
  - Guiding from the back; and
  - Guiding from the side.

**Learning Outcome:** A Level I instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer a relevant prescription for change for students in the beginner/novice zone in the respective adaptive discipline(s).

**LO is assessed upon** the instructor’s ability to consistently demonstrate their ability to work with students with vision-related diagnoses in the beginner/novice zone by:

Observing and describing the application of one or more Technical Fundamental in all turn phases.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Correctly connects and describes observed body movements to one or more Technical Fundamentals through all turn phases.	Incorrectly identifies and/or connects observed body movements to one or more Technical Fundamentals.
Correctly connects and describes observed ski/board performances relative to one or more Technical Fundamentals in all turn phases.	Unable to describe the application or importance of ski/board performances in the beginner/novice zone.
Uses objective, specific, technically accurate, and non-judgmental language. Example: “Center of mass over base of support” as opposed to “good balance”.	Fails to address how corollary effects of students’ ages, stages, diagnoses, and/or medications impact students’ body and ski/board performance.
Accurately describe how students’ individual diagnoses impact ski/board and/or body performance.	Information presented was not relevant to the student and/or the phase of the turn.
	Uses subjective or judgmental language in description. Example: “Balance is not good”.

Evaluating and describing the cause-and-effect relationships of one or more Technical Fundamental relative to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describes links between body movements to ski/board performance(s).	Body movements are not linked to ski/board performance.
Determines if observed performance(s) meet desired outcomes or not.	Struggles to relate observed performance to intended outcome.
Cause-and-effect explanations and communication are clear and concise.	Cause-and-effect relationships described are inaccurate or incomplete.
Cause-and-effect is specific and applies to relevant Technical Fundamental(s), for both effective and ineffective skiing/riding.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Address how students’ individual diagnoses impact body performance.	Incorrectly describe, or fails to address, how students’ individual diagnoses influence ski/board and/or body performance

Prescribing a specific change, related to one Technical Fundamental, to achieve the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Chooses appropriate Technical Fundamental(s) relative to the specified outcome for feedback.	Focuses prescription on Technical Fundamental(s) that is/are not relevant to the specified performance or outcome.
Accurately describes appropriate DIRT (duration, intensity, rate, timing) adjustments to communicate an appropriate affect for change.	Prescribes a movement change that is not connected to the Technical Fundamental chosen.
Clearly communicates effective/relevant change(s) that focuses on performance, outcomes, tactics, or style.	Unable to explain what is unsuccessful in the beginner zone.
Elements are logical and show an understanding of Technical Fundamentals and skiing/riding skills in the chosen terrain zone.	Unable to create and communicate a continued practice/training plan for student in beginner/novice zone.
Can choose and communicate a continued practice plan for student in beginner/novice zone.	Prescription is unclear, lacks detail, or is non-existent.
Communicate or show an outcome that is attainable for individual students based on their individual diagnoses.	Describe incorrectly how the Technical Fundamental described is connected to the outcome.
Prescribe an outcome that is attainable for individual students based on their individual diagnoses.	Does not accommodate, relate, and/or speak to how information attained through the student assessment influences the prescription for change.

Observing and describing how equipment choices, techniques, and tactics affect performance and safety.	
Successful Performance Contributors	Unsuccessful Performance Contributors
<p>Communicate basic observations about the students' equipment and potential performance implications of:</p> <ul style="list-style-type: none"> <li>- Equipment type</li> <li>- Assistive devices, maneuvers, and/or strategies</li> <li>- Guiding method and/or position</li> <li>- Safety</li> <li>- Terrain conditions</li> <li>- Equipment size</li> </ul>	Observation and description neglect the impact assistive devices, maneuvers, and strategies have on students' performance, fundamental based movement development, and independence.
Communicate observations about the student/instructor partnership and possible implications of instructor behavior and/or performance on students' safety, skill acquisition, and learning.	Unable to describe the impact assistive devices, maneuvers, and strategies have on students' safety and performance.

**Assessment Statement**

Movement Analysis (MA) assessment criterion within the respective assessment module may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, observations of the public, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Candidates will be expected to present an organized and detailed description of beginner movements, identify deficiencies, determine cause-and-effect relationships based on the beginner progression and the person's abilities, and relate them to exercises within beginner/novice zone to improve their performance. Candidates can expect to provide information and answer questions for each assessment criterion in reference to the person being analyzed or to the desired outcome in the beginner/novice zone.

As an example, candidates need to identify beginner movements, identify deficiencies, note if they are related to students' diagnoses, such as diabetic retinopathy or macular degeneration, and apply specific exercises within the beginner/novice zone to meet students' abilities, ages, and stages that promote their fundamental/skill development.

**Learning Outcome:** A Level I instructor demonstrates their ability to adapt the Teaching Skill Learning Outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.

**LO is assessed upon** the instructor’s ability to consistently demonstrate their ability to work with students with vision-related diagnoses in the beginner/novice zone by:

Identifying student motivations, performance, and understanding.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Question students, in a manner appropriate to their ages, stages, and diagnoses, and/or caregivers to determine underlying motivations for learning.	Learn insufficient or non-pertinent information about students’ cognitive abilities, motivations, and physical abilities and needs.
Assess key performance (body movement and ski/board action).	Make assumptions about students’ abilities and performance without asking and/or observing them.
Ask students, in a manner appropriate to their ages, stages, and diagnoses, and/or caregivers about students’ understanding of their performance.	Make assumptions about what students understand without asking them.
Assess how assistive devices, maneuvers, and strategies implemented impact students’ performance.	Lack tactics to adapt lesson experience for students’ accounting for the ages, stages, and diagnoses.
Adapt to the needs of students, including their individual ages, stages, behaviors, understanding, and/or diagnoses.	Assessment and teaching do not accommodate for students’ ages, stages, behaviors, understanding, physical abilities, and/or diagnoses.
	Talk to students in a manner that disregards their cognitive abilities.

Selecting a basic progression with clear direction and focus.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Plan a basic progression of activities that are appropriately aligned with students’ motivations, physical abilities, performance, understanding, ages, stages, and/or diagnoses.	Organize a progression that is not appropriate for students’ motivations, physical abilities, performance, understanding, ages, stages, and/or diagnoses.
Describe a big-picture overview of the lesson for students.	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 direction within lesson.
Facilitate progression activities and coaching that provide a clear path for student learning and skill development.	Progression does not align to individual students’ ages, stages, and diagnoses.
Progression aligns with students’ abilities, ages, stages, and diagnoses.	Progression fails to address or achieve intended outcome.

Planning lessons that involve productive use of movement, practice time, and terrain.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Plan a progression of activities that keeps students active and moving.	Plan a lesson environment that does not keep students active and moving.
Plan time for practice.	Leave no room within the progression for practice time.
Plan appropriate terrain for activity.	Planned terrain is inappropriate for students' skill level.
Engage students through open-ended questions.	Keep students in the same place throughout the lesson.
Engage students through demonstrations and activities.	Fail to engage students in the lesson.
Incorporate behavior management strategies known to help students have success in learning as necessary.	Fail to apply knowledge learned from students and/or caregivers for behavior management strategies that are supportive for learning.
Accommodate for students' physical, cognitive, and emotional abilities based on initial and ongoing assessments within lesson plan and experience.	Create an unfriendly or unfavorable environment blocking learning and sense of belonging.
	Demonstrate a limited variety of feedback.

Organizing the learning environment to align with the initial assessment of the group.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Use terrain in a way that is appropriate for students' needs.	Use terrain that negatively impacts the learning environment (too steep, too flat, high traffic, no natural run-out, etc.).
Select a speed and distance of travel that are appropriate for students' needs.	Select speed and distance of travel that are inappropriate for the group (too fast, too much travel, too slow, or not enough travel).
Organize activities that are at the appropriate level of challenge for students.	Activities are overly challenging or not challenging enough for the needs of students.
Use learning environments and experiences to compliment the information learned about students through the assessment process.	Disregard verbal and/or non-verbal cues from students indicating their level of comfort and/or engagement.
Adjust the learning environment and teaching strategies to encourage learning, development of Fundamentals, and independence.	Neglect cues indicating activities should be modified or progressed (i.e., adjust speed and distance of travel for timid or aggressive students).
Adapt use of assistive devices, maneuvers, and strategies to promote short- and long-term goals and skill acquisition.	Information gathered through the initial and ongoing assessments, including information about students' abilities, needs, and/or diagnoses, is not incorporated.
Learning environment and experiences create a pathway aligning with students' abilities, ages, stages, and diagnoses.	Use assistive devices, maneuvers, or strategies do not provide merit or enhance the development of fundamental based movements, skill acquisition, or independence.
	Introduce assistive devices, maneuvers, or strategies hinder students' ability to progress.
	Lack a plan to move beyond introduced assistive devices, maneuvers, or strategies.
	Use assistive devices, maneuvers, or strategies in place of teaching skill acquisition.
	Teaches to the assistive devices, maneuvers, or strategies rather than teaching to students and teaching fundamental based movements.

Giving the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Provide basic information that is clear and relevant to students' outcomes, performance, and needs.	Provide information that is not clear nor relevant to students' outcomes, performance, needs, ages, stages, and/or diagnosis.
Target skill development through the technical fundamentals.	Lack connection between lesson content to fundamentals.
Deliver information at an appropriate rate to students.	Provide too much or too little information to students.
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, insufficient, confusing, or irrelevant feedback.
Feedback helps students understand their performance and achieve outcomes and is given in a manner applicable to students' cognitive abilities, ages, stages, and diagnoses.	Provide inaccurate demonstrations and/or demonstrations that are not easily viewed.
Information flows to develop the outcome.	Information delivery is not presented in a clear, concise, and/or understandable manner.
Use language that is person-first, etc. to create an open, inclusive, and safe learning environment.	

Managing physical and emotional risk to maintain engagement in the learning environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Recognize and convey Your Responsibility Code and Park Smart in the learning environment.	Not model or convey Your Responsibility Code.
Identify and manage physical risk.	Fail to manage 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 risks accounting for traffic, terrain, conditions, and tasks.
Create a safe learning environment, assistive devices, maneuvers, and strategies as necessary, to support students who lack situational awareness within the mountain environment.	Fail to support students at their individual level/needs to create a safe learning environment and their interaction within the mountain environment.
Use Your Responsibility Code as the foundation of the mountain experiences and always models its use.	Do not help students understand the consequences of their actions.
Use appropriate terrain, task, speed, and/or conditions to maintain engagement in the learning environment.	Introduce a plethora of assistive devices, maneuvers, and strategies to the detriment of students' experiences, independence, and/or safety.
Select tasks that accommodate for people who have physical limitations such as injuries, lack of conditioning, visual impairments, and any other limitations as discovered through the initial and ongoing assessments.	Demonstrations and actions over-challenge or under-challenge students, diminishing engagement and learning.
Provide demonstrations that maintain students' engagement in the learning environment.	Choice of terrain, task, speed, and/or conditions negatively affect learning.
Communicate in a way that instills confidence and helps to promote self-esteem.	Fail to select tasks that accommodate people who have physical limitations.



Respond when activities effect levels of comfort and confidence.	Create unnecessary risk.
Accommodate for students’ fears, anxieties, and other emotions, including their level of comfort.	Communicate in a way that contributes to worry and self-doubt.
Adapt to the changing emotional needs of students to allow them to remain in a state where they are willing and able to learn.	Do not react when activities and environment cause discomfort and apprehension
Select tasks that accommodate for students’ accommodate for students’ current emotional state, including their level of comfort, ages, stages, and diagnoses.	Disregard information about students’ affective state (current and historical) learned during the initial and ongoing assessment processes. (Ex: the student had a bad experience on ice historically and you do not help him/her develop an understanding of edges, ways to overcome, etc.)
	Choice of tasks creates anxiety and/or fear within students.

Pacing a clear progression to allow students reflection time as they explore, experiment and/or play toward desired outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
A clear progression of activities leads students toward desired motivations and outcomes.	No progression or a progression that does not align with desired motivations and outcomes.
Provide opportunities for students to reflect on their understanding and performance during the lesson.	Only provide opportunities for students to reflect on their understanding and performance at the end of the lesson.
Provide ample opportunities for students to explore activities and consider their experience and sensations.	Move from activity to activity without allowing opportunities for students to consider their personal performance.
Introduce new activities based on student readiness.	Move to the next activity before students are ready, or not move on when students are ready.
Pace the novice lesson environment in a manner that keeps students active, engaged, and thoughtful, without overtiring.	Disengagement in the learning environment by too little activity creating boredom or too much activity creating undue fatigue.
Structure exploration that encourages reflection on changes in performance.	Activities are repeated without purpose.
Present activities that meet the needs of any corollary effects of students’ diagnoses and medications.	Use a pace that fails to account for the ages, stages, diagnoses, and learning style leading students to disengage from the lesson.
Align activities with students’ abilities and accommodates for any corollary effects of students’ diagnoses and medications.	Create unsafe or dangerous situations with progressions because students’ athletic ability, fitness level, acclimation to the environment, fear, emotional state, psychological needs, ages, stages, diagnoses, etc. (CAP) are not accounted for.
Align progression pace with students’ goals, abilities, and accommodates for any corollary effects of students’ diagnoses and medications.	Activities or levels are not adjusted to accommodate for corollary effects of students’ diagnoses and medications.
	Disregard verbal and/or non-verbal cues from students that indicate their level of comfort and/or engagement to speed up or slow down pace and/or activities.

Communicating changes in performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
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 and communicate change in performance throughout the lesson experience.	Ignore performance as an indicator of understanding or misunderstanding.
Provide communication about changes in performance at a time where it does not negatively impact student performance or their ability to focus on guiding cues.	Movements and actions students must do to achieve their goals to are not adapted to individual students' ages, stages, and diagnoses.

Relating changes in performance to lesson outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Vary terrain, turn size, and/or turn shape and discuss learning relative to lesson outcomes.	Does not alter terrain, turn size, or turn shape or not relate the change to lesson outcomes.
Vary task and discusses how students will apply learning.	Does not alter the task; or alter the task but not relate change to lesson outcomes.
Vary speed or tempo and discusses how it affects performance.	Does not vary speed or tempo, or not discuss how change relates to lesson outcomes.
Discuss next steps to apply learning.	Does not discuss next steps.
Discuss any possible evolutions to the guiding methods and positions, assistive devices, maneuvers, and strategies to support student success.	Neglect to communicate in a manner appropriate for the audience. (Ex: speaking to caregivers versus students' and adapting to their individual ages, stages, and diagnoses.)

### **Assessment Statement**

Adaptations of Teaching Skills Learning Outcomes are assessed primarily while candidates share progressions relative to novice students, but with real-time interaction with peers. Teaching activities are based on the needs, motivations, and technical performance of novice students within the assessment module. The lesson is 20 minutes, with the time set before the session starts. Candidates can expect group and individual discussions with the examiner(s) before, during, and/or after teaching segments. The behavior of candidates will also be observed throughout the exam environment. Other forms of assessment may be used including in various on-snow and/or off-snow activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, and video analysis.

## Professionalism Self-Management

**Learning Outcome:** A Level II instructor contributes to a professional environment by managing their behaviors and emotions in response to others.

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

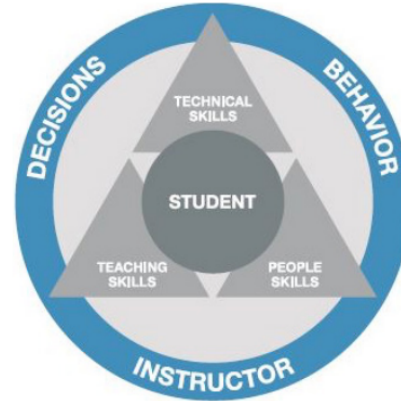
<b>Address group and individual safety and physiological needs.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Interacts positively with all group members.	Negatively impacts the group cohesion by discriminating against individuals or exhibiting animosity, indifference, inconsiderateness, passive aggressiveness, etc..
Continually assesses the safety and physiological needs of all individuals in the group.	Only assesses the physiological or safety needs of some individual(s) or fails to notice a change in them during a lesson.
Chooses conversation topics that could engage everyone.	Chooses conversation topics that only engage a subset of the group or alienate others for any reason.
Contributes to conversations, leaves space for others to speak, and shows interest when others are speaking.	Communication choices limit the ability of others to contribute to conversation/ dialogue.

<b>Exhibit positive behavior in response to feedback.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Maintains focus, minimizes interrupting, seeks clarification in moments of confusion, actions support others and oneself, minimizes negative impact in face of frustration, fear, or anger.	Identified behaviors remain a significant distraction during the assessment. Examples include being easily distracted, interrupting others, doesn't seek clarification in face of confusion, actions that don't support others, and/or negatively impacts others when frustrated, afraid, or angry.
Demonstrates accountability for their behaviors both positive and negative.	Disregards the impact of their behaviors on individuals or the group.
Relative to own behavior, describes what they observed in a situation and how it led to their response.	Has difficulty identifying why they responded in a certain way.

## Assessment Statement

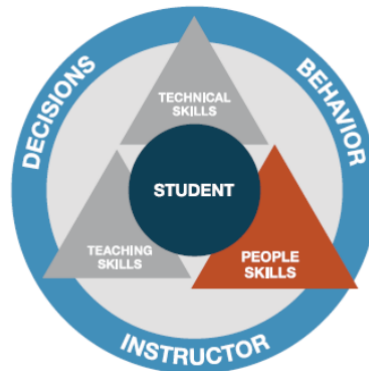
Professionalism and Self-Management are assessed throughout the assessment process. Candidates in an assessment can expect:

- 1) Participating in the assessment from the beginning of the day at check-in to the end of the day.
- 2) Interactions with examiner(s), other candidates, resort employees, and resort guests are all taken into consideration.
- 3) Follow up questions or interviews with examiner(s) after observed interactions with others.



Communication and Relationships with Others are assessed while candidates teach their peers in a lesson. Level II candidates are assessed on all People and Teaching Skills Learning Outcomes while they share a progression relative to novice students, but with real-time interaction with peers. The lesson is 20 minutes, with the time set before the session starts.

At all levels, teaching activities are based on the needs, motivations, and skiing/riding of students. Candidates can expect group and individual discussions with examiner(s) 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 II instructor demonstrates a refined understanding of appropriate equipment and tactics for students with vision-related diagnoses, based on the cognitive, affective, and physical assessment.

**LO is assessed upon** the instructor’s ability to explain their decision-making process – while demonstrating cause-and-effect relationships crucial to improving performance and skill development of students with vision-related diagnoses through the intermediate zone demonstrate within the following lesson components:

Appropriate student assessments.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Actively listen to students and/or caregivers, establishing trust and rapport, and implements learning from them to increase student success.	Fail to ask pertinent and valuable questions and/or direct them to the right person to gather information.
Use person-first language.	Neglect to use appropriate and respectful language.
Gather information on students’ cognitive abilities and tailors the experiences to individuals more than simply to the textbook definition diagnosis.	Disregard information gathered about behavior, comprehension and understanding, receptive and expressive language, etc. as related to the diagnosis.
Adapt to the motivations and emotions of students.	Neglect to apply information gathered about goals, motivations, attitude, and/or current emotional state to improve performance and skill acquisition.
Apply information gathered on the student’s emotions and desires and how those influence actions or behaviors throughout the learning experience.	Fail to account for individuals’ physical abilities relative to the information gathered.
Apply information gathered on students’ physical abilities to improve performance and skill acquisition.	Gather mainly superficial information
Use the information and knowledge gained through the assessment to improve students’ learning experience.	Rely primarily on one active listening strategy to learn about others.
Use more than one active listening strategy (questions, rephrasing, or paraphrasing etc.) to learn about others.	Limit the questioning strategy and the ability to gather information about others.
Vary the questioning strategies to gather specific information about others.	Appear distracted or uninterested in what others are saying.
Use eye contact, body language, silence, posture, short encouraging words or phrases that convey focused attention with individuals. (Ex: “Go on.”, “Yes.”)	Fail to accurately identify examples of more than one active listening strategy used to learn about others.
Identify more than one specific strategy used to learn about their students.	Insert yourself as the center of all interactions.
Create opportunities for collaborative interactions and sharing.	Create, or allow, a dynamic where students or subsets of the group are excluded.
Help discover and identify points of similarity to build social connections.	Ignore stated goals, motivations, or observable emotions of students.

Assess spoken goals, observable motivations, and emotions.	Incorporate the motivations of a limited set of students only or fails to incorporate students' motivations.
Incorporate the motivations of students' or subsets of the group into the experience.	Disregard stated/known the goals, motivations, or emotions.
Adapt in response to students' and subsets of the group's motivations and emotions.	Fail to adjust experiences to the desires of students.
Choose and modify experiences appropriate to the desires of students.	Make decisions unilaterally or only with input from a few students.
Allow students to be part of the decision-making process.	When applicable, gather no, or limited, information on students' visual abilities. Information on students' visual abilities is limited to one environment. Fails to gather information in a variety of environments such as in full sun compared to shade.
Adapt to the motivations and emotions of students.	
Foster interpersonal relationships to support positive dynamics.	
Use varied active listening tactics to learn about others.	
Gather information on the students' visual abilities and limitations in a variety of environments.	

Assistive equipment choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select appropriate and relevant assistive devices to enhance students' performance and skill development.	Select assistive equipment without being able to justify how it improves students' performance and skill development.
Use props and equipment to improve students' performance and skill development.	Use props and equipment to the detriment of the students' experiences and independence.
Use adaptive tools, as appropriate, to provide kinesthetic support when teaching a skill.	Neglect to use necessary equipment based on the assessment of the student.
Explain cause-and-effect benefits of assistive equipment choices related to performance and skill acquisition.	Allow students to depend on adaptive equipment or tools for speed control, rather than encouraging as much skill acquisition and independence as possible.
Demonstrate knowledge of when and where to remove assistive equipment based on skill acquisition.	Disregard best practices with use of equipment and techniques. (ex: spreader bar without a tip clip)
	Focus on students' weaknesses instead of capitalizing on their strengths.

Assistive equipment set up.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Set up assistive equipment in a manner that improves students' performance and/or skill acquisition.	Focus on students' weaknesses instead of capitalizing on their strengths.
Set up assistive equipment in a manner that safely enhances student performance.	Set up assistive equipment in a way that creates an unsafe situation. (Ex: spreader bar affects binding release)
Set up assistive equipment in a manner that capitalizes on students' abilities and skills	Neglect to explain how the assistive equipment setup will help students with performance and/or skill development.

Guiding method choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select a guiding method that compliments students' diagnoses, abilities, and/or needs.	Select guiding method without applying knowledge of students' visual abilities and limitations.
Consider external factors within the mountain environment when selecting the guiding method.	Use a guiding method based on personal preference rather than students' needs, desires, and goals.
Blend guiding methods as appropriate to enhance student success and learning.	Select a guiding method without accounting for terrain, weather, and other external factors within the mountain environment.
Select a guiding method that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding method options as presented in PSIA-AASI's Adaptive Alpine Technical Manual.
Guiding method selection and implementation compliments experiences and intended outcomes.	Choice of guiding method and implementation creates anxiety and/or fear within students.
Select a guiding method that accommodate for students' current emotional state, including their level of comfort.	

Guiding position choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select a guiding position that compliments students' diagnoses, abilities, and/or needs.	Disregard knowledge of students' visual abilities and limitations when selecting guiding positions.
Consider external factors within the mountain environment when selecting the guiding position.	Select a guiding position based on personal preference rather than students' needs, desires, and goals.
Blend guiding positions as appropriate to enhance student success and learning.	Guiding position(s) does not account for terrain, weather, and other factors within the mountain environment.
Select a guiding position that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding position options as presented in PSIA-AASI's Adaptive Alpine Technical Manual.
Guiding position supports selected guiding method(s).	Choice of guiding position and implementation creates anxiety and/or fear within students.
Guiding position selection and implementation compliments experiences and intended outcomes.	
Select a guiding method that accommodate for students' current emotional state, including their level of comfort.	



**Assessment Statement**

Equipment and Tactics assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis.

Demonstrations and discussions may include but are not limited to, ways of assessing:

- 1) Cognitive abilities;
- 2) Affective state; and
- 3) Physical abilities.

Other demonstrations and discussions will involve various assistive devices, maneuvers, and strategies:

- 1) Their implementation in direct correlation to information gathered through students' assessments.
- 2) Their advantages and disadvantages.
- 3) Identify and describe how to appropriately set up various assistive devices for simulated or real student profiles.
- 4) Identify and describe various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more.
- 5) Guiding methods\* include, but are not limited to:
  - Guiding with visual cues;
  - Guiding with auditory cues;
  - Guiding with kinesthetic cues; and
  - Guiding skiers who are skiing independently of cues.
- 6) Guiding positions\* include, but are not limited to:
  - Guiding from the front while skiing backward;
  - Guiding from the front while skiing forward;
  - Guiding from the back; and
  - Guiding from the side.

\*See PSIA-AASI Adaptive Alpine Technical Manual for more details.

**Learning Outcome:** A Level II instructor demonstrates a refined understanding of vision-related diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing/riding performance, and teaching considerations for students in the intermediate zone.

**LO is assessed upon** the instructor’s ability to consistently facilitate learning for students with vision-related diagnoses, by explaining, analyzing, and applying a refined knowledge of:

Single and multiple diagnoses.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Apply knowledge of individual student profiles to demonstrate an in-depth awareness of diagnoses within the respective adaptive discipline.	Only accommodate for the primary diagnosis. Fails not accommodate and adjust for accompanying diagnoses.
Share knowledge of diagnoses and the common attributes that commonly accompany diagnoses within the respective adaptive discipline.	Disregard fluctuating needs of students and their diagnoses.
Adapt communication, pace, etc. to individualized behavioral and physical needs of students’ ages, stages, and diagnoses.	Neglect to incorporate information gathered through students’ profiles/assessments.
Apply the cognitive and physical attributes/performance of students rather than a generalized diagnostic (“textbook”) definition.	Fail to apply individualized knowledge related to the diagnoses.
Take the depth of knowledge and understanding about the diagnoses and disabilities and applies it to individual students.	Neglect to consider cognitive and/or physical attributes of students and their ages, stages, and diagnoses.
Use in-depth knowledge of students’ diagnoses to maximize learning experiences.	Fail to provide and/or neglects to apply any information about students’ secondary/additional diagnoses.
Adjust to the needs of students with an in-depth knowledge of the diagnoses.	Fail to use information gathered through the assessment to build relevant learning experiences.
Draw from experiences with other students use a variety of active listening strategies to gather specific information about individual students’ abilities, needs, diagnoses, etc.	Primarily rely on “textbook” definition of diagnoses rather than actively listening and learning about an individual and how his/her diagnoses manifest for him/her.
Identify, explain, analyze, and apply information from different PSIA-AASI materials and other reputable resources.	Fail to identify, explain, analyze, and/or apply relevant information from different PSIA-AASI materials and other reputable resources.

Medication classifications and potential side effects.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Speak to and/or modify lesson to account for potential side effects of students' medications.	Create unsafe or dangerous situations.
Accommodate for cause-and-effect relationships between students' medications and performance.	Teach or speak to a medication and/or classification without regard to potentially serious medical implications.
Use existing knowledge of general side effects of various medication classifications to ask appropriate questions to understand medications implication for individual students.	Fail to demonstrate awareness of medication classifications and how they may influence student learning.
Identify and use information from different PSIA-AASI materials and other reputable resources relevant to intermediate zone skiers/riders.	Fail to identify and use relevant information from different PSIA-AASI materials and other reputable resources.

Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Apply an awareness of how a level of activity may be influencing the manifestation of a student's diagnoses and/or medications. (Ex: if you are working with someone with diabetes and you notice a change in their performance, you might mention to him/her that they have been working particularly hard and it might be worth doing a check-in on their levels.)	Disregard external and internal medical devices.
Speak to how medications and/or diagnoses act as performance influencers/indicators.	Fail to take a proactive approach to prevent or reduce corollary effects of students' diagnoses, medications, and/or medical devices.
Lesson plan, pace, timing, etc. relevant to students' diagnoses, medications, and/or medical needs.	Fail to account for diagnoses, medications, and/or medical devices.
Apply awareness of fluctuations in students' energy levels and physical and cognitive function accommodate for diagnoses and medication and performance as it may affect the lesson.	Disregard known safety precautions, and if something happens and doesn't know what to do. (Ex: autonomic dysreflexia, seizure, hyper-/hypoglycemia)
Identify and use information from different PSIA-AASI materials and other reputable resources.	Fail to identify and use relevant information from different PSIA-AASI materials and other reputable resources.
Speak to an understanding of how diagnoses, medications, and/or corollary effects to may influence lesson.	

**Assessment Statement**

Diagnoses and Medication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis. Demonstrations and discussions may include but are not limited to, single and multiple diagnoses, including diagnoses from other adaptive disciplines, applicable medication classifications and potential side effects, and the corollary effects either or both may have on students' learning experiences, fundamental/skill acquisition, and overall safety.

<b>Vision-Related Diagnoses</b>	<b>Medication Classifications</b>
Albinism	Analgesics
Astigmatism	Anti-anxiety
Cataracts	Anti-inflammatory
Corneal diseases	Antibacterial
Diabetic retinopathy	Antibiotics
Diplopia	Anticholinergics
Glaucoma	Anticoagulants
Hyperopia	Anticonvulsants
Macular degeneration	Antidepressants
Myopia	Antidiabetics
Nystagmus	Antiemetics
Optic nerve disease	Antihypertensives
Retinal detachment	Antipsychotics
Retinal detachment	Antispasmodics
Retinitis pigmentosa	Antispastics
Strabismus	Chemotherapy
Tunnel vision	Diuretics

**Learning Outcome:** A Level II instructor demonstrates refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone students with vision-related diagnoses through the mountain environment.

**LO is assessed upon** the instructor’s ability to consistently demonstrate their ability to work with students with vision-related diagnoses through the intermediate zone by:

Accurately demonstrating procedures for safely navigating the mountain environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Perform appropriate demonstrations consistent with Level II Alpine/Snowboard Technical Standards.	Fail to demonstrate use of Your Responsibility Code and Park Smart.
Perform appropriate technical skills consistent with Level II Alpine/Snowboard Technical Standards.	Fail to speak to or demonstrate the Level II Alpine/Snowboard Technical Standards.
Change turn shape, size, and line proactively in response to the terrain.	Neglect to implement assistive devices appropriately and/or safely.
Show differing turn shapes, sizes, and lines to achieve prescribed outcomes.	Neglect to make changes in shape, line, or size on command appropriate to changing terrain and conditions.
Demonstrate ability to adjust or change turn shapes, sizes, and lines for tactical reasons.	Struggle to maintain shape, line, or size as tactics for terrain or conditions.
Manage turn shapes, turn sizes, and lines as needed in beginner through easiest advanced zones.	Neglect to achieve prescribed outcomes as Technical Fundamentals cannot be incorporated or blended effectively.
Integrate three or more Technical Fundamentals through all turn phases to achieve prescribed ski/board performance.	Movements break down in all or at specific parts of the turn.
Apply three or more Technical Fundamentals to achieve the prescribed outcome.	Struggle to have ski/board performance meet intended outcomes at all or in specific parts of the turn.
Integrate three or more Technical Fundamentals through all phases of the turn.	Struggle isolating the Technical Fundamentals for the purpose of managing to a specific outcome.
Demonstrate a prescribed ski/board performance all turn phases.	Neglect to adequately adjust movements to achieve a predetermined outcome.
Manage each of the Technical Fundamentals as prescribed.	Demonstrate deficiencies in the use of any Technical Fundamentals effects the use of other Technical Fundamentals.
Adapt performance by using Technical Fundamentals to achieve specific outcomes in the intermediate skier zone.	Overuse a Technical Fundamental effecting the use of other Technical Fundamentals.
Alter the blending of the Technical Fundamentals to ski/ride different terrain and conditions more effectively.	Use assistive devices with disregard for industry best practices.
	Use assistive devices inappropriately and/or on unsafe terrain.

Adjusting personal performance, teaching, and tactics to direct student performance – using duration, intensity, rate, and timing (DIRT) – and accounting for the diagnoses as well as changing snow conditions.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Clearly identify the purpose of any adjustment to personal performance, teaching, and tactics used during the lesson and how it enhances students’ fundamental/skill acquisition.	Implements guiding positions and methods, assistive devices, techniques, and/or methods in a manner that hinders student independence, learning, and performance. Or, that do not directly impact a fundamental or desired outcomes.
Use guiding positions and methods, assistive devices, techniques, and/or adaptive methods appropriately to help students achieve desired outcomes and/or influence students’ performance, using DIRT.	Neglects to explain and/or inappropriately justifies use of guiding positions and methods, assistive devices, techniques, and/or methods.
Incorporates implications of students’ diagnoses, references biomechanics and physics principles to enhance students’ performance.	Fails to understand or reference biomechanics and physics principles in relation to skiing/riding outcomes.
Demonstrates personal performance, teaching techniques, and tactics to improve students’ performance and skill acquisition.	Fails to understand or reference how students’ diagnoses influence biomechanics and physics principles in relation to skiing/riding outcomes.
	Neglects to describe how their own performance impacts students’ performance.
	Fails to describe skiing/riding or teaching accurately.
	Personal performances, teaching techniques, and tactics negatively impact student’ performance and skill acquisition.

Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Ensures messages are understood and fosters two-way communication through word choices.	Limits two-way communication with individuals or subsets of group through word choices.
Coordinates verbal and non-verbal cues to create clarity.	Mismatches verbal and nonverbal cues creating conflicting messages.
Responds to verbal and nonverbal cues from students by altering their verbal and nonverbal communication in an apparent attempt to engage them in the experience.	Fails to respond to verbal or nonverbal cues from students or a subset of the group but plows ahead, oblivious to others.
Communicates, including incorporating any communication tools, with students in the manner that is most supportive of each individual's needs.	Fails to use verbal and nonverbal communication in a manner that meets students’ needs based on information gathered via assessments.

### Assessment Statement

Technical Tactics and Communication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal skiing/riding performance or desired outcome.

Alpine

Adaptive alpine candidates will apply the Technical Fundamentals to demonstrate specific outcomes in in beginner, intermediate, and some advanced terrain. Assessment activities may include those that require a candidate to:

- 1) Perform skiing activities that requires one Technical Fundamental to be consistently used more than the other Technical Fundamentals.
- 2) Perform activities integrating three or more Technical Fundamentals through all turn phases to achieve prescribed ski performance.
- 3) Perform skiing activities that require proactive management of turn shape, size, and line for terrain or conditions.
- 4) Identify which Technical Fundamental(s) will be observed during the activity.
- 5) Describe how the Technical Fundamental(s) should impact ski performance.
- 6) Perform activities achieving the desired outcome consistently.

Examples of alpine activities include, but are not limited to, bumps, short radius parallel turns, railroad track, thousand steps, hockey stop in both directions, funnel turn, turns within a corridor, freeskiing, medium radius turns, short radius turns, ungroomed, basic parallel, wedge christie, wedge turn, lane change, leapers, linked sideslip, outside ski turns, pivot slips, skating, and step turns.

Identifying and describing various assistive devices appropriate to individual students’ needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more. Demonstrations and discussions will involve various assistive devices, maneuvers, and/or strategies:

- 1) The advantages and disadvantages.
- 2) Where, when, why, and how to properly implement various assistive devices, maneuvers, or strategies.
- 3) When an assistive device, maneuver, or strategy is inhibiting performance or growth and is no longer contributing to the development of fundamental based movements, skill acquisition, and/or independence.

These observations will be made both by looking at the candidate as an individual and also as a part of the instructor/student partnership. Below are some examples of when and how these activities will be observed:

- 1) Assistive equipment, maneuvers, and strategies include, but are not limited to:
  - Application of assistive devices, maneuvers, and strategies (Ex: stuffed animals, harness, seizure belt, communication devices, etc.)
  - Bamboo pole/hoop
  - Hand in hand
  - Horse and buggy
  - Ski tip connectors
  - Spreader bar
  - Tip hold
  - Two-point hold

Assessment activities will include demonstrating and/or speaking to guiding students with vision-related diagnoses. At minimum, using command-task, guide a person through intermediate zone terrain in a manner that enhances student performance goals. While guiding, candidates should adjust personal performance and tactics to direct student performance – using duration, intensity, rate, and timing (DIRT) – and accounting for the diagnoses as well as changing snow conditions. Assessment activities will require a candidate to demonstrate:

- 1) Guiding methods include, but are not limited to:
  - Guiding with visual cues;
  - Guiding with auditory cues;
  - Guiding with kinesthetic cues; and
  - Guiding skiers who are skiing independently of cues.
- 2) Guiding positions include, but are not limited to:
  - Guiding from the front while skiing backward;
  - Guiding from the front while skiing forward;
  - Guiding from the back; and
  - Guiding from the side.

**Snowboard**

Candidates will apply the Technical Fundamentals to demonstrate specific outcomes in beginner, intermediate, some advanced terrain, and on small freestyle features. Assessment activities may include those that require a candidate to:

- 1) Integrate two or more of the Technical Fundamentals to achieve prescribed outcomes.
- 2) Highlight individual Technical Fundamentals as prescribed.
- 3) Demonstrate versatility by varying turn shape, turn size, and line with duration, intensity, rate, and timing (DIRT).

Examples of snowboard activities include, but are not limited to, skidded turn, carved turn, freestyle, 50-50 S box/rail, aired 180s, aired edge change, bumps/off piste, grab or shifty over jump, heel-to-heel, nose/tail rolls, pivot slips, switch turns, toe-to-toe, transition feature, and trees/glades.

Identifying and describing various assistive devices appropriate to individual students’ needs. These may include but are not limited to bamboo poles/hoops, binding and board setups, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, tethers, visual schedules, and more. Demonstrations and discussions will involve various assistive devices, maneuvers, and/or strategies:

- 1) The advantages and disadvantages.
- 2) Where, when, why, and how to properly implement various assistive devices, maneuvers, or strategies.
- 3) When an assistive device, maneuver, or strategy is inhibiting performance or growth and is no longer contributing to the development of fundamental based movements, skill acquisition, and/or independence.



These observations will be made both by looking at the candidate as an individual and also as a part of the instructor/student partnership. Below are some examples of when and how these activities will be observed:

1) Assistive equipment, maneuvers, and strategies include, but are not limited to:

- Application of assistive devices, maneuvers, and strategies (Ex: stuffed animals, harness, seizure belt, communication devices, etc.)
- Hand in hand
- Handlebar
- Hoop
- Horse and buggy
- I-teach bar
- Pole
- Rider bar
- Sno-Wing

Assessment activities will include demonstrating and/or speaking to guiding students with vision-related diagnoses. At minimum, using command-task, guide a person through intermediate zone terrain in a manner that enhances student performance goals. While guiding, candidates should adjust personal performance and tactics to direct student performance – using duration, intensity, rate, and timing (DIRT) – and accounting for the diagnoses as well as changing snow conditions. Assessment activities will require a candidate to demonstrate:

1) Guiding methods include, but are not limited to:

- Guiding with visual cues;
- Guiding with auditory cues;
- Guiding with kinesthetic cues; and
- Guiding skiers who are skiing independently of cues.

2) Guiding positions include, but are not limited to:

- Guiding from the front while skiing backward;
- Guiding from the front while skiing forward;
- Guiding from the back; and
- Guiding from the side.

**Learning Outcome:** A Level II instructor articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students with vision-related diagnoses through the intermediate zone.

**LO is assessed upon** the instructor’s ability to consistently demonstrate the following criteria with students with vision-related diagnoses by:

Observe and describe the application of two or more Technical Fundamentals in all turn phases.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identify and describe ski/board performances relative to two or more Technical Fundamentals in all turn phases.	Does not, or inaccurately, identify ski/board performance.
Accurately identify and describe body movements to two or more Technical Fundamentals through all turn phases.	Does not, or inaccurately, identify body movements.
Accurately connect and describe observed ski/board performances relative to two or more Technical Fundamentals and the contributing body performance in all turn phases.	Does not connect ski/board and body performance of two or more Technical Fundamentals in all turn phases.
Use objective, specific, technically accurate, and non-judgmental language. Example: “Center of mass over base of support” as opposed to “good balance”.	Use unprofessional or non-specific language.
Describe how corollary effects of students’ diagnoses and medications influence students’ body and ski/board performance.	Description of the performance of the fundamental through the phases of the turn are not correct.
Describe how adaptive devices, techniques, and tactics impact students’ body and ski/board performance.	Fail to address how corollary effects of students’ ages, stages, diagnoses, and/or medications impact students’ body and ski/board performance.
	Fail to address how adaptive devices, techniques, and tactics influence students’ body and ski/board performance.

Evaluate and describe the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately link body movements to ski/board performance.	Body movements are not linked to ski/board performance.
Describe observed performance in relation to desired outcomes.	Struggle to relate observed performance to intended outcome.
Explanation and communication of cause-and-effect are accurate, clear, and concise.	Cause-and-effect relationships descriptions are inaccurate or incomplete.
Cause-and-effect is accurate and applies to relevant Technical Fundamentals, for both effective and ineffective skiing/riding.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Accurately describe elements of duration, intensity, rate, and timing (DIRT) of a Fundamental in observed skier(s)/rider(s) for both effective and ineffective skiing/riding.	Inaccurate description of duration, intensity, rate, and timing (DIRT) in Technical Fundamentals in observed skier(s)/rider(s).
Describe the cause-and-effect of students' diagnoses and medications influence the Technical Fundamentals relative to the desired outcome.	Fail to address the corollary cause-and-effects of students' ages, stages, diagnoses, and/or medications on the Technical Fundamentals relative to the desired outcome.
Describe the cause-and-effect of adaptive devices, techniques, and tactics on the Technical Fundamentals.	Fail to address the cause-and-effect of adaptive devices, techniques, and tactics on the Technical Fundamentals.

Prescribe a specific change, related to one or more Technical Fundamentals, to achieve the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Prescription description appropriate Technical Fundamental(s) specific to the specified outcome for feedback.	Chosen Technical Fundamental(s) is/are not relevant to the specified performance or outcome.
Accurately discuss appropriate Technical Fundamentals in turn phases, including duration, intensity, rate, and timing (DIRT), to communicate an appropriate effect for change.	Prescribe a movement change that is not connected to the Technical Fundamental chosen.
Clearly communicate effective/relevant change(s) that focuses on performance, outcomes, or tactics.	Unable to discuss movements that are both effective and ineffective in the prescribes skiing zones.
Construct prescription for change and understand the elements that led to the prescription.	Unable to prescribe feedback and/or outcomes that is/are relevant to the skier(s)/rider(s)
Description and prescription show an understanding of Technical Fundamentals and skiing/riding skills based on experience.	Unable to create and share a continued practice/training plan for students in the desired skiing zones.
Create and communicate a continued practice/training plan for student.	Prescription is unclear, lacks needed details or information, or is non-existent.
Prescription accounts for students' ages, stages, diagnoses, medications, equipment and adaptive devices, techniques, and tactics.	Prescription does not connect how equipment and adaptive devices, techniques, and tactics affects students' performance for the intended outcome.
	Prescription fails to address corollary effects of students' ages, stages, diagnoses, and/or medications.

Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.	
Successful Performance Contributors	Unsuccessful Performance Contributors
<p>Observe and describe implications on the students' performance of the Technical Fundamentals of:</p> <ul style="list-style-type: none"> <li>- Equipment type</li> <li>- Assistive devices, maneuvers, and/or strategies</li> <li>- Guiding method and/or position</li> <li>- Safety</li> <li>- Terrain conditions</li> <li>- Equipment size</li> </ul>	<p>Observation and description neglect the impact guiding positions and methods, assistive devices, maneuvers, and strategies have on students' performance, fundamental based movement development, and independence.</p>
<p>Communicate observations about the student/instructor partnership and possible implications of instructor behavior and/or performance on students' safety, skill acquisition, and learning.</p>	<p>Unable to describe the impact assistive devices, maneuvers, and strategies have on students' safety and performance.</p>

**Assessment Statement**

Movement Analysis (MA) assessment criterion within the respective assessment module may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, observations of the public, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Candidates will be expected to present an organized and detailed description of movements, identify deficiencies, determine cause-and-effect relationships through the intermediate zone progression and based on the person's abilities, and relate them to exercises through the intermediate zone to improve their performance. Candidates can expect to provide information and answer questions for each assessment criterion in reference to the person being analyzed or to the desired outcome through the intermediate zone.

As an example, candidates need to identify intermediate movements, identify deficiencies, note if they are related to students' diagnoses, such as diabetic retinopathy or macular degeneration, and apply specific exercises through the intermediate zone to meet students' abilities, ages, and stages that promote their fundamental/skill development.

**Learning Outcome:** A Level II instructor demonstrates their ability to adapt the Teaching Skill Learning Outcomes relative to students with vision-related diagnoses through the intermediate zone, while engaging them in the process, adapting learning experiences as necessary, and moving toward the agreed-upon outcomes.

**LO is assessed upon** the instructor's ability to consistently demonstrate the following criteria with students with vision-related diagnoses by:

Periodically assessing student motivations, performance, and understanding.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Gather information from students to explore underlying motivations for learning.	Assume, rather than discover, motivations of students.
Assess ongoing performance (body movement and ski action), incorporating knowledge of students' diagnoses.	Make assumptions about performance without observing students or fails to recognize performance change.
Discover what students understand about their performance as changes occur.	Make assumptions about what students understand without asking them.
Periodically reassess and adapt to students' ability to perform planned activities.	Fail to recognize and/or adapt when students have difficulty performing planned activities.
Ask students about their understanding of their performance in a manner appropriate to their ages, stages, and diagnoses.	Make assumptions about what students understand without asking them.
Reassess periodically how assistive devices, techniques, and tactics implemented impact performance.	Fail to have any tactics to adapt lesson experience for diagnosis.
Adapt to the needs of students including their ages, stages, diagnoses, behaviors, and understandings.	Fail to demonstrate modifications in their teaching to accommodate for the diagnoses.
In an interview with examiner(s), share observations and changes related to students' motivations, performance, and/or understanding.	Talk to students in a chronological-age manner without regard of their cognitive abilities, ages, stages, and diagnoses.
	In a discussion with examiner(s), fail to recognize or share observations on students' motivations, performance, and/or understanding.

Collaborating with students to establish an adaptable lesson plan with clear direction and focus.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Collaborate with students on a big-picture overview of the lesson and the learning outcome.	Fail to involve or communicate with students about the lesson plan.
Establish a plan that is fundamentally accurate and appropriate, and accounts for students' ages, stages, and diagnoses.	Plan is not fundamentally accurate and fail to meet the needs of students and their ages, stages, and diagnoses.
Summarize the plan of action, providing short-term objectives.	Lack clear direction for the lesson.
Plan and modify long-term goals and short-term objectives to address students' motivations, performance, understanding, and their individual ages, stages, and diagnoses.	Plan activities that fail to address or adapt to students' motivations, performance, understanding, and their individual ages, stages, and diagnoses.
Adjust the focus when needed.	Fail to adapt the learning experience.
Plan aligns with students' cognitive level of understanding and accounting for corollary effects of students' diagnoses and medications.	Lack the ability to share accurate thoughts on how the lesson would be changed to adapt to different student profiles.
Provide progression activities and coaching that have a clear path for students' learning and skill development toward acquisition.	Provide a lesson overview and learning outcome that are vague.
In an interview with examiner(s), share accurate thoughts on how different student profiles (ages—child, adult, senior, etc., stages, diagnoses, affective state—fearful, bored, etc.) would change your plan or focus.	Introduce progressions without teaching and coaching applicable to students and their ages, stages, and diagnoses.

Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Plan adventures in learning that are playful and/or exploratory.	Fail to capture the interest of students.
Plan a progression of activities that can be adapted as needed.	Neglect to connect the steps in the lesson and/or steps create confusion.
Plan for appropriate practice time that gives students opportunities to discover learning.	Fail to leave room in lesson plan for practice time or allow opportunities for discovery.
Plan to use terrain that is most appropriate for students and their ages, stages, and diagnoses.	Use terrain that is inappropriate to students' ability, motivation, or fitness and comfort level.
Plan for appropriate tactical approaches for students.	Choose tactical approaches that are not appropriate for students.
Incorporate behavior management strategies, gathered via students' assessment, to positively impact the learning experience.	Fail to share alterations/adaptations for students with different abilities.
Use behavior management strategies to support students' learning.	Proceed with a preconceived lesson, oblivious to students' specific needs, ages, stages, and diagnoses.
In an interview with examiner(s), share alterations that could be made to the plan to accommodate different students at different ages or stages or with different diagnoses.	Fail to ask students and/or caregivers for behavior management strategies that are helpful for students learning.
	Create an awkward or unwelcoming learning environment which blocks learning and sense of belonging.
	Fail to demonstrate a variety of feedback.

Adapting the learning environment to align with the needs of the group.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adapt activities and information to accommodate changes in students' performance and understanding.	Fail to recognize changes in performance that indicate activities should be modified or progressed.
Reduce the difficulty of terrain, the complexity of activities, the speed of movements, or the speed of descent to align with the needs of the students.	Neglect to alter the learning environment for slower or fearful students leading to a negative impact on the learning experience.
Increase the difficulty of activities, terrain, precision of movements, and rate of descent to engage faster or more athletic students.	Fail to alter the learning environment for faster or athletic students.
Act to address the impact of distracting factors.	Cannot identify changing needs of students throughout the lesson.
Identify strategies taken to create a successful learning environment.	Cannot identify appropriate tactical approaches to manage commonly seen lesson environments.
Attempt to connect with disengaged students.	Fail to attempt to manage the impact of external factors that influence the learning environment.
Create a learning environment and experiences that complement the information learned about students through initial and ongoing assessments.	Fail to identify, describe, or explain the reasoning behind strategies to create a successful environment.
Use assistive devices, adaptive tools, techniques, and tactics to promote learning, development of the fundamentals, and independence.	Avoid or ignore students who seem disengaged.
Use assistive devices, adaptive tools, techniques, and tactics to compliment students' long-term goals.	Disregard verbal and/or non-verbal cues from students that indicate their level of comfort and/or engagement.
In a discussion with examiner(s), identify observations regarding the changing needs of students throughout the lesson.	Disregard cues that indicate activities should be modified or progressed.
In a discussion with examiner(s), identify tactical approaches to manage commonly seen lesson environments.	Fail to account for students' ages, stages, and diagnosis.
	Disregard information learned about students through the assessment process.
	Use assistive devices, adaptive tools, techniques, and tactics without a purpose, to the detriment of students' long-term independence, or in a way which hinders students' short- and long-term skill acquisition.
	Introduce assistive devices, adaptive tools, techniques, and tactics that limit students' ability to progress.
	Neglect to have a plan in place to move beyond an introduced adaptive tool.
	Use assistive devices, adaptive tools, techniques, and tactics in place of teaching and allowing students to learning.
	Teach to the assistive devices, adaptive tools, techniques, and tactics rather than teaching to individual students.



Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Provide students information regarding outcomes and performance that is clear and relevant to their individual abilities, needs, and diagnoses.	Provide information without regard for students' individual abilities, needs, and diagnoses that is not clear and/or is not related to students' goals, motivations, and/or performance.
Target skill development, Technical Fundamentals, and/or tactics that compliment information gathered through individuals' on-going assessment.	Lack focus on fundamentals or tactics, or focus/information is inaccurate.
Deliver information at an appropriate rate.	Provide too much or too little information to students.
Reinforce learning with technical information that is easy for students to understand based on their ages, stages, and diagnoses.	Provide overly technical and complex information or fails to provide 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 students' 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 the outcome.
Develop information that guides students toward the desired outcome.	Present information in a manner that is random, disorganized, or creates confusion.
Deliver actionable feedback that adjusts for the emotions of students.	Fail to incorporate information gathered through on-going student assessments.
Use language that is person-first, etc. to proactively create an open, inclusive, safe learning environment, and sense of belonging.	Neglect to adapt information presented to successful skill development.
Connect feedback to the goals and motivations of students.	Present feedback that is disconnected from students' goals and motivations
Adjust the balance of reinforcing/positive and corrective feedback.	Feedback is either exclusively reinforcing/positive or corrective and corrodes trust and rapport with students.
Engage in feedback activities when students are ready.	Deliver feedback without considering students' ability, ages, stages, diagnoses, or readiness to receive it.
Use questions and activities that encourage students to participate in their feedback.	Deliver feedback without encouraging students to participate in their feedback.
Use clear, simple language, which is relevant to individual students' abilities, needs, and diagnoses, to describe measurable actions and outcomes.	Deliver confusing or immeasurable feedback.
In a discussion with examiner(s), address how delivery of feedback was influenced by the cues seen in students.	Provide limited detail about how cues gathered from students influenced their feedback delivery.

Managing physical and emotional risk to promote engagement in the learning environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Develop students' ability to recognize risk and model Your Responsibility Code and/or Park Smart.	Neglect to develop students' risk awareness, and not model, convey, or adhere to Your Responsibility Code and/or Park Smart.
Identify and manage physical risk.	Fail to manage unnecessary physical risk.
Choose appropriate level of challenge for students' development.	Choose level of challenge that is too advanced to perform safely; or, fails to modify level of challenge for students.
Choose terrain, task, speed, and/or conditions to enhance students' engagement in the learning environment.	Disregard risk from traffic, terrain, conditions, and tasks.
Adapt tasks to accommodate students who have physical limitations such as injuries, conditioning, visual impairments, etc.	Diminish students' ability to learn due to choice of terrain, task, speed, and/or conditions.
Adapt demonstrations and actions to enhance students' engagement in the learning environment.	Fail to modify tasks to accommodate students who have physical limitations.
Communicate in a way that instills confidence and helps to promote students' self-esteem.	Diminish engagement and learning because demonstrations and actions over-challenge or under-challenge students.
Recognize and manage impact of activities and environment on comfort and confidence.	Communicate in a way that contributes to students' worry and self-doubt.
Identify and manage increased risk due to traffic, terrain, conditions, and tasks.	Disregard when activities and environment cause discomfort and apprehension.
Create a safe learning environment, incorporating adaptive tools, equipment, and techniques/methodologies as necessary, to support students who lack situational awareness within the mountain environment.	Disregard information about students' affective state (current and historical) learned throughout reassessment during the lesson. (For example, a student had a bad experience on ice historically and you do not help him/her develop an understanding of edges, ways to overcome, etc.)
Use Your Responsibility Code as the foundation of all mountain experiences and always models its use.	Fail to help students understand the consequences of their actions.
Select tasks and adapt to the evolving emotional needs of students to allow them to remain in a state where they are able/willing to learn.	Neglect supporting students at their individual level/needs to create a safe learning environment and their interaction within the mountain environment.
Accommodate for students' fears, anxieties, etc.	Introduce a plethora of adaptive equipment and tools to the detriment of students' experiences, independence, and safety.
Adapt tasks that accommodate for students' ages, stages, and diagnoses.	

Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Pace activities to meet the needs and motivations of students.	Deliver activities according to the initial plan without regard for students' needs, motivations, ages, stages, and diagnoses.
Provide ample opportunities for students 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 students' readiness.	Move to the next activities based upon the initial lesson plan without considering students' 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.
Plan activities and pacing accounting for the fluctuations of any corollary effects of students' diagnoses and medications.	Neglect to adapt to the change needs of students.
	Proceed with a preconceived lesson, oblivious to students' specific needs, ages, stages, and diagnoses.
	Fail to pace the lesson for students' ages, stages, diagnoses, medications, and other information gathered via initial and ongoing assessments leading students to disengage.
	Create unsafe or dangerous situations because progression does not account for students' athletic ability, fitness level, acclimation to the environment, fear, emotional state, psychological needs, ages, stages, diagnoses, etc. (CAP).
	Disregard verbal and/or non-verbal cues from students indicating their level of comfort and/or engagement to speed up or slow down pace and/or activities.

Helping students to recognize and understand change in performance relative to outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Ask purposeful, open-ended questions, which are relevant to individual students' abilities, ages, stages, and diagnoses, to help them notice changes in performance and understanding.	Fail to solicit participation from students when addressing changes in their performance and understanding.
Assess if students' understanding is accurate.	Ignore students' misconceptions in understanding.
Ask clarifying questions to improve students' understanding.	Neglect to help improve students' understanding when inaccuracies are present.
Observe performance to validate if students are doing what they say they're doing.	Disregard students' performance as an indicator of learning or lack of learning.
In an interview with examiner(s), identify methods used in the lesson to encourage students to communicate change.	Fail to identify or implement strategies used to encourage students to communicate change.

Helping students apply gained skills to skiing situations.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Apply students' learning to varied terrain or conditions and help them interpret what they notice, feel, and/or do.	Neglect to alter the terrain or conditions nor apply learning.
Vary tasks and help students apply learning to new tasks, situations, and/or environments.	Fail to alter task, or help students apply learning.
Vary speed and/or tempo and share how it affects students' performance.	Neglect to vary speed/tempo or share how it affects students' performance.
Engage students in conversation about next steps to apply learning.	Neglect to converse with students about applying learning.
	Neglect to help students apply learning.

### **Assessment Statement**

Level II candidates are assessed on all Adaptations of Teaching Skills Learning Outcomes while candidates share progressions relative to students through the intermediate zone, but with real-time interaction with peers. Teaching activities are based on the needs, motivations, and technical performance of the participants. The lesson is 20 minutes, with the time set before the lesson starts. Candidates can expect group and individual discussions with the examiner(s) before, during, and/or after teaching segments. The behavior of candidates will also be observed throughout the exam environment. Other forms of assessment may be used including in various on-snow and/or off-snow activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, and video analysis.

## Professionalism Self-Management

**Learning Outcome:** A Level III instructor promotes a professional environment by adapting behaviors to positively affect others.

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

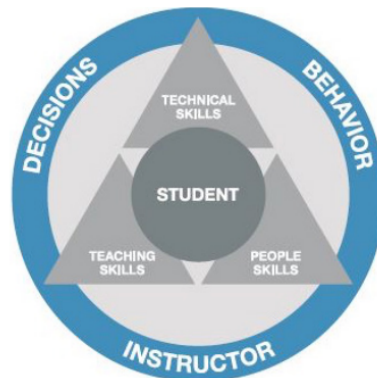
<b>Address group and individual safety and physiological needs.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Seeks and makes space for opinions and viewpoints of others.	Devalues or minimizes the opinions or viewpoints of others.
Helps increase confidence through a series of positive interactions and outcomes.	Engages with individual(s) in a manner that decreases or does not build confidence.
Validates individuals by giving attention to learning, improvement, and effort.	Only gives attention to successes or provides hollow non-specific feedback.
Encourages an environment in which failure is safe, expected, and part of learning.	Promotes an environment in which failure is negatively viewed or discouraged.
Anticipates environmental, social, and circumstantial conditions and their likely impact on group and individual experiences.	Ignores environmental, social, or circumstantial conditions in their decision making.
Interacts positively with all group members.	Negatively impacts the group cohesion by discriminating against individuals or exhibiting animosity, indifference, inconsiderateness, passive aggressiveness, etc.

<b>Exhibit positive behavior in response to feedback.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Asks questions to better understand the feedback.	Fails to attempt to clarify the feedback and does not engage with it further.
Maintains an open line of communication with the other person.	Closes or largely eliminates communication with the other person.
Demonstrates effort in improving performance.	Demonstrates little to no effort to improve performance.

## Assessment Statement

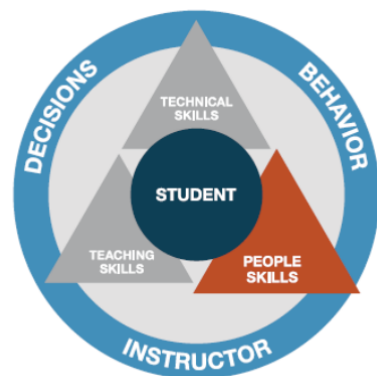
Professionalism and Self-Management are assessed throughout the assessment process. Candidates in an assessment can expect:

- 1) Participating in the assessment from the beginning of the day at check-in to the end of the day.
- 2) Interactions with examiner(s), other candidates, resort employees, and resort guests are all taken into consideration.
- 3) Follow up questions or interviews with examiner(s) after observed interactions with others.



Communication and Relationships with Others are assessed while candidates teach their peers in a lesson. Level III candidates are assessed on all People and Teaching Skills Learning Outcomes while they share a progression relative to novice students, but with real-time interaction with peers. The lesson is 20 minutes, with the time set before the session starts.

At all levels, teaching activities are based on the needs, motivations, and skiing/riding of students. Candidates can expect group and individual discussions with examiner(s) 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 III instructor leverages knowledge of equipment and tactics for students with vision-related diagnoses, based on the cognitive, affective, and physical assessment.

**LO is assessed upon** the instructor’s ability to consistently leverage their knowledge of cause-and effect relationships to meet goals and improve performance and skill development of students with vision-related diagnoses through all zones within the following lesson components:

Appropriate student assessments.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Actively listen to students and/or caregivers, establishing trust and rapport, and proactively applies gained knowledge increase student success.	React to situations due to not planning ahead and implementing information gathered via student assessments rather than being proactive.
Use person-first language.	Neglect to use appropriate and respectful language.
Use information gathered through ongoing student assessments (cognitive, affective, and physical), rather than simply to the textbook definition of the diagnosis, to create experiences that maximize students' performance and skill development.	Fail to apply information gathered about individual students' behavior, comprehension and understanding, receptive and expressive language, etc. as related to their ages, stages, and diagnoses.
Adapt to individuals' moment-to-moment evolutions of motivations and emotions through consistent reassessment.	Fail to apply information gathered about goals, motivations, attitude, and/or current emotional state to improve students' performance and fundamental/skill acquisition.
Leverage students' emotions/desires and how those influence actions or behaviors throughout the learning experience.	Neglect to ask pertinent and valuable questions and/or direct them to the right person to gather information.
Maximize on students' physical abilities to improve performance and fundamental/skill acquisition.	Disregard information gathered on individuals' physical abilities.
Gather knowledge and applies to positively impact students' learning experiences and skill development.	Gather mainly superficial information
Foster interpersonal relationships to support positive dynamics.	Dismiss, misinterpret, or discredit the messages conveyed by individuals.
Use varied active listening tactics to learn about others.	Use questions that limit the ability to gather information from individuals.
Acknowledge the input of others or incorporates other people's ideas and messages into their plan and interactions.	Fail to adopt communication cues of others or incorporate a variety of active listening strategies.
Gather information about students to inform decision making throughout the lesson.	Monopolize conversation or fails to encourage others to contribute to the experience.
Incorporate words, phrases, or body language used by others and uses a variety of active listening strategies to clarify messages and engage with others.	Fail to describe specific examples of how or why they used active listening strategies.
Describe how and why they used active listening to engage with students and personalize the learning experience.	Fail to describe how or why they applied the information they gathered to personalize the experience of others.
Encourage others to speak and add to the experience.	



Assistive equipment choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select assistive equipment to leverage students' performance and skill development.	Select assistive equipment without being able to justify how it improves or maximizes students' performance and skill acquisition.
Use props and tools to improve students' learning experiences. (Ex: using a favorite toy to motivate.)	Use too much, too little, or inappropriate equipment based on the ongoing assessment of students to the detriment of their experiences and independence.
Use assistive devices and equipment, as appropriate, to provide kinesthetic support when teaching a skill.	Allow students to depend on adaptive equipment or tools for speed control, rather than encouraging as much skill acquisition and independence as possible.
Incorporate assistive equipment based on the cause-and-effect benefits of the equipment to maximize students' performance and skill acquisition.	Disregard best practices with the use of assistive devices and techniques. (Ex: spreader bar without a tip clip)
Understand and apply pathways and progressions to decrease reliance on assistive devices.	Focus on students' weaknesses instead of capitalizing on their strengths.

Assistive equipment set up.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Evolve equipment setup as needed to maximize students' performance and/or skill acquisition.	Focus on students' weaknesses instead of capitalizing on their strengths.
Enhance students' performance safely through assistive equipment setup.	Set up equipment in a way that creates an unsafe situation. (Ex: spreader bar affects binding release)
Leverage students' abilities and weaknesses to enhance performance and/or skill development through assistive equipment setup.	Fail to explain how their assistive equipment setup will help students with performance and/or skill development.

Guiding method choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select a guiding method that compliments students' diagnoses, abilities, and/or needs.	Select guiding method without applying knowledge of students' visual abilities and limitations.
Consider external factors within the mountain environment when selecting the guiding method.	Use a guiding method based on personal preference rather than students' needs, desires, and goals.
Blend guiding methods as appropriate to enhance student success and learning.	Select a guiding method without accounting for terrain, weather, and other external factors within the mountain environment.
Select a guiding method that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding method options as presented in PSIA-AASI's Adaptive Alpine Technical Manual.
Guiding method selection and implementation compliments experiences and intended outcomes.	Choice of guiding method and implementation creates anxiety and/or fear within students.
Select a guiding method that accommodate for students' current emotional state, including their level of comfort.	

Guiding position choices.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Select a guiding position that compliments students' diagnoses, abilities, and/or needs.	Disregard knowledge of students' visual abilities and limitations when selecting guiding positions.
Consider external factors within the mountain environment when selecting the guiding position.	Select a guiding position based on personal preference rather than students' needs, desires, and goals.
Blend guiding positions as appropriate to enhance student success and learning.	Guiding position(s) does not account for terrain, weather, and other factors within the mountain environment.
Select a guiding position that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding position options as presented in PSIA-AASI's Adaptive Alpine Technical Manual.
Guiding position supports selected guiding method(s).	Choice of guiding position and implementation creates anxiety and/or fear within students.
Guiding position selection and implementation compliments experiences and intended outcomes.	
Select a guiding method that accommodate for students' current emotional state, including their level of comfort.	

**Assessment Statement**

Equipment and Tactics assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis.

Demonstrations and discussions may include but are not limited to, ways of assessing:

- 1) Cognitive abilities;
- 2) Affective state; and
- 3) Physical abilities.

Other demonstrations and discussions will involve various assistive devices, maneuvers, and strategies:

- 1) Their implementation in direct correlation to information gathered through students' assessments.
- 2) Their advantages and disadvantages.
- 3) Identify and describe how to appropriately set up various assistive devices for simulated or real student profiles.
- 4) Identify and describe various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more.
- 5) Guiding methods\* include, but are not limited to:
  - Guiding with visual cues;
  - Guiding with auditory cues;
  - Guiding with kinesthetic cues; and
  - Guiding skiers who are skiing independently of cues.
- 6) Guiding positions\* include, but are not limited to:
  - Guiding from the front while skiing backward;
  - Guiding from the front while skiing forward;
  - Guiding from the back; and
  - Guiding from the side.

\*See PSIA-AASI Adaptive Alpine Technical Manual for more details.

**Learning Outcome:** A Level III instructor 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/riding performance, and teaching considerations for students in all zones. A instructor implements appropriate solutions to improve student performance.

**LO is assessed upon** the instructor’s ability to consistently maximize the performance of students with vision-related diagnoses through a process of analysis, prioritization, and integration of an advanced level of knowledge of:

Single and multiple diagnoses.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Reference personal experiences with students with diagnoses applicable to the respective adaptive discipline.	Neglects individual students’ diagnoses to the detriment of student performance.
Apply diversity of exposure within a multitude of diagnoses to students in a variety of situations.	Fail to reference of a spectrum of prior personal experiences and knowledge regarding a variety of diagnoses.
Adapt to changing needs of the students including their abilities, behaviors, needs, and disability.	Fail to continually gather information about students and their diagnoses to inform decision making throughout the lesson.
Manage the lesson experience to positively influence individual experiences based on an in-depth knowledge of diagnoses.	Difficulty describing what, how, and why they applied the information they know about a variety of diagnoses and individual student profiles to maximize performance.
Use advanced knowledge of diagnoses to positively influence student performance.	Fail to recognize and respond when learners are losing interest, frustrated, or becoming disengaged because of a disregard of the individual and his/her diagnoses.
Develop and modify lesson plans considering students’ diagnoses.	

Medication classifications and potential side effects.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accommodate for fluctuations in students’ medications and the impacts on students’ performance as it may affect the lesson. Maximize time during students’ peaks to do more teaching while using the valleys to reinforce lateral learning and joy.	Teach or speak to medications and/or classifications incorrectly leading to unsafe or dangerous situations and potentially serious medical implications.
Develop and modify lesson plans considering students’ medications and potential side effects.	Fail to demonstrate awareness of medication classifications and how they may influence student performance.
Use advanced knowledge of medications and potential side effects to positively influence students’ performance.	
Use advanced knowledge of medications to maximize performance through medication.	
Accommodate for cause-and-effect relationships between students’ medications and performance.	

Students' diagnoses and medications.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Address the impact of external factors such as weather, crowding, and equipment.	Disregard external and internal medical devices.
Develop and modify experiences based upon cause-and-effect relationships of students' ages, stages, diagnoses, medications, and/or corollary effects to maximize students' performance.	Lack a proactive approach to prevent or reduce corollary effects of students' diagnoses, medications, and/or medical devices.
Apply an awareness of how a level of activity may be influencing the manifestation of a student's diagnoses and/or medications to maximize students' learning and performance. (Ex: you are working with someone with diabetes, and you notice a change in their performance. You mention they have been working particularly hard and it might be worth doing a check in on their levels.)	Fail to account for diagnoses, medications, and/or medical devices.
Accommodate for fluctuations in students' energy levels and physical and cognitive function accommodating for students' ages, stages, diagnoses, and medications and their impact on performance. Takes advantage of peaks for maximizing learning.	Disregard safety precautions to be taken leading to an avoidable medical situation.
Address how medications and/or diagnoses influence performance.	Minimize student performance as a result of a lack of knowledge.
Develop a lesson plan, pace, timing, etc. in relevance to students' diagnoses, medications, and/or medical needs to maximize performance.	Knowledge of diagnoses and medications is not incorporated in the overall development of a lesson strategy.
Speak to an understand how diagnoses, medications, and/or corollary effects there to may affect performance.	Lack knowledge of how to respond to medical situations seen in adaptive sports. (Ex: autonomic dysreflexia, seizures, hyper-/hypoglycemia)

**Assessment Statement**

Diagnoses and Medication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis. Demonstrations and discussions may include but are not limited to, single and multiple diagnoses, including diagnoses from other adaptive disciplines, applicable medication classifications and potential side effects, and the corollary effects either or both may have on students' learning experiences, fundamental/skill acquisition, and overall safety.

<b>Vision-Related Diagnoses</b>	<b>Medication Classifications</b>
Albinism	Analgesics
Astigmatism	Anti-anxiety
Cataracts	Anti-inflammatory
Corneal diseases	Antibacterial
Diabetic retinopathy	Antibiotics
Diplopia	Anticholinergics
Glaucoma	Anticoagulants
Hyperopia	Anticonvulsants
Macular degeneration	Antidepressants
Myopia	Antidiabetics
Nystagmus	Antiemetics
Optic nerve disease	Antihypertensives
Retinal detachment	Antipsychotics
Retinal detachment	Antispasmodics
Retinitis pigmentosa	Antispastics
Strabismus	Chemotherapy
Tunnel vision	Diuretics

**Learning Outcome:** A Level III instructor leverages knowledge of technical tactics and communication strategies for working with and guiding all students with vision-related diagnoses throughout the mountain environment.

**LO is assessed upon** the instructor’s ability to consistently demonstrate their ability to work with students with vision-related diagnoses through all zones by:

Accurately demonstrating procedures for safely navigating the mountain environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Perform appropriate demonstrations consistent with Level III Alpine/Snowboard Technical Standards.	Fail to demonstrate Your Responsibility Code and/or Park Smart.
Perform appropriate technical skills consistent with Level III Alpine/Snowboard Technical Standards.	Fail to speak to or demonstrate the Level III Alpine/Snowboard Technical Standards
Control any or all the Technical Fundamentals actively and demonstrates differing ski/board performance outcomes.	Neglect to implement assistive devices appropriately and/or safely.
Actively control the Technical Fundamentals throughout the run to reach the prescribed outcome.	Neglect to implement changes in ski/board performance as prescribed.
Manage the duration, intensity, rate, and timing (DIRT) to integrate the Technical Fundamentals at will to achieve outcomes.	Lack the ability to integrate Technical Fundamentals creating limited tactical options.
Deliberately vary the use of all Technical Fundamentals to achieve multiple skiing/riding outcomes.	Struggle to change duration, intensity, rate, and timing (DIRT) of any Technical Fundamental.
Apply all Technical Fundamentals at will through all turn phases to achieve desired ski/board performances.	Lack the ability to integrate fundamentals creating undesired ski/board performances.
Use all Technical Fundamentals to achieve basic or advanced ski/board performance outcomes.	Use one or more Technical Fundamentals in a way that limits the effective use of other Technical Fundamentals.
Use any blending of Technical Fundamentals through varying terrain and conditions to achieve various ski/board performances.	Apply all Technical Fundamentals in only certain turn phases.
Intentionally vary the performance of Technical Fundamentals to achieve prescribed outcomes through all zones.	Fail to consistently vary the use of Technical Fundamentals to achieve different ski/board performances.
	Allow terrain or conditions to consistently dictate ski/board performance.
	Fail to achieve prescribed performance due to inaccurate use and/or blending of Technical Fundamentals.
	Fail to proactively and consistently adjust movements to achieve a predetermined outcome.
	Demonstrate a skill deficiency that negatively affects the integration of Technical Fundamentals.
	Over rely on one Technical Fundamental’s effects on the integration of the other Technical Fundamentals.
	Use guiding positions and methods, assistive devices, equipment, techniques, and/or adaptive methods inappropriately, on unsafe terrain, and/or with disregard for industry best practices.

Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance – using duration, intensity, rate, timing, (DIRT) and more – and accounting for changes in terrain and conditions through all aspects of the mountain environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Identify the purpose of any adjustment to personal performance, teaching, and tactics used during the lesson and how it positively impacts students’ fundamental/skill acquisition throughout all phases of the turn.	Implement assistive devices, techniques, and/or tactics in a manner that hinders student independence, learning, and performance.
Use guiding positions and methods, equipment assistive devices, techniques, and/or tactics to create a change in students’ performance, fundamental/skill acquisition, and/or reaching the desired fundamentals/outcomes.	Fail to speak to or implement assistive devices, techniques, and/or tactics in a way that positively impacts students’ fundamentals/skills acquisition and/or leads toward desired outcomes.
Use and describe biomechanics and physics principles that are accurate and relevant to a skiing/riding outcome.	Fail to explain and/or inaccurate justification for use of assistive devices, techniques, and/or methods.
Demonstrate personal performance, teaching techniques, and tactics to improve students’ performance and fundamental/skill acquisition.	Describe biomechanics and physics principles in a way that are not accurate for a given skiing/riding outcome.
Identify and demonstrate the implications of the instructor-student partnership and how your personal performance influences students’ performance.	Inaccurately describe their personal skiing/riding and how their own performance impacts students’ performance.
Describe their personal performance in an honest, in-depth manner that is relevant to an ideal outcome or scenario.	Describe their personal skiing/riding, students’ skiing/riding, and/or their teaching inaccurately.
	Impact students’ performance and fundamental/skill acquisition negatively due to their personal performance, teaching techniques, and tactics.
	Evaluation of personal performance lacks depth and/or fails to compare to actual performance.



Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Communication positively influences (guides, persuades, or encourages) students.	Communication inhibits, interferes, undermines, discourages, or is indifferent to students and their ages, stages, and/or diagnoses.
Incorporate students' verbal and non-verbal communication cues to build connection, trust, and rapport and increase shared understanding.	Neglect students' communication cues or incorporates them in a way that disengages or undermines connection.
Choose verbal and non-verbal communication strategies that encourage students to share information.	Choose verbal and non-verbal communication that stifle students' desire to share information.
Continuously communicate, including the incorporation of any communication tools, with students in the manner that is most supportive of each individual's needs.	Fail to meet students' verbal and nonverbal communication needs based on their individual assessments, ages, stages, and/or diagnoses.
Customize verbal and non-verbal communication to match or influence individuals consistent with an in-depth knowledge of students diagnoses.	

### Assessment Statement

Technical Tactics and Communication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis. These assessment activities create opportunities for the candidates to demonstrate their technical understanding as related to their personal skiing/riding performance or desired outcome.

#### Alpine

Adaptive alpine candidates will continuously adjust the Technical Fundamentals to demonstrate any specific skiing or ski performance outcome through the advanced zone. Assessment activities may include those that require a candidate to:

- 1) Perform skiing activities that demonstrate the ability to adapt and blend each of the Technical Fundamentals.
- 2) Perform skiing activities integrating the Technical Fundamentals through all turn phases to achieve prescribed ski performance.
- 3) Perform skiing activities that vary turn shape, size, and line as needed or prescribed.
- 4) Identify which Technical Fundamental(s) will be observed during the activity.
- 5) Identify how the activity requires the integration of all Technical Fundamentals.
- 6) Identify the duration, intensity, rate, and timing (DIRT) of the Technical Fundamentals and be able to vary DIRT in relation to any Technical Fundamental at any point in the turn.
- 7) Describe how the Technical Fundamental(s) and DIRT should impact other Technical Fundamentals and ski performance.
- 8) Perform activities achieving the desired outcome.
- 9) Describe the desired change in the performance outcome.
- 10) Describe and demonstrate variations of performance outcomes for a skiing activity.

Examples of alpine activities include, but are not limited to, dynamic medium radius turns in bumps, dynamic short radius turns, hop turns, one-ski skiing, short radius basic parallel on ungroomed terrain, short radius pivot slip combo, bumps, large radius, medium radius, short radius, ungroomed, basic parallel, wedge christie, wedge turn, hop turns, leapers, one ski, pivot slips, railroad track, retraction turns, skate-shape-short, and white pass.

Identifying and describing various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more. Demonstrations and discussions will involve various assistive devices, maneuvers, and/or strategies:

- 1) The advantages and disadvantages.
- 2) Where, when, why, and how to properly implement various assistive devices, maneuvers, or strategies.
- 3) When an assistive device, maneuver, or strategy is inhibiting performance or growth and is no longer contributing to the development of fundamental based movements, skill acquisition, and/or independence.

These observations will be made both by looking at the candidate as an individual and also as a part of the instructor/student partnership. Below are some examples of when and how these activities will be observed:

1) Assistive equipment, maneuvers, and strategies include, but are not limited to:

- Application of assistive devices, maneuvers, and strategies (Ex: stuffed animals, harness, seizure belt, communication devices, etc.)
- Bamboo pole/hoop
- Hand in hand
- Horse and buggy
- Ski tip connectors
- Spreader bar
- Tip hold
- Two-point hold

Assessment activities will include demonstrating and/or speaking to guiding students with vision-related diagnoses. At minimum, using command-task, guide a person through all zones in a manner that enhances student performance goals. While guiding, candidates should anticipate and adjust personal performance and tactics to positively impact and refine accuracy of student performance – using duration, intensity, rate, and timing (DIRT) – and accounting for changes in terrain and conditions through all aspects of the mountain environment. Assessment activities will require a candidate to demonstrate:

1) Guiding methods include, but are not limited to:

- Guiding with visual cues;
- Guiding with auditory cues;
- Guiding with kinesthetic cues; and
- Guiding skiers who are skiing independently of cues.

2) Guiding positions include, but are not limited to:

- Guiding from the front while skiing backward;
- Guiding from the front while skiing forward;
- Guiding from the back; and
- Guiding from the side.

**Snowboard**

Candidates will continuously blend the Technical Fundamentals to demonstrate specific outcomes on all terrain and on medium freestyle features.

Assessment activities may include those that require a candidate to:

- 1) Integrate all the Technical Fundamentals to achieve prescribed outcomes.
- 2) Highlight individual Technical Fundamentals as prescribed.
- 3) Demonstrate versatility by vary turn shape, turn size, and line with duration, intensity, rate, and timing (DIRT).

Examples of snowboard activities include, but are not limited to, skidded turn, carved turn, freestyle, aired 360s, box/rail – boardslide, box/rail – tail press/nose press, bumps/off piste, dolphin turns, grab or shifty over jump, heel-to-heel, nose/tail rolls, pivot slips, skidded turns, switch turns, toe-to-toe, transition feature, and trees/glades.

Identifying and describing various assistive devices appropriate to individual students' needs. These may include but are not limited to bamboo poles/hoops, binding and board setups, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, tethers, visual schedules, and more. Demonstrations and discussions will involve various assistive devices, maneuvers, and/or strategies:

- 1) The advantages and disadvantages.
- 2) Where, when, why, and how to properly implement various assistive devices, maneuvers, or strategies.
- 3) When an assistive device, maneuver, or strategy is inhibiting performance or growth and is no longer contributing to the development of fundamental based movements, skill acquisition, and/or independence.

These observations will be made both by looking at the candidate as an individual and also as a part of the instructor/student partnership. Below are some examples of when and how these activities will be observed:

- 1) Assistive equipment, maneuvers, and strategies include, but are not limited to:
  - Application of assistive devices, maneuvers, and strategies (Ex: stuffed animals, harness, seizure belt, communication devices, etc.)
  - Hand in hand
  - Handlebar
  - Hoop
  - Horse and buggy
  - I-teach bar
  - Pole
  - Rider bar
  - Sno-Wing

Assessment activities will include demonstrating and/or speaking to guiding students with vision-related diagnoses. At minimum, using command-task, guide a person through all zones in a manner that enhances student performance goals. While guiding, candidates should anticipate and adjust personal performance and tactics to positively impact and refine accuracy of student performance – using duration, intensity, rate, and timing (DIRT) – and accounting for changes in terrain and conditions through all aspects of the mountain environment. Assessment activities will require a candidate to demonstrate:

- 1) Guiding methods include, but are not limited to:
  - Guiding with visual cues;
  - Guiding with auditory cues;
  - Guiding with kinesthetic cues; and
  - Guiding skiers who are skiing independently of cues.
- 2) Guiding positions include, but are not limited to:
  - Guiding from the front while skiing backward;
  - Guiding from the front while skiing forward;
  - Guiding from the back; and
  - Guiding from the side.

**Learning Outcome:** A Level III instructor articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students with vision-related diagnoses through all zones.

**LO is assessed upon** the instructor’s ability to consistently demonstrate the following criteria with students with vision-related diagnoses by:

Observe and describe the application of multiple Technical Fundamentals in all turn phases and from turn to turn.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately identify and describe ski/board performances relative to desired outcomes across multiple Technical Fundamentals in all turn phases and from turn to turn.	Does not, or inaccurately, identify ski/board performance.
Accurately identify and describe body movements relative to desired outcomes across multiple Technical Fundamentals in all turn phases and from turn to turn.	Does not, or inaccurately, identify body movements.
Accurately connect and describe observed ski/board performances relative to all Technical Fundamentals and the contributing body performance in all turn phases and from turn to turn.	Does not connect ski/board and body performance of two or more Technical Fundamentals in all turn phases.
Completely and accurately connect the body and ski/board performance with all technical fundamentals in all turn phases and from turn to turn.	Use unprofessional or non-specific language.
Use objective, specific, technically accurate, and non-judgmental language as it applies to skiers'/riders' performance. Example: “Center of mass over base of support” as opposed to “good balance”.	Description of the performance of multiple Technical Fundamentals in all turn phases and from turn to turn are not correct.
Describe how corollary effects of students’ diagnoses and medications influence students’ body and ski/board performance.	Fail to address how corollary effects of students’ ages, stages, diagnoses, and/or medications impact students’ body and ski/board performance.
Describe how adaptive devices, techniques, and tactics impact students’ body and ski/board performance.	Fail to address how adaptive devices, techniques, and tactics influence students’ body and ski/board performance.

Evaluate and describe the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Accurately analyze and discuss body movements to ski/board performance relationships.	Body movements are not linked to ski/board performance.
Describe observed performance in relation to desired outcomes.	Struggle to relate observed performance to intended outcome.
Explanation and communication of cause-and-effect are accurate, clear, concise, and explain how desired performance outcomes were achieved.	Cause-and-effect relationships descriptions are inaccurate, unclear, or incomplete.
Cause-and-effect is accurate, specific, and applies to relevant Technical Fundamentals, for both effective and ineffective skiing/riding.	Cause-and-effect explanation/communication is not relevant to the activity or specified outcome.
Accurately analyze elements of duration, intensity, rate, and timing (DIRT) of a Technical Fundamental in observed skier(s)/rider(s) for both effective and ineffective skiing/riding.	Inaccurate relationship of duration, intensity, rate, and timing (DIRT) elements to performance or outcomes.
Analyze why the blend of a Technical Fundamental and tactics are appropriate for observed skiers'/riders' performance.	Evaluation of observed Technical Fundamentals or tactics for either effective or in effective skiing/riding is inaccurate, unclear, or incomplete.
Describe the cause-and-effect of students' diagnoses and medications influence the Technical Fundamentals relative to the desired outcome.	Fail to address the corollary cause-and-effects of students' ages, stages, diagnoses, and/or medications on the Technical Fundamentals relative to the desired outcome.
Describe the cause-and-effect of adaptive devices, techniques, and tactics on the Technical Fundamentals.	Fail to address the cause-and-effect of adaptive devices, techniques, and tactics on the Technical Fundamentals.

Prescribe a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Prescription evaluates the appropriate Technical Fundamentals specific to the specified outcome.	Incorrectly evaluates and/or describes Technical Fundamentals relevance to the specified performance or outcome.
Accurately discuss various duration, intensity, rate, and timing (DIRT) adjustments to affect meaningful change.	Prescribes a movement change that is not connected to the Technical Fundamentals chosen.
Clearly describe and analyze effective and relevant changes that focus on performance, outcomes, tactics, and/or skiing/riding situations (racing, park, freeride, big mountain, bumps, freestyle, etc.).	Unable to discuss or analyze movements that are both effective and ineffective in the prescribed skiing/riding zones.
Construct and discuss prescription for change and understands the elements that led to the prescription.	Unable to prescribe feedback and outcomes that are relevant to the skier(s)/rider(s).
Analysis and discussion of prescription shows an experienced understanding of Technical Fundamentals and skiing/riding skills.	Unable to discuss or analyze a continued practice/training plan for students in the desired skiing/riding zones.
Can customize, communicate, and integrate a continued practice/training plan for student.	Prescription is unclear, lacks needed details or information, or is non-existent.
Prescription accounts for equipment and adaptive devices, techniques, and tactics.	Prescription fails to connect how equipment and adaptive devices, techniques, and tactics affects students' performance for the intended outcome.
Prescription accounts for students' ages, stages, diagnoses, and/or medications.	Prescription fails to address corollary effects of students' ages, stages, diagnoses, and/or medications.

Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Connect and describe the relationship of guiding positions and methods, equipment, assistive devices, techniques, and/or tactics to Technical Fundamentals and skiers'/rider's performance and specific outcomes across different terrain and conditions in all zones.	Cannot connect or describe how guiding positions and methods, equipment, assistive devices, techniques, and/or tactics affect students' performance of Technical Fundamentals or specific outcomes across different terrain and conditions through all zones.
Observe and describe the student/instructor partnership and possible implications of instructor behavior and/or performance on students' safety, fundamental/skill acquisition, and learning.	

### Assessment Statement

Movement Analysis (MA) assessment criterion within the respective assessment module may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, observations of the public, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Candidates will be expected to present an organized and detailed description of movements, identify deficiencies, determine cause-and-effect relationships through any zone progression and based on the person's abilities, and relate them to exercises through the respective zone to improve their performance. Candidates can expect to provide information and answer questions for each assessment criterion in reference to the person being analyzed or to the desired outcome through all zones.

As an example, candidates need to identify movements, identify deficiencies, note if they are related to students' diagnoses, such as diabetic retinopathy or macular degeneration, and apply specific exercises through the applicable zone to meet students' abilities, ages, and stages that promote their fundamental/skill development.



**Learning Outcome:** A Level III instructor demonstrates their ability to adapt the Teaching Skill Learning Outcomes relative to students with vision-related diagnoses through all zones, planning learning outcomes, creating individualized experiences, and moving students toward agreed-upon outcomes while optimizing engagement in the process.

**LO is assessed upon** the instructor’s ability to consistently demonstrate the following criteria with students with vision-related diagnoses by:

Continually assessing student motivations, performance, and understanding.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Gather information from individuals to explore underlying motivations for learning throughout the lesson.	Assume rather than discover motivations of individuals.
Assess students’ ongoing performance (body movement and ski/board action) throughout the lesson.	Make assumptions about performance without observing students or fail to recognize performance change.
Throughout the lesson, discover what students understand about their performance.	Make assumptions about or fails to gather information regarding the level of understanding without discussion with students.
Continually assess and adapt to the ability of students to perform planned activities.	Fail to recognize and/or adapt to students who have difficulty performing planned activities.
Ask students about their understanding of their performance in a manner appropriate to their ages, stages, and diagnoses.	Make assumptions about what students understand without asking them.
Continually assess how adaptive devices you implemented impact performance.	Fail to have any tactics to adapt lesson experience for students’ ages, stages, and diagnosis.
Adapt to the needs of students including ages, stages, diagnoses, behaviors, and understandings.	Fail to continually modify teaching to accommodate for students’ abilities, needs, ages, stages, and/or corollary effects of their diagnoses.
Check in periodically with students to keep track of changing motivations and act on gathered information.	Talk to students in a chronological-age manner without regard of their cognitive abilities.
Assess students’ likely emotional responses to learning experiences and modify approach based on gathered information continually.	Limit assessment of students’ motivations to only some individuals or single point in time and/or fails to act on information.
In an interview with examiners, share observations and changes related to students’ ages, stages, diagnoses, motivations, performances, and/or understandings.	Limit assessment of students’ emotions to only some individuals or single point in time or fail to modify experiences based on students’ emotions.
	In a discussion with examiners, fail to recognize or share on students’ ages, stages, diagnoses, motivations, performances, and/or understandings.

Collaborating with students to establish and adapt a lesson plan with a common theme and a clear direction, and individualized focus throughout the lesson.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Collaborate on a big-picture overview, theme, and individualized focus for the lesson.	Fail to involve or communicate with students about the lesson plan. Lesson overview and theme provided are vague.
Plan and modify long-term goals and short-term objectives to address students' ages, stages, diagnoses, motivations, performance, and/or understanding.	Planned activities fail to address or adapt to students' ages, stages, diagnoses, motivations, performance, and/or understanding.
Establish a plan that is fundamentally accurate and appropriate for students.	Plans are not fundamentally accurate and do not meet the needs of students.
Summarize the plan of action, providing short-term objectives for individuals.	Unclear about the direction for lesson.
Adjust the focus for students and customize the learning experience.	Fail to customize the learning experience for students.
Plan continually aligns with students' cognitive level of understanding and accounting for corollary effects of students' diagnoses and medications.	Cannot share accurate thoughts on how the lesson would be changed to adapt to different students' profiles.
Activities and coaching consistently provide a clear path for students' learning and fundamental/skill development toward acquisition.	Teaching and coaching are inconsistent and sporadic.
Combine or relate individuals' experiences to promote students' interactions.	Introduce progressions without adapting teaching and coaching to individual students' abilities, needs, and corollary effects of their diagnoses.
Incorporate various pre-existing relationships into learning experiences and the larger learning environment.	Miss opportunities to relate students' experiences to one another.
In an interview with examiners, share accurate thoughts on how different student profiles (diagnosis, ages, stages, affective states, etc.) would change your plan or focus.	Disregard significant student dynamics or external factors impacting students' learning experiences and the learning environment.

Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Plan adventures in learning that are creative, playful, and exploratory.	Fail to capture the interest of students.
Plan a progression of activities and adapts 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 students the opportunity to discover learning.	Fail to leave room in lesson plan for practice time, or discovery of learning.
Plan options for students regarding appropriate terrain.	Limit terrain options without regard for students' learning.
Plan for appropriate tactical approaches for students.	Tactical approaches are not appropriate for all students.
Share alterations that could be made to the plan to accommodate different students' ages, stages, and diagnoses.	Fail to share alterations for different students' ages, stages, and diagnoses.
Incorporate behavior management strategies, gathered via students' assessment, to positively impact the learning experience continually.	Proceed with a preconceived lesson, oblivious to students' specific needs, ages, stages, and diagnoses.
Use and adapt behavior management strategies to support students' learning.	Fail to ask students and/or caregivers for behavior management strategies that are helpful for students learning.
	Create an unwelcoming learning environment blocking learning and a sense of belonging.
	Fail to demonstrate a variety of feedback.

Tailoring the learning environment to align with the needs of individuals.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Recognize changes in students' performance and modifies activities and terrain accordingly.	Fail to consider, recognize, or modify activities or terrain for students' performance and skill blending.
Reduce difficulty of terrain, complexity of activities, speed of movements, or descent to align with the needs of slower or fearful students.	Fail to 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 students.	Fail to individualize the learning environment for faster or athletic students.
Connect with disengaged students.	Fail to identify changing needs of students throughout the lesson.
Mitigate the impact of internal and external distractions.	Neglect to identify appropriate tactical approaches to managing commonly seen lesson environments.
Describe specific, observable behaviors that indicate interpersonal dynamics between individuals.	Avoid or ignore students who seem disengaged.
Describe the intended impact of their actions on the lesson dynamic and its ultimate outcome.	Disregard verbal and/or non-verbal cues from students that indicate their level of comfort and/or engagement.

Create a learning environment and experiences that complement the information learned about students through initial and ongoing assessments.	Fail to recognize cues that indicate activities should be modified or progressed.
Adapt use of guiding positions and methods, equipment, assistive devices, techniques, and tactics continually to promote students' development of Technical Fundamentals, learning, and independence.	Fail to diminish internal or external distractions that impact students' learning and/or experiences.
Recognize and adapt (i.e., addition, removal, adjustments) guiding methods and positions, equipment, assistive devices, techniques, and tactics to compliment students' short- and long-term goals based on changing students' needs.	Allow one person or a subset of the group to dominate the culture of the lesson.
Create and foster opportunities for collaboration and sharing between individuals.	Make general comments about group dynamics without providing specific details about interactions.
In a discussion with examiners, identify observations regarding the changing needs of students throughout the lesson.	Give a vague description or is uncertain of the impact of their actions on the lesson dynamic or students' experience based on the actions they took.
In a discussion with examiners, identify tactical approaches to managing commonly seen lesson environments.	Fail to continually account for students' ages, stages, and diagnoses.
	Disregard information learned about students through the assessment process.
	Use assistive devices, techniques, and tactics in a manner that lacks a purpose or hinders students' short- and long-term skill acquisition.
	Fail to have a plan in place to move beyond an introduced assistive devices, techniques, and tactics.
	Use assistive devices and adaptive tools, equipment, and techniques/methodologies in place of teaching and allowing for student learning and independence.
	Teaches to assistive devices, techniques, and tactics rather than teaching to individual students.

Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Provide information that is clear and relevant to students' individual outcomes, performance, abilities, needs, ages, stages, and diagnoses.	Provide information that is not clear, or not related to students' individual outcomes, performance, abilities, needs, ages, stages, and diagnoses.
Target skill development, technical fundamentals, and tactics for individual students.	Lack focus on skills, fundamentals, or tactics or focus/information is inaccurate.
Deliver information at an appropriate rate for 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 for students to understand.	Provide information that is overly technical and complex, lacks sufficient technical information, or is not compatible with students' ages, stages, and diagnoses.
Provide and adapt demonstrations that match descriptions, are easily viewed, and draw individuals' attention toward cause-and-effect relationships between body movements and equipment outcomes.	Demonstrate without accuracy, useful vantage points, drawing students' attention to key aspects, and/or students' ages, stages, and/or diagnoses. Or demo is irrelevant to individual students' 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 desired outcomes.
Develop information that guides students toward desired outcomes.	Delivery of information is random, disorganized, or creates confusion.
Create opportunities for students to share their own intrinsic feedback.	Use predominantly one-way feedback in which the candidate evaluates students.
Appear to adjust word choice, delivery style, and timing of feedback based on the context or cues and behaviors of students and their ages, stages, and diagnoses.	Fail to recognize and respond when students are losing interest, frustrated, or becoming disengaged because of feedback delivery or lack of feedback.
Assess students' preferences for if, when, and how they wish to receive feedback. Deliver feedback based on this information.	Fail to identify or act on students' preferences for receiving feedback.
Adjust the blend of reinforcing and corrective feedback for students.	Use a blend of corrective and reinforcing/positive feedback that is not adjusted for students.
Connect feedback to the goals and motivations of students.	Provide limited, or inaccurate, detail about how they attempted to adapt their feedback.
Use language that is person-first, etc. to continuously create an open, inclusive, and safe learning environment.	Feedback is disconnected from students' goals and motivations.
In an interview with examiners, provide specific, accurate, examples of how and why they individualized their feedback to support the emotions of students.	Fail to continually adapt information presented to successful skill development.
	In an interview with examiners, fail to describe why they delivered feedback the way they did (regarding emotions of students).

Proactively managing physical and emotional risk to promote engagement in the learning environment.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Foster students' ability to proactively manage risk and apply Your Responsibility Code and/or 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 students' 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 to yourself and others.	Make decisions throughout the day that place you or others at risk.
Choose terrain, tasks, speed, and/or conditions to enhance students' engagement in the learning environment.	Choice of terrain, tasks, speed, and/or conditions diminish the ability of students to learn.
Provide tactical approaches to help manage mindsets for students.	Fail to provide different mental approaches to the terrain, task, etc.
Adapt tasks to students' individual physical and cognitive abilities.	Fail to modify tasks for students' physical or cognitive abilities.
Adapt demonstrations and actions to enhance students' engagement in the learning environment.	Demonstration and action over-challenge or under-challenge students, diminishing engagement and learning.
Communicate with students 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 the 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.
Proactively create a safe learning environment, incorporating assistive devices, adaptive tools, and techniques/methodologies as necessary, to support students who lack situational awareness within the mountain environment.	Fail to account for information about students' affective state (current and historical) learned during assessment process within the lesson. (For example, student had a bad experience on ice historically and you do not help him/her develop an understanding of edges, ways to overcome, etc.)
Accommodate for students' fears, anxieties, etc.	Allow the motivations and emotions of individuals or subset of the group to dominate others.
Select tasks that accommodate for students' evolving emotional states.	Fail to model or convey Your Responsibility Code and/or Park Smart.
Support and manage the motivations and emotions of all.	Fail to help students understand the consequences of their actions.
Manage the motivation and emotions of individuals without negatively impacting the experience.	Fail to support students at their individual level/needs to create a safe learning environment and their interaction within the mountain environment.
Adapt to the changing emotional needs of students to allow them to remain in a state where they are able/willing to learn.	Introduce a plethora of assistive devices, adaptive equipment, and tools to the detriment of students' experiences, independence, and safety.
Use Your Responsibility Code as the foundation of the mountain experiences and always models its use.	

Customizing and pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Adjust the pacing of activities to lead toward desired outcomes for individual students (customize).	Fail to alter the pacing of activities based upon students' 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 or too slowly.
Adapt activities to accommodate changes in students' performance and understanding.	Deliver activities according to the initial plan with disregard for students' performance and understanding.
Pace new activities based on individual student's readiness.	Move to the next activity based upon the initial lesson plan without considering students' 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.
Adjust pacing of lesson to maximize on the fluctuations of the effects of students' physical and cognitive abilities, diagnoses, and medications.	Fail to adapt to the changing needs of learners.
Manage learning environment to positively influence students' experiences.	Proceed with a preconceived lesson, oblivious to students' specific needs, ages, stages, and diagnoses.
In an interview with examiners, share alterations made to pacing or activities to allow students to explore and/or play.	Fail to pace the lesson to account for students' ages, stages, diagnoses, medications, and other information gathered via initial and ongoing assessments leading to students disengaging from the lesson.
	Create unsafe or dangerous situations because progression does not account for students' athletic ability, fitness level, acclimation to the environment, fear, emotional state, psychological needs, ages, stages, diagnoses, etc. (CAP).
	Disregard verbal and/or non-verbal cues from students indicating their level of comfort and/or engagement to speed up or slow down pace and/or activities.
	In an interview with examiners, cannot share alterations made to pacing or activities to allow for the needs of students to explore and/or play.

Encouraging the students to communicate change in performance and/or understanding.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Ask purposeful, open-ended questions, which are relevant to individual students' ages, stages, and diagnoses, to guide their reflection relative to the original plan.	Tell individuals what you observed and what they should know.
Confirm that change in understanding in individuals is accurate.	Ignore students' misconceptions about understanding.
Ask individuals questions clarifying if understanding is inaccurate.	Fail to pursue improved understanding when inaccuracies are present.
Observe individual performance to validate if it matches their descriptions.	Ignore students' performance as an indicator of learning or lack of learning.
Create space and opportunity for students to communicate in a manner that supports their typical form(s) of communication.	Cannot identify strategies used to encourage students to communicate change.
In an interview with examiners, identify methods used in the lesson to encourage students to communicate change.	

Collaborating with students to apply gained skills to skiing/snowboarding situations.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Apply students' learning to varied terrain or conditions and have them share what they notice, feel, and/or do.	Fail to alter the terrain or conditions nor applies learning to the situation. Alter the terrain or conditions but does not collaborate on understanding the outcome.
Vary tasks and collaborate with students to apply learning to the modified task.	Fail to alter the task, collaborate, or apply learning.
Vary the speed and/or tempo and explore how students' performance is affected.	Fail to vary the speed and/or tempo. Or, fail to explore how it affects performance.
Engage students in conversation about next steps and application of learning.	Fail to converse with students about applying learning.



**Assessment Statement**

Level III candidates are assessed on all Adaptations of Teaching Skills Learning Outcomes while candidates share progressions relative to students through all zones, but with real-time interaction with peers. Teaching activities are based on the needs, motivations, and technical performance of the participants. The lesson is 20 minutes, with the time set before the lesson starts. Candidates can expect group and individual discussions with the examiner(s) before, during, and/or after teaching segments. The behavior of candidates will also be observed throughout the exam environment. Other forms of assessment may be used including in various on-snow and/or off-snow activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, and video analysis.