



Leadership Competency Assessment Form - Level 1

Instructor Name: _____

Self Assessment

Assessment

For each Performance Criteria below indicate whether the knowledge, skill, or attitude has achieved competency.

Core Competency	Performance Criteria	Competency Achieved	
		YES	NO
Planning	Uses Society resources to plan a clear, logical flow of progressions and activities session-to-session and topic-to-topic	<input type="checkbox"/>	<input type="checkbox"/>
	Uses situations for participants that require critical thinking and are age and skill level appropriate	<input type="checkbox"/>	<input type="checkbox"/>
	Modifies short and long term plans in a way that accommodates session timing, format, locations, class safety, and participant's needs, and which includes all required content items	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating	Explains the importance of accurate evaluation and completion of program administration	<input type="checkbox"/>	<input type="checkbox"/>
	Accurately evaluates and provides feedback to participants using the applicable Lifesaving Society Award Guide	<input type="checkbox"/>	<input type="checkbox"/>
	Ongoing documentation of participant performance	<input type="checkbox"/>	<input type="checkbox"/>
	Accurately completes program administration	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies adaptations to long and short term plans based on evaluation result	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Skills	Presentations and demonstrations can be seen and heard by all participants	<input type="checkbox"/>	<input type="checkbox"/>
	Presents from a variety of locations within a learning space and faces the audience	<input type="checkbox"/>	<input type="checkbox"/>
	Presentations meet participant needs and address program content	<input type="checkbox"/>	<input type="checkbox"/>
	Presents skills and knowledge in logical progressions	<input type="checkbox"/>	<input type="checkbox"/>
	Delivers complex instructions as a series of simple steps	<input type="checkbox"/>	<input type="checkbox"/>
	Participants are engaged during presentations	<input type="checkbox"/>	<input type="checkbox"/>
Lifesaving Society Knowledge	Applies Lifesaving Society values and adheres to Code of Conduct at all times	<input type="checkbox"/>	<input type="checkbox"/>
	Describes Lifesaving Society history and activities	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the mission of the Lifesaving Society	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the roles and responsibilities of instructors, trainers, affiliate delivery partners and the Lifesaving Society	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum Knowledge	References Lifesaving Society approved resources for program content and technical information	<input type="checkbox"/>	<input type="checkbox"/>
	Explains policies and procedures applicable to programs which they are eligible to teach	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the purpose of knowledge, skill, judgement or fitness items included in Lifesaving Society programs they are eligible to teach	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies differences in and progression through programs which they are eligible to teach	<input type="checkbox"/>	<input type="checkbox"/>
Learner Characteristics	Describes why learner characteristics and identifying participants needs is important to instructors / coaches	<input type="checkbox"/>	<input type="checkbox"/>
	Describes the age group characteristics of children, adolescents and adults	<input type="checkbox"/>	<input type="checkbox"/>
	Provide at least one (1) example of a participants': <ul style="list-style-type: none"> • Social need • Emotional need • Cognitive need • Physical need 	<input type="checkbox"/>	<input type="checkbox"/>
	Describes and explains strategies for identifying and managing challenging behaviours	<input type="checkbox"/>	<input type="checkbox"/>
Health and Safety	Discusses legislation and Lifesaving Society policies regarding harassment and violence in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the importance of health and safety policies and procedures in an instructional setting	<input type="checkbox"/>	<input type="checkbox"/>
	Maintains a safe environment by: <ul style="list-style-type: none"> • Promoting and modelling safe behaviour • Identifying and stopping unsafe behaviour 	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating and Mentoring	Uses a minimum of two facilitation methods and a minimum of two teaching formations	<input type="checkbox"/>	<input type="checkbox"/>
	Builds an environment of trust where participants are engaged, actively participate, and are encouraged to ask questions	<input type="checkbox"/>	<input type="checkbox"/>
	Gives participants opportunities to: <ul style="list-style-type: none"> • Practice judgment • Demonstrate problem solving skills • Build on their strengths • Improve their weaknesses 	<input type="checkbox"/>	<input type="checkbox"/>
	Applies Lifesaving Society policies and procedures when teaching Lifesaving Society programs	<input type="checkbox"/>	<input type="checkbox"/>
Ethics and Valuing Diversity	Adheres to Lifesaving Society Code of Conduct, inclusion policy and freedom of information and protection of privacy policy while representing the Lifesaving Society	<input type="checkbox"/>	<input type="checkbox"/>
	Creates a respectful learning environment which meets the needs of all participants	<input type="checkbox"/>	<input type="checkbox"/>
	Identify and describes at least three (3) dimensions of diversity	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates manners (pro-social behaviours)	<input type="checkbox"/>	<input type="checkbox"/>

Communicating	Recognizes and responds to verbal and non-verbal cues	<input type="checkbox"/>	<input type="checkbox"/>
	Uses active listening and accepts feedback professionally and graciously	<input type="checkbox"/>	<input type="checkbox"/>
	Gives objective feedback that tells participants how to improve and describes what they are doing correctly	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork and Collaboration	Describes personal role in terms of tasks and relationships as a member of the Lifesaving Society	<input type="checkbox"/>	<input type="checkbox"/>
	Provides a variety of activities to encourage the development of teams	<input type="checkbox"/>	<input type="checkbox"/>
	Provides opportunities for participants to express their ideas to one another	<input type="checkbox"/>	<input type="checkbox"/>
	Adjusts plans to meet the needs of the team	<input type="checkbox"/>	<input type="checkbox"/>
	Seeks help when needed	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving and Decision-making	Adapts to changing environments and situations	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies the problem and collects information	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies and applies criteria to solve the problem	<input type="checkbox"/>	<input type="checkbox"/>
	Uses Lifesaving Society resources to support decision making	<input type="checkbox"/>	<input type="checkbox"/>
Skill Demonstration	Meets evaluation criteria "Must Sees" for technical skill items in programs they are trained to teach	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSMENT INFORMATION - Please print clearly	
Completed by:	Date:
Signature:	