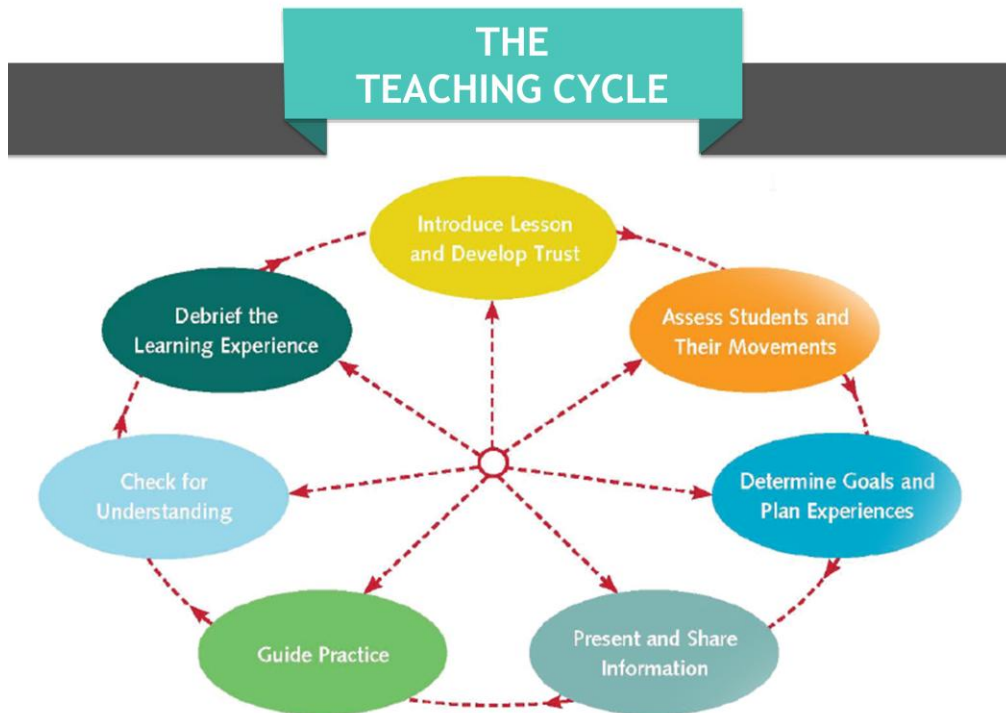




Great teaching paradigm:
“It is less about what the teacher says
or does, but more about what the
learner hears and understands”



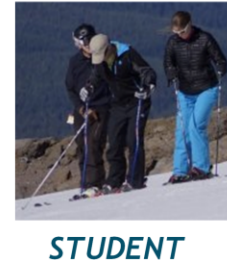
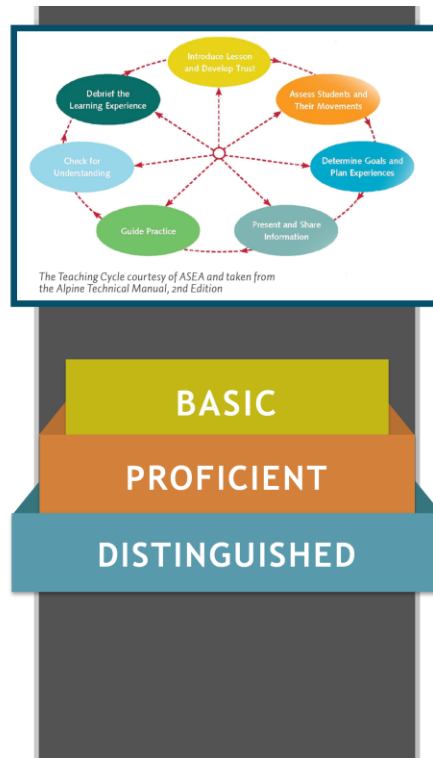
We are professional instructors.

The teaching cycle is PSIA's frame work for how we instruct.

In reality the teaching cycle is not linear but in developing a deeper skill of using it we do address it in a sequential and linear fashion. To not do so the leaner and instructor can quickly become over whelmed by too many variables.

DETERMINING GROUPS LEVEL OF KNOWLEDGE:

-going bubble by bubble have the group share what each bubble means to them or how they would describe it to a new instructor. This will inform teacher of the audience's level of understanding of the teaching cycle so the instructor can shape the session accordingly



We are collaborating with professional educators to enhance our approach to professional snowsports instruction

A key enhancement is to use levels of competency to assess teaching, just like we use levels of competency to assess of skiing skills.

The professional education industry uses basic, proficient and distinguished as categories of teaching competency.

Competency is assessed somewhat by instructor, behavior but more importantly student behaviors

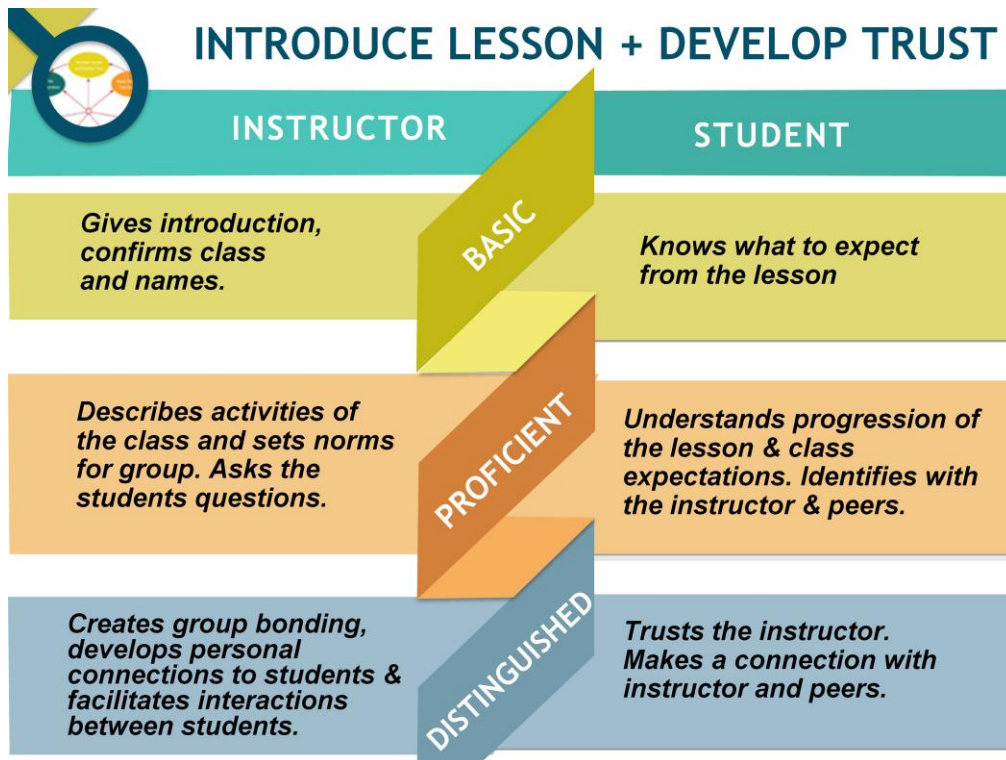
Each step of the teaching cycle has levels of competency drafted

Basic is a great accomplishment for a first year instructor

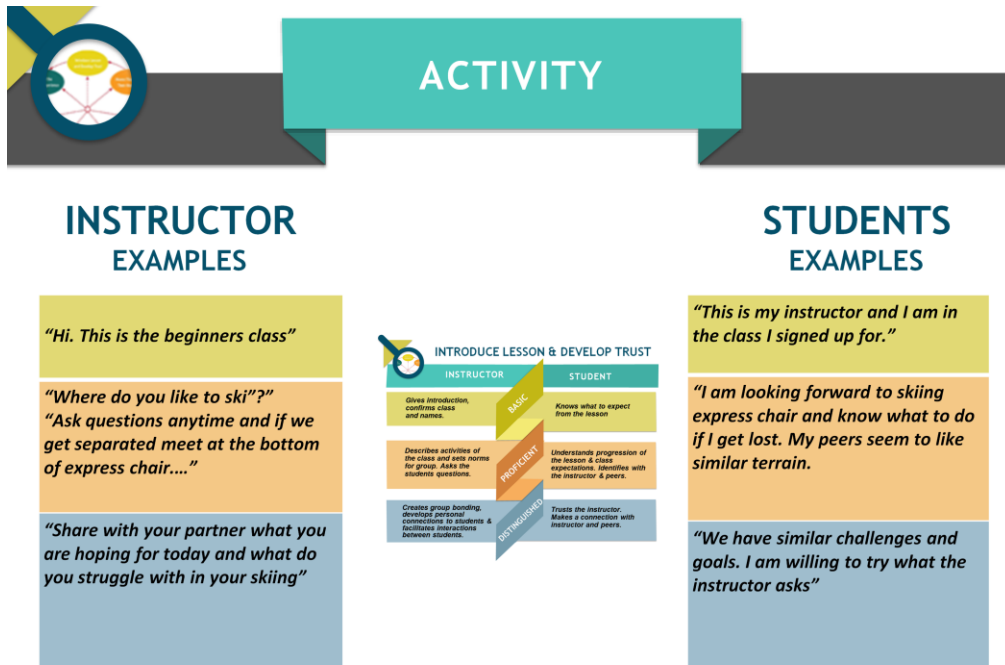
Proficient is where many instructors are. “Good teachers live in proficient, and visit distinguished”

Distinguished is not always possible and should not be held as a consistent performance standard but a stretch goal that can be achieved. Great teachers achieve this competency more often than others.

Assessing an instructors is determined by which level of competency they are performing at.



Slide shows the **criteria** for each level of competency as it pertains to the first teaching cycle bubble of “Introduce lesson & develop trust”

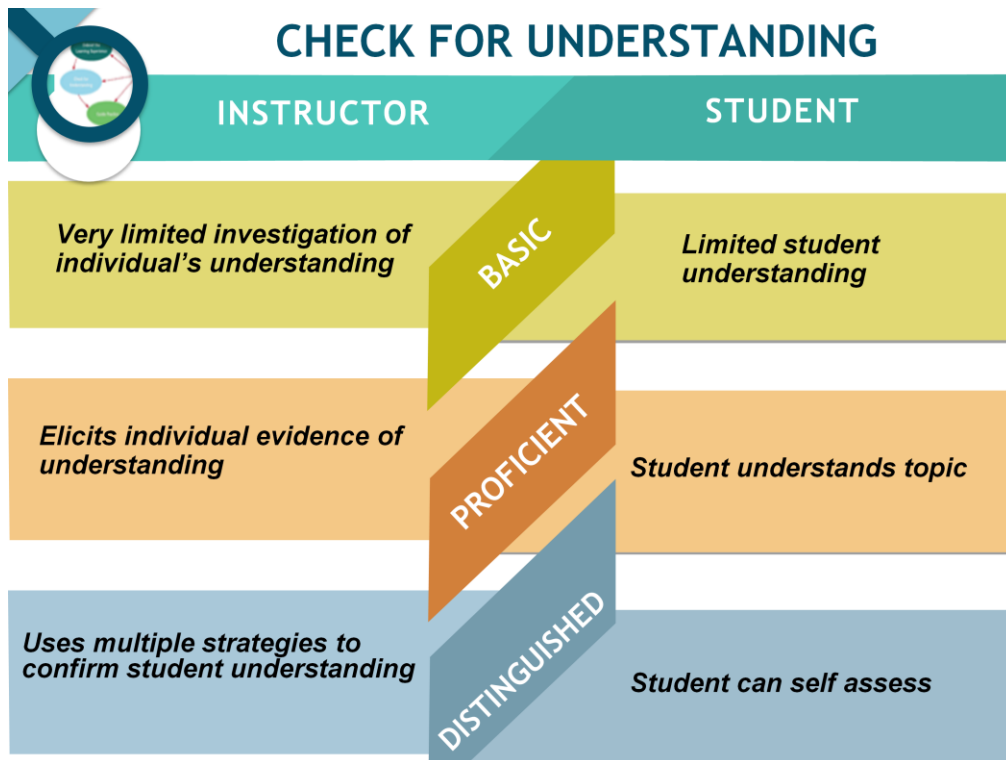


Prepare audience for upcoming activity by modeling.

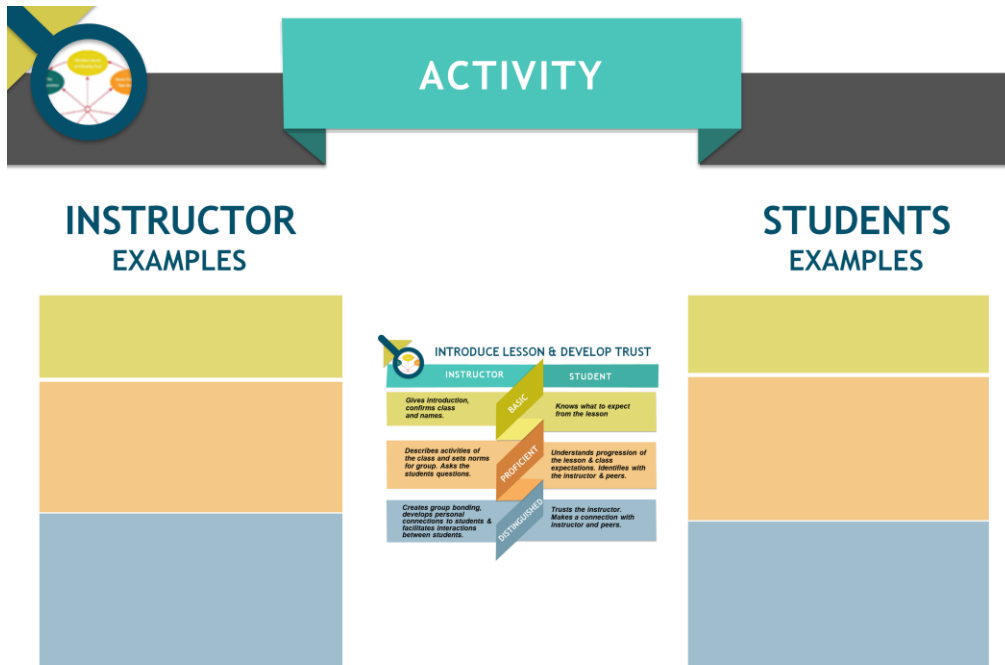
Use the "Introduce lesson and develop trust" criteria to create examples of observable instructor and student examples.

NOTES:

- Model first by filling out a sheet using the "introduce lesson and develop trust criteria"
- Emphasize observable examples
- Let groups engage on their own for at least 5 minutes before helping
- When helping try to leave ASAP so that you do not become a crutch.
- Use efficient transitions



Slide shows the **criteria** for each level of competency as it pertains to the teaching cycle bubble of “Check for understanding”. Have on display as well as provided in handouts for the groups to use.



Facilitating the learning:

- For faster groups have them create examples pertaining to children's lessons

NEXT STEP:

GALLERY WALK: have students move their sheets to outside of room and everyone will walk **in silence**(like an art gallery)observing what other groups developed.

- Instruct them to take seats when done walking

- Once majority are seated:

Debrief session discussion:

“What were the similarities you noticed?”

“What were the differences?”

SUMMARIZING:

Debrief with the group

“How does this pertains to you as instructor?”

“What were your take aways?”



Possible Training Ideas

INDOORS

- Together, create bank of questions for beginner lesson
- Write closed ended questions on 3x5 cards. Put in hat pull out and change to open ended questions
- Model basic vs. proficient questions
- Model a non-snowsports topic using open ended questions

- Veterans self assess strengths and opportunities in how they check for understanding
- Create examples of each level of competency
- Develop pros and cons of open and closed ended questions
- Skits performing each level of competency
- Teach this presentation
- Charting (poster paper) is a great way to create collaborative dialogue among groups and foster rich conversation

ON SNOW

- Teach peers, ask them to assess your checking for understanding
- Teach peers, use buzzer/sound effect whenever closed ended question used
- Shadow lesson
- Model a compare and contrast example of basic vs proficient

- Teach peers with goal of figuring out why they do or do not understand topic
- Have new hires design questions that would tell them how much a student understood about a beginner lesson progression
- Have group help clinician determine why student do or do not understand

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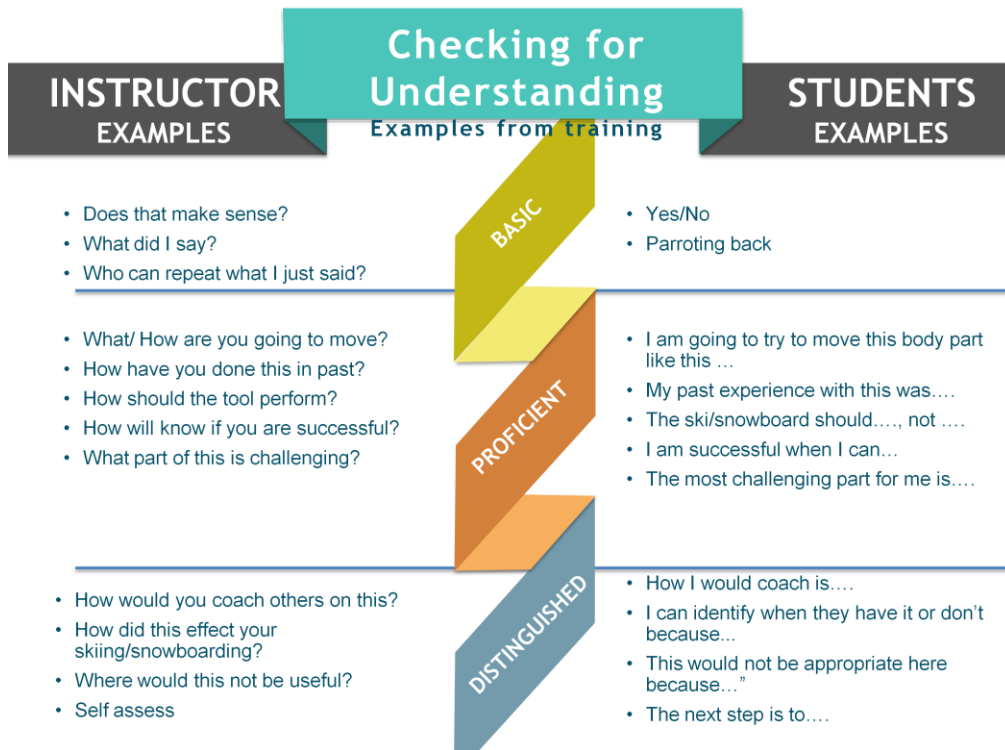
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SUMMARIZING:

Debrief with the group

“How does this pertain to you as instructor?”

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Facilitating the learning:

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SUMMARIZING:

Debrief with the group

“How does this pertains to you as instructor?”

“What were your take aways?”

Note to presenter:

Please view the slide “notes” for talking points and facilitation notes.

For questions related to this presentation and its content ,please contact John May, Linda Cowan or Kim Petram. For other questions please use the following link.

<http://www.psia-nw.org/tech-zone/ask-a-question/>