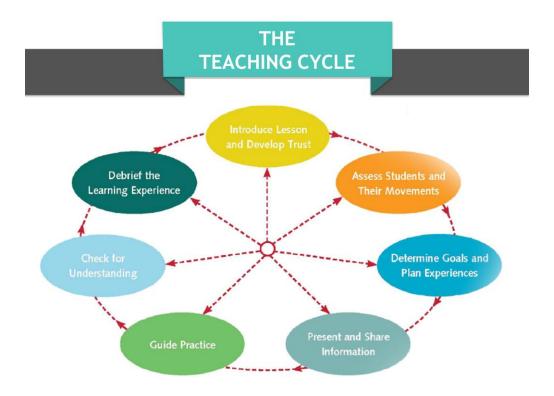


Great teaching paradigm:

"It is less about what the teacher says or does, but more about what the learner hears and understands"



We are professional instructors.

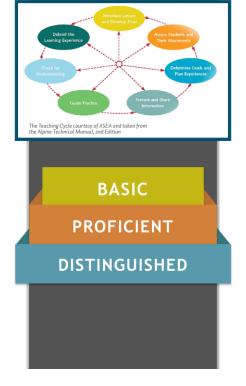
The teaching cycle is PSIA's frame work for how we instruct.

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







STUDENT

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

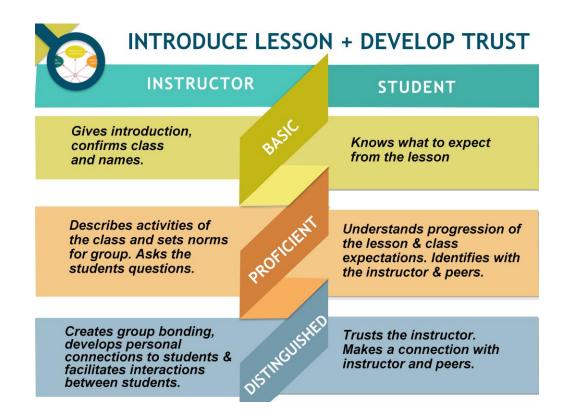
Each step of the teaching cycle has levels of competency drafted

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"



INSTRUCTOR EXAMPLES

"Hi. This is the beginners class"

"Where do you like to ski"?"

"Ask questions anytime and if we get separated meet at the bottom of express chair...."

"Share with your partner what you are hoping for today and what do you struggle with in your skiing"



STUDENTS EXAMPLES

"This is my instructor and I am in the class I signed up for."

"I am looking forward to skiing express chair and know what to do if I get lost. My peers seem to like similar terrain.

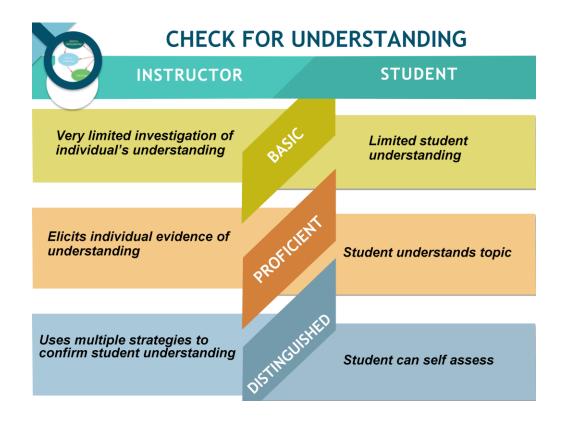
"We have similar challenges and goals. I am willing to try what the instructor asks"

Prepare audience for upcoming activity by modeling.

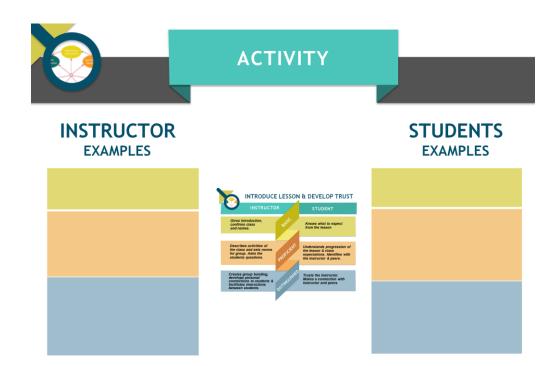
Use the "Introduce lesson and develop trust" criteria to create examples of observable instructor and student examples.

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

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

- 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
- 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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Checking for **Understanding** INSTRUCTOR **STUDENTS EXAMPLES** Examples from training · Does that make sense? Yes/No · What did I say? · Parroting back · Who can repeat what I just said? What/ How are you going to move? · I am going to try to move this body part like this ... · How have you done this in past? · My past experience with this was.... · How should the tool perform? • The ski/snowboard should...., not · How will know if you are successful? · I am successful when I can... · What part of this is challenging? · The most challenging part for me is.... · How I would coach is... · How would you coach others on this? · I can identify when they have it or don't · How did this effect your because.. skiing/snowboarding? This would not be appropriate here · Where would this not be useful? because... · Self assess · The next step is to....

Facilitating the learning:

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

NEXT STEP:

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"How does this pertains to you as instructor?"

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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/