

Core Teaching Competencies List

- ↗ Values and demonstrates respect
- ↗ Listens well (not just to what is being said, but also what is emoted)
- ↗ Reads students through the intangibles of tone of voice, body language, listening beyond spoken word.
- ↗ Empathizes well.
- ↗ Able to connect using non-verbal communication
- ↗ Able to develop trust (listen and relate and connect) with both guests and peers
- ↗ Exercises sound diagnostic skills = mechanics, emotional state, understanding needs and motivations
- ↗ Deals with the full reality of the student.
- ↗ Exudes self- confidence without arrogance.
- ↗ Explains things in brief and easy to understand language, both verbally and non-verbally..
- ↗ Shows skillful ability to weave social- with instructional communication.
- ↗ Shows a working understanding of building and working lesson plans.
- ↗ Demonstrates skilled goal setting/goal getting coaching.
- ↗ Customizes lessons according to gender, learning style, energy, culture.
- ↗ Offers diverse methodologies and solutions fitting diverse learning styles.
- ↗ Uses terrain, snow conditions and other environment ‘aids’ such as quiet places, in support of desired goal achievement.
- ↗ Attends to mental, physical and emotional development tracks in coordinated manner.
- ↗ Uses sound exercise lines to achieve desired goals.
- ↗ Able to promote challenging but supportive learning environment.
- ↗ Uses experiential learning/learning by doing (create experience-reflect-generalize-apply-experience)
- ↗ Able to enjoy, play, and use humor.
- ↗ Understands how to motivate students.
- ↗ Able to encourage
- ↗ Creates a relaxed interpersonal relationship and collaborative environment.
- ↗ Creates and manages productive, collaborative group dynamics.
- ↗ Balances ‘ask’ – ‘tell’ in the instructional process.
- ↗ Manages ‘stretch’- task difficulty well.
- ↗ Manages pace of lesson.
- ↗ Produces and manages positive energy (Self and other)
- ↗ Shows working understanding of ‘oscillation’.
- ↗ Knows how to bring about FLOW conditions in the instructional process.
- ↗ Productive feedback - share what doing “right” and next goal, not focus on what is “wrong”
- ↗ Is able to move from instructor- to self- provided feedback.
- ↗ Is aware of her/his own emotional ‘wake’.
- ↗ Readily can assess his/her own learning at any time about self and others.
- ↗ Exercises real time self-observation while teaching.
- ↗ Sound conflict management - positively, with confidence
- ↗ Generates return business through the strength of interpersonal skills.